Ambridge Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

901 Duss Avenue
Ambridge, PA 15003
(724)266-2833
Superintendent: L. Jo Welter. Ed. D.
Director of Special Education: Travis Mineard

Planning Process

The new comprehensive plan for the Ambridge Area School District was developed by numerous stakeholders including: community members, parents, teachers, administrators, and board members. The process began in the winter of 2016. The committee working on the comprehensive planning process was divided into sub-groups based on District Goals: 1. Student Achievement, Instruction, Curricular Assets, and Alignment, 2. Professional Development, 3. Public Relations, Community Awareness, and District, Communication, 4. Student Services and Support, and 5. Human Resources Management, Staffing, and District Resources.

Mission Statement

The mission of the Ambridge Area School District is to be the "Bridge" to leading and learning, preparing students for the future through academic excellence.

Vision Statement

We believe:

- Our community should encourage and support its youth to succeed by being actively involved in the educational process
- We must build trust through a positive approach with our students, staff, and community
- An appreciation and respect for diversity enriches the learning experience
- Every student should be challenged by a curriculum that maximizes their academic potential
- The development of a positive self-esteem is necessary for individual growth
- In the preparation of students to become life long learners in an ever changing global society

- Accountability is essential for achieving high expectations

Shared Values

All students will:

- Be academically challenged by current instructional resources, methods, technology and pedagogy
- Participate in community service
- Be engaged in a variety of activities that support and enhance academic and personal growth
- Be prepared for post-graduate opportunities
- Demonstrate proficiency in core academic subjects

Educational Community

The Ambridge Area School District, serving the communities of Ambridge, Baden, Economy, Harmony Township and South Heights, is an organization dedicated to producing high-achieving students. The District features a comprehensive PreK-12 Curriculum that allows its students to explore a number of academic and extra-curricular activities while meeting the needs of its diverse population. The District includes three Elementary Buildings (K-6), a Junior High School (7-8), and a Senior High School (9-12). The District's 215 qualified, professional teachers and administrators are dedicated to providing the highest level of service to the students and parents located in our community.

Planning Committee

Name	Role
Aphrodite Galitsis	Administrator : Professional Education
Lori Heim	Administrator : Special Education
Jo Ann Hoover	Administrator : Professional Education Schoolwide Plan
Barry King	Administrator : Professional Education Special Education
Douglas McCausland	Administrator
Thomas McKelvey	Administrator : Professional Education Schoolwide Plan

Janice Zupsic	Administrator : Professional Education
Scott Angus	Board Member
Roger Kowal	Board Member : Special Education
Terry Mylan	Board Member : Professional Education
Trish Digliodo	Business Representative : Professional Education
Kim Villella	Business Representative : Professional Education
Cathy Fischer	Community Representative : Professional Education Schoolwide Plan
Valerie Pedigo	Community Representative : Professional Education
Janet Gaffney	Ed Specialist - Nutrition Service Specialist : Professional Education
Stacey Brock	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Charlene Iorfido	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Jan Rusnak	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Susan Manuppelli	Elementary School Teacher - Special Education : Special Education
Lauren Metz	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Jennifer Shannon	Elementary School Teacher - Special Education : Professional Education Special Education
Jennifer Phillips	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Davide Scuillie	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Theresa Brewer	High School Teacher - Special Education : Professional Education Special Education
Jason Groom	High School Teacher - Special Education : Professional Education Special Education
Lori Heim	Instructional Technology Director/Specialist : Special Education
Glenn Freed	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Abigaile Koper	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Heidi Bober	Middle School Teacher - Special Education : Special

	Education
Stacey Fischer	Parent : Professional Education
Lori Swinderman	Parent : Professional Education
Travis Mineard	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

- The Ambridge Area School District has developed curriculum maps and aligned the curriculum to the PA Core Standards.
- The faculty and administration continue to revise and develop the curriculum to align with the PA Core Standards.
- A new elementary ELA series (K-6) and a new Mathematics series (K-5) were purchased and implemented in the 2014-2015 Academic Year. Our goal is to provide a curriculum to engage our students and make rich connections to enhance career readiness and success in the future.

- Also, the Ambridge Area School District is implementing the IOWA Standardized Test for Basic Skills at the 2nd grade level during the 2017-2018 Academic Year. Lesson Plan development connecting more closel to PA Core Standardsand engagement in the classroom has become a District initiative for the 2017-2018 Academic Year as well.
- The Ambridge Area School District does not have Elementary Guidance Counselors, but currently employs two School Social Workers/Home School Visitors at the elemenatry level. The School District is highly considering the possibility of adding elementary guidance counselors for the 2018-2019 academic year.

Elementary Education-Intermediate Level

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

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

- The Ambridge Area School District has developed curriculum maps and aligned the curriculum to PA Core Standards.
- As previously mentioned, an ELA and Mathematics series was purchased and Implemented in the 2014-2015 academic year.
- Currently, the Ambridge Area School District is in the process of purchasing a 6, 7, and 8 grade Mathematics Series to be implemented during the 2018-2019 Academic Year.

- Lesson plan development has become a District initiative in the District as well.

*(6th grade is located in the Elementary Buildings in the Ambridge Area School District)

Middle Level

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

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

- The Ambridge Area School District continues to align and refine its Middle Level Curriculum.
- Currently, the District is in the early stages of purchasing/implementing a 6th, 7th, and 8th grade Mathematics Series.
- Also, the District is in the process of improving its Student Services 339 Plan making Career Readiness Preparation an educational priority.
- Lesson Plan development has become an initiative in the District as well.
- A revised middle level schedule to include grade six is currently being studied. Providing additional exploratory opportunities including STEAM related courses is being considered.

High School Level

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

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

- At the High School Level, the Ambridge Area School District continues to improve and broaden its course offerings and assure curricular alignment to PA Core Standards.
- Some of the High School Priorities include 339 Planning and extended graduation requirements related to the disciplines of Mathematics, Science, and Technology.
- The Ambridge Area School District added a full-time Social Worker/Home School Visitor for the 2017-2018 Academic Year.
- Lesson Plan development to increase student engagement and higher level thinking has become an initiative in the District as well.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics

- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

- In the past, the Ambridge Area School District has developed curriculum maps and aligned the curriculum to the PA Core Standards and enhance education for students.
- Curriculum work is an ongoing focus as academic and career needs emerge.
- The staff and administration continues to revise and develop the curriculum to align with the PA Core Standards.
- Our goal is to provide a curriculum that provides rigorous academic opportunities for students and career connections.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (Istation, MyPath), data teams, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

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

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (Istation), data teams, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (Istation, MyPath), data teams, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

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

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.

- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (Istation, MyPath: 6th Grade Math), data teams, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

Middle Level

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

Processes used to ensure Accomplishment:

- The Ambridge Area School District is developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (Istation, MyPath: 7th and 8th Grade Math), data teams, MTSS, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

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

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (Istation, MyPath: 7th and 8th Grade Math), data teams, MTSS, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

High School Level

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

Processes used to ensure Accomplishment:

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (MyPath, CDTs: Biology), data teams, observations/walk-throughs, professional development, grade level meetings, department meetingsl.

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

- The Ambridge Area School District is constantly developing and redefining its curriculum to meet student needs.
- Planned instruction at each grade level with specific targets through each course will assist with the development of the District's individual courses.
- At any given grade level, the objectives will be used as the basis of lesson design to meet the specific targets in each course.

The following processes are used to ensure this accomplishment:

- Use of lesson plans, curriculum maps, assessment binders and calendar, progress monitoring data (MyPath, CDTs: Biology), data teams, observations/walk throughs, professional development, grade level meetings, department meetings, elementary curriculum council.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Individualized Educational Programs of identified special education students reflect specially-designed instruction techniques that ensure modifications, adaptations, and accommodations to the subject content. In addition, Child Study Teams at the elementary level and Student Assistance Teams at the secondary level help ensure the process with goal-setting, interventions, and measurements for struggling but not identified students. At all levels, teachers have developed a variety of assessments, study guides, homework assignments, projects, and in-class assignments at various levels of mastery and content development to meet the needs of all learners. At the Junior High and Senior High Schools, leveled classes are offered to include academic, concept, and intervention assistance. For high achieving students, the Ambridge Area School District is committed to meeting their needs through subject skipping, independent learning opportunities, flexible scheduling, online coursework, grade skipping, and compacting classes. During the course of the comprehensive plan, the Ambridge Area School District is going to focus professional development in the following areas:

- Multi-Tiered System of Supports
- Curriculum, and Lesson Plan Development
- Tiered Lessons
- Differentiated instruction
- Co-teaching
- Addressing learning styles of students through technology use
- Positive Steps

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

- The Ambridge Area School District conducts formal classroom observations: two per year for tenured teachers and four per year for non-tenured teachers.

- The School District utilizes the Teacher Effectiveness Model currently endorsed by the PA Department of Education. The building principal, department supervisor, and/or central office administration will conduct formal classroom observations.
- Department and grade level meetings and district staff professional development are held monthly to ensure the incorporation of selected strategies.
- To incorporate the use of technology into classroom instruction, the District has initiated the use of "Technology Integrators" at all schools. The purpose of the "Technology Integrators" is to incorporate technology into the lessons and instruction, and provide support to the staff.
- All professional and non-professional staff are provided with annual instructional evaluations. The evaluations incorporate the four domains of Charlotte Danielson Framework.
- Each week, all teachers are to provide their lesson plans for the upcoming school week. The building principals and/or department supervisors review the lesson plans to ensure that PA Core Standards are being addressed and incorporated into their plans.

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

- Formal Observations are turned into the Director of Curriculum, Instruction, Assessment, and Special Projects and checked for quality monthly.
- The Ambridge Area School District is partnered with the Beaver Valley Intermediate Unit to have several staff members trained as Instructional Coaches (PIC Program). The District follows the recommended training criteria provided.
- Lesson plan development is a District wide initiative for the 2017-2018 Academic Year.
- Currently, the administration is designing a universal lesson plan template under the direction of the Superintendent of Schools.
- Professional development for principals focusing on supervision and evaluation using the Danielson Framework is a focus for the 2017-2018 and 2018-2019 school years.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

- Small group and differentiated instruction used
- Para-professionals utilized in regular education classrooms
- Use of special education teachers for inclusionary practices
- Acceleration with flexible scheduling
- Academic/Behavior Coaches at the Elementary Level
- Progress Monitoring in math and reading (Istation)
- MTSS protocols and daily interventions

Elementary Education-Intermediate Level

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

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

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

- Small group and differentiated instruction used
- Para-professionals utilized in regular education classrooms
- Use of special education teachers for inclusionary practices
- Acceleration with flexible scheduling
- Academic/Behavior Coaches at the Elementary Level
- Progress Monitoring in math and reading (Istation)
- MTSS daily protocols

Middle Level

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

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

- Small group and differentiated instruction used
- Para-professionals utilized in regular education classrooms
- Use of special education teachers for inclusionary practices

- Acceleration with flexible scheduling
- Academic/Behavior Coach at the Middle Level
- Progress Monitoring in math (MyPath) and reading (Istation)
- Use of pre-assessment data for groups and to guide instruction
- Use of formative assessment data to guide instruction

High School Level

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

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

- Small group and differentiated instruction used
- Para-professionals utilized in regular education classrooms
- Use of special education teachers for inclusionary practices
- Acceleration with flexible scheduling
- Progress Monitoring in Math and Reading (MyPath) and Biology (CDTs)
- Pre-assessment data use for groups and to guide instruction
- Use of formative assessment data to guide instruction

Recruitment

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

The Ambridge Area School District strives to hire and recruit the most effective highly qualified teachers. The hiring process is extensive and thorough to ensure the best candidates are hired. The School District hires based on areas of certification, academic subject area, and grade level to meet the needs of its students. The School District values the following areas when selecting candidates: continuing education hours, level of experience, multiple certifications, and career advancement. The Ambridge Area School District utilizes PA Educator to post positions. A minimum undergraduate GPA of 3.25 is used as an initial screener. Administrators review the applications. After the review, candidates are invited to participate in a screener interview. From the screener, candidates are invited to participate in a comprehensive interview utilizing a large pool of questions that have been vetted. After the comprehensive interview, candidates have to teach a thirty-minute lesson. For each stage of the interview process, the School District has developed a rubric that reflects the Danielson Framework. Candidates who achieve the highest scores are the individuals selected to go onto the next step in the process.
For those students who are below proficiency or are at-risk of not graduating or below grade-level, the School District monitors and analyzes the data based on subject grades, standardized test scores, benchmark testing, attendance, and disciplinary records. Each building has a data team that analyzes, reviews, and develops plans to address student academic deficiencies. These plans are individualized and reviewed on a monthly basis. At the senior high level, students at-risk for not graduating are assisted by their guidance counselor or if the student is identified as special education by their case manager. Efforts are made to develop and design an individual program or schedule so that the student will graduate.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	28.00	28.00	29.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	3.00	3.00	3.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit	60.00	60.00	60.00

(Numerical Answer)			

Graduation Requirement Specifics

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

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

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the

Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
PSSA	X	X	X	
Advanced Placement Tests				X
Teacher Created Assessments (Units/Chapter)	X	X	X	X
SAT				X
PSAT				X
ACT				X
ASVAB				X
IOWA	X			
CogAT 10	X	X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Istation	X	X	X	
MyPath			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Created Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tool				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

- Each District building has a data team to review and analyze current assessment data.

Data used at the various buildings include:

- Istation
- attendance
- grades
- end-of-unit assessments
- PSSAs/Keystone Exams
- Writing assessments using the standard PA Writing Rubric
- assessment binders
- MyPath
- CDTs

During the analysis and review of the data, the teams conduct an item analysis of individual test questions to determine if the assessments are aligned to student learning and PA Core Standards. In Kindergarten through sixth grades, progress monitoring is conducted using Istation in math and reading to determine if students are learning and making progress in our curriculum. At grade level and department meetings, teachers review assessments to determine if the assessments are aligned to the PA Core Standards. Principals are able to generate reports by student, teacher, grade level and subject area to make necessary adjustment to curriculum and instruction.

Development and Validation of Local Assessments

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

Through professional development, the Ambridge Area School District has developed local assessments in math and reading. The District is constantly trying to improve on its implementation of PA Core Standards. Each year, the staff reviews the assessments and makes the necessary changes based on the data. The assessments are validated through an analysis of test scores to determine if the District's curriculum is aligned PA Core Standards.

Collection and Dissemination

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

The Ambridge Area School District utilizes Tyler Pulse as its data hub for all district staff. In addition, the District has done extensive trainings in PVAAS and data analysis.

- The District has data teams in all five buildings.
- The data teams meet monthly to review, analyze, and develop improvement plans for individual student.
- The data teams meet with the buildings to review the data of individual classes, grade levels, and building levels.
- The various staff members in the buildings will implement the plans that have been developed for individual students.
- At the elementary level, universal screenings (Istation) are conducted in Kindergarten through 6th grades. This occurs on a monthly basis so adjustments can be made in a timely manner.
- This information is used for grouping, determining appropriate instruction, progress monitoring, and evaluating the instruction being provided.

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.

- The Ambridge Area School District identifies student weaknesses or gaps in achievement through data analysis by the data teams. Also, our Tyler Pulse software allows teachers to access individual and classroom data to drive instruction in the classroom.
- The data teams develop a plan to remediate the academic weaknesses to mastery.

Some of the instructional strategies used are:

- After-school tutoring, team teaching, Title I services, intervention periods, small group instruction, assistance from para-professionals, supplemental computer program, intensive identified skill remediation, consultation with special education teachers, and other research based practices.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

- Assessment data is used to develop the instruction being provided by the teachers to the students. Also, our Tyler Pulse software allows teachers to access individual and classroom data to drive instruction in the classroom.
- The data is used to determine enrichment and remediation to the student regardless of their academic level.
- Teachers may conduct pre and post assessments to determine the level of instruction needed for a specific skill or topic.
- This information is used in lesson plan development and instructional activities in the classroom.

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

All strategies were selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The assessment data is used to develop the instruction being provided by the teachers to the students. The data is used to determine enrichment and remediation to the student regardless of their academic level. Teachers conduct pre and post assessments to determine the level of instruction needed for a specific skill or topic.
***This information is used in lesson plan development and instructional activities in the classroom.**

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

All strategies were selected.

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 Ambridge Area School District offers a variety of student services and programs to reduce barriers to student achievement. Some of the programs and services provided by the District are:

- School-wide positive behavior programs (STAR, GRIT)
- Guidance counselors
- Social workers

- Partnerships with Positive Steps and the Prevention Network for mental health needs
- Homeless liaison.

Social services and programs are vital to a child's education. The Ambridge Area School District goes to great lengths to ensure the student academic, emotional, and social needs are being met. The Ambridge Area School District will continue to develop curriculum, provide interventions, and offer professional development to maintain the high level of academic achievement in the district. One of the District initiatives for the 2017-2018 Academic Year is the 339 Plan development. We are exploring a 9 week rotation for our sixth grade students to explore careers and dalso delve deeper into important health topics.

Programs, Strategies and Actions

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

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

The Ambridge Area School District does not have elementary guidance counselors or elementary school resource officers. A goal of the school district is to explore the possibility of hiring elementary guidance counselors. The school district recognizes and values the need of these individuals.
At the elementary level, the school district utilizes the Child Study Approach instead of elementary SAP. The school district has explored elementary SAP, but has been unable to provide the training. The school district is exploring training opportunities for elementary SAP.
The Ambridge Area School District has implemented:

- The Multi-Tiered System of Supports strategies at its 3 elementary schools.

- During the 2016-2017 Academic Year all Ambridge Area School District students, facuty, and staff received ALICE Training.

Screening, Evaluating and Programming for Gifted Students

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

The Ambridge Area School District screens all students for possible gifted eligibility based on a review of data.
Possible data sources include:

- IOWA Tests
- CoGAT
- PSSA scores
- Classroom Grades
- Universal screenings (Istation and MyPath)
- Teacher referral

The universal screenings are conducted throughout the year to identify high achieving outliers. The School District will compile the data and determine if the student meets the criteria for a full gifted multi-disciplinary evaluation. If an evaluation is warranted, the District will issue the necessary paperwork to initiate the process. If the evaluation is not warranted, the school district completes a screener report and provides the parents with the specific data and rationale for the non qualifying student.

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

The Ambridge Area School District locates students by teacher recommendation or the review of assessment data. These data sources include: Iowa Tests, CoGATs, PSSA Scores, Istation, or classroom grades.

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

Eligibilty is determined by one of the District's School Psychologists through a multi-disciplinary evaluation.

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

The Ambridge Area School District's Gifted Program provides opportunities for both enrichment and acceleration. There are two gifted teachers at the elementary level that provide enrichment and several students accelerated to classes in higher grade levels.

Developmental Services

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

Explanation of developmental services:

The Ambridge Area School District understands that each developmental milestone has different needs that have to be addressed. The curriculum and variety of programs and supports provided by the school district ensures that the needs of our students are being met. Our goal is to develop the whole child to his/her fullest potential.

Diagnostic, Intervention and Referral Services

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

Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Positive Steps (Site-based)	X	X	X	X

Explanation of diagnostic, intervention and referral services:

- The Ambridge Area School District understands that each developmental milestone has different needs that have to be addressed.
- The curriculum and variety of programs and supports provided by the School District ensures that the needs of our students are being met.
- The District's goal is to develop the whole child to his/her fullest potential.
- The Ambridge Area School District has three social workers who assist in group and individual counseling, connecting families with outside resources, and being a liaison between the school and outside agencies.
- The Ambridge Area School District uses Positive Steps and the Prevention Network to address student mental health needs.

Consultation and Coordination Services

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

Positive Steps (Site-based)				

Explanation of consultation and coordination services:

- The Ambridge Area School District understands that each developmental milestone has different needs that have to be addressed.
- The curriculum and variety of programs and supports provided by the School District ensures that the needs of our students are being met.
- The District's goal is to develop the whole child to his/her fullest potential.
- The Ambridge Area School District has three social workers who assist in group and individual counseling, connecting families with outside resources, and being a liaison between the school and outside agencies.
- The school district has systems and procedures in place to monitor the successful coordination of services for our students.
- The District uses Positive Steps and The Prevention Network to address student mental health needs.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	**EEP**	**EEI**	**ML**	**HS**
Individual Meetings	X	X	X	X

Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

- The Ambridge Area School District has various teams in all buildings to support our students and teachers.
- Depending upon the type and purpose of the team, these individuals meet monthly, weekly, and daily. Communication concerning a student's needs and academic progress can be face-to-face, telephone calls, group meetings, emails, or journals.
- The School District has the following supports to provide collaboration for classroom teachers: special education teachers, guidance counselors, social workers, gifted teachers, speech therapists, academic/behavior coaches, technology integrators, school psychologists, and Positive Steps Counselors.
- These individuals are able to provide supports to the classroom teacher to meet the needs of our students.

Community Coordination

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

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

- The Ambridge Area School District utilizes Kindergarten teachers and members of its pupil personel service team as the liaisons to coordinate with local preschools and day-care centers on issues of educational programming, school expectations, curriculum, readiness, and transition information. Concerning Early Intervention programming, the Director of Special Education attends transition meetings.

- The School District has a transition team that observes all early intervention students prior to entering Kindergarten. The Ambridge Area School District and Wise Little Owls have a long standing agreement where child care services are based at Economy Elementary School.

- At the elementary level, the Ambridge Area School District offers PSSA tutoring and homework clubs at no-cost to the parents. At the secondary level, teachers provide tutoring by appointment after school at no cost to the parents.

- At the Senior High and Junior High Schools, youth workforce development programs are addressed through surveys and interest data, portfolio development (Senior Project), opportunities for apprenticeships, work site tours, work shadows, internships, and guest speakers on a variety of career and occupation areas. For identified students receiving special education, programs include: vocational evaluation, coordination with local agencies such as Job Training and assistance from the transition coordinator. Also, Ambridge Area Senior High School offers Job Training through Beaver County, this program starts as a workbased learning opportunity and turns into a paid work experience. Companies that participate in this program include: Creekside Springs, Una Bella: Beauty and Health Salon, The Borough of Ambridge, S and S Fasteners, The Baden Library, The Laughlin Memorial Library, Ambridge Chamber of Commerce, Kasper and Hann Funeral and Cremation Services, and Paramount Enterprises.

Preschool Agency Coordination

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

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

- The Ambridge Area School District coordinates fully with the Beaver Valley Intermediate Unit's Early Intervention programs.
- The School District publishes the Annual Notice in several formats instructing parents on how to access information and services for preschoolers along with developmental indicators that help parents identify potential concerns.
- The Director of Special Education attends all Early Intervention transition IEP Meetings for the school district.
- In addition, a transition team observes all early intervention students to ensure a smooth transition to the school aged program.
- Parents are invited to observe the various classrooms and programs offered by the School District.
- The Director of Special Education attends two transition nights held at the Beaver Valley Intermediate Unit.
- The School District has been award the PA Pre-K Counts Grant for the last seven years.
- The Ambridge Area School District has three Pre-K Counts classrooms.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

The following processes are used to ensure accomplishment:

- Professional development focusing on literacy and behavior management strategies
- Focus on vertical and horizontal evaluation of curriculum mapping
- Data Teams
- Other District Teams - Child Study, Curriculum Council, Department Chairs, Pupil Service Team, Safety Committee
- Coordinate effort among specialists including: nurses, academic/behavior coaches, special education teachers, speech therapists, social workers, and Positive Steps
- Professional development with District Technology Initiatives

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

This narrative is empty.

Elementary Education-Intermediate Level

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

The following processes are used to ensure accomplishment:

- Professional development focusing on literacy
- Focus on vertical and horizontal evaluation of curriculum mapping
- Data Teams

- Other District Teams - Child Study, Curriculum Council, Department Chairs, Pupil Service Team, Safety Committee
- Coordinate effort among specialists including: guidance counselors, nurses, reading specialists, special education teachers, speech therapists, social workers
- Professional development with district technology initiatives
- Finish implementation of curriculum cycle in grades 6 through 12

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The following processes are used to ensure accomplishment:

- Professional development focusing on literacy
- Focus on vertical and horizonal evaluation of curriculum mapping
- Data Teams
- Other District Teams: SAP, Curriculum Council, Department Chairs, Pupil Service Team, Safety Committee
- Coordinate effort among specialists including: guidance counselors, nurses, reading specialists, special education teachers, speech therapists, social workers
- Professional development with District Technology initiatives
- Finish Implementation of curriculum cycle in grades 6 through 12

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

In regard to the areas identified as "Needs Improvement," the Ambridge Area School District plans to address their incorporation by:

- Maintain a database of instructional materials and resources available to teachers and students
- Continuous and on-going professional development to administrators, teachers, and support staff

High School Level

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

The following processes are used to ensure accomplishment:

- Professional development focusing on literacy
- Focus on vertical and horizontal evaluation of curriculum mapping
- Data Teams
- Other District Teams - Child Study, SAP, Curriculum Council, Department Chairs, Pupil Service Team, Safety Committee
- Coordinate effort amount specialists including: guidance counselors, nurses, reading specialists, special education teachers, speech therapists, social workers
- Professional development with district technology initiatives
- Finish implementation of curriculum cycle in grades 6 through 12

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

Further explanation for columns selected "

The Ambridge Area School District will continue to use SAS materials and resources as our curriculum is revised and developed to address the PA Core Standards. To ensure familiarity with SAS, principals, teachers, and other staff members were trained on how to use the SAS website. The District will continue to provide professional development on an as needed basis so that teachers can incorporate SAS into their lesson plans.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district

	classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	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
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable

American School Counselor Association for Students	Implemented in less than 50% 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

Further explanation for columns selected "

The Ambridge Area School District will continue to use SAS materials and resources as our curriculum is revised and developed to address the PA Core Standards. To ensure familiarity with SAS, principals, teachers, and other staff members were trained on how to use the SAS website. The District will continue to provide professional development on an as needed basis so that teachers can incorporate SAS into their lesson plans.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district

	classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	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
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	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
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The Ambridge Area School District will continue to use SAS materials and resources as our curriculum is revised and developed to address the PA Core Standards. To ensure familiarity with SAS, principals, teachers, and other staff members were trained on how to use the SAS website. The District will continue to provide professional development on an as needed basis so that teachers can incorporate SAS into their lesson plans.

High School Level

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

Further explanation for columns selected "

The Ambridge Area School District will continue to use SAS materials and resources as our curriculum is revised and developed to address the PA Core Standards. To ensure familiarity with SAS, principals, teachers, and other staff members were trained on how to use the SAS website. The District will continue to provide professional development on an as needed basis so that teachers can incorporate SAS into their lesson plans.

Early Warning System

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

Other

Comments:

The Ambridge Area School District is using Tyler Pulse as our early warning system.

Professional Education

Characteristics

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

District’s Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania’s academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X

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

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

The Ambridge Area School District provides relevant professional education for all professional and para-professional employees. These opportunities range from building level, to district level, to outside of the district. Differentiated, data-driven professional development is provided through a variety of means, including: individual professional goals, professional portfolio (New Teacher Induction), and flexible professional development proposals. Examples of professional development opportunities available in the School District are:

- ALICE Training
- Istation and MyPath Training
- MTSS Development
- Lesson Plan Development
- Classroom Management
- 339 Planning
- Tyler Pulse Student Data Portal
- Penn State Mental Health Symposium

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

The Ambridge Area School District plans to continue working with faculty and staff to provide quality professional development opportunities. The information from the yearly needs assessment will be analyzed to determine instructional priorities to focus on possible professional development opportunities, and to ensure that professional development opportunities are relevant and rigorous. Professional development time is limited per terms of the collective bargaining agreement.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
5/9/2014

The LEA plans to conduct the required training on approximately:
8/16/2018

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

Questions
The LEA has conducted the training on:
4/8/2016
The LEA plans to conduct the training on approximately:
5/10/2019

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

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The Ambridge Area School District understands that professional development is essential to meet the needs of our students and teachers. Professional development opportunities is driven by student and teacher need as assessed and analyzed through surveys, student achievement data, administrative observations, professional development needs assessment, curriculum proposals, and feedback from Department Chair Committee and Elementary Curriculum Council. Administrators attend several professional development sessions as their schedule allows. In addition, teachers, administrators, and para-professionals receive timely professional development on different technology resources including:

- Use of Email
- Various Computer Applications
- Components of Act 71
- PVASS
- Tyler
- Tyler Pulse
- 339 Planning
- Mental Health Issues
- School Safety Implementation Program (ALICE) Implementation
- Best Practice of STEAM Instruction

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- The Induction Program for the Ambridge Area School District is differentiated and portfolio based and focuses on the importance of individual growth through critical reflection.
- The Danielson Domains frame the entire induction program: planning and preparation, classroom environment, instructional delivery, and professionalism.

Unchecked answers

None.

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

The Ambridge Area School District requires all inductees to develop a professional portfolio throughout the induction program. This portfolio is aligned to Danielson Domains. The induction program is differentiated and portfolio based, focusing on the importance on individual growth through critical reflection. The induction program is designed to be rigorous and relevant to the inductees and mentors. During the induction process, a variety of topics are discussed in terms of their relationship to the Danielson Domains, including: parent involvement, special education, classroom management and technology.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

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

Unchecked answers

None.

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

The Induction Program for the Ambridge Area School District has been developed around District Expectations, student achievement data, and identified District Priorities and their relationship to the Danielson Domains. The Ambridge Area School District provides training on the following topics: The District Email System

- Tyler
- Tyler Pulse
- Atlas
- SAS Portal
- PVAAS
- District Progress Monitoring Systems
- All Relevant Educational Systems Technology

*Inductees receive four formal observations their first three years. In addition, a number of unscheduled informal observations and classroom walkthroughs are documented as well.

Inductees are provided with opportunities to collaborate with their mentor teacher and grade level team or content area peers to review and analyze student data.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Mentors are selected by the building principals and have the following characteristics:

- Demonstrate superior instructional skills
- Have an outstanding rapport with students, parents, and all educational community members
- Are willing to make a commitment to helping a new professional during their first year
- Hold an Instructional II certificate and tenure in the State of Pennsylvania
- Have achieved satisfactory and/or commendable evaluations in all domains
- Hold the same teaching or educational specialist position as the inductee
- Be willing to attend trainings

- Agree to work in accordance with the defined Ambridge Area School District Induction Plan

*Mentors are not selected based on seniority.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

The Induction Program in the Ambridge Area School District is a three-year process. Each of the above topics are addressed to varying degrees during the first year and fine-tuned over a three-year period through the use of frequent formal observations and meaningful feedback.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Ambridge Area School District collects feedback from mentors and inductees on a regular basis. During the initial year of the induction process, three meetings are held for questions, explanations and feedback. The suggestions and opinions are recorded and evaluated to determine if the recommendations will improve our induction process. Also, Inductees complete an evaluation of the induction program at the end of year one. Several of the suggestions have been incorporated into our induction program. The professional portfolios are reviewed by the Director of Curriculum, Instruction, Assessment, and Special Projects and the Director of Special Education.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **463**

Identification Method

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

The Ambridge Area School District strives to identify students with learning disabilities as early in their educational careers as possible. Due to the number of services and supports provided to students in the Ambridge Area School District, the staff is able to identify students who are struggling academically. In the Ambridge Area School District, supports and services from the Title I services, intervention periods, special education teachers, social workers, guidance counselors, and speech and language therapists assist regular education teachers in identifying students who are struggling academically. The Ambridge Area School District utilizes the Severe Discrepancy Model to identify students with a specific learning disability.

Currently, the Ambridge Area School District is utilizing the Multi-Tiered System of Supports in the elementary schools to begin providing adaptations, accommodations, and differientiated instruction to students who might be struggling academically, socially, and behaviorally. Three times a years, students are administered a benchmark assessment (math and reading) using the Istation and MyPath Systems to determine intervention groups. Based on the scores and additional information, grade level teams analyze the data to determine student groups. The student groups determine the level and amount of adaptations, accommodations, and differentiated instruction the individual student will receive. The adaptations, accommodations, and differentiated instruction are centered on research-based practices. The elementary schools have built a half-hour intervention period into the daily schedule.

The student's scores on the benchmark assessment determines the amount of progress monitoring. Progress monitoring data is reviewed on a monthly basis at the grade level teams. The grade level teams brainstorm additional strategies and supports to be provided to the student. The grade level teams analyze and review the data to determine if changes need to be made to the student's plan. For students who are making minimal progress and/or no growth, a discussion is held to determine if the student needs to be referred for a Multi-Disciplinary Evaluation. The information gathered through the Multi-Tiered System of Supports is included in the Multi-Disciplinary Evaluation.

At the secondary level, the Ambridge Area School District utilizes the Student Assistance Program for identification of students who might need special education supports and services. The SAP Team helps students who are experiencing behavior and/or academic difficulties which pose a barrier to their learning and success in school. The core of the SAP team is a group of school personnel who have received specialized training from the Commonwealth of Pennsylvania Approved SAP Training Providers. The team includes regular and special education teachers, nurses, counselors, social workers, and administrators. The SAP team offers guidance in identifying learning barriers and suggests resources and available options. The SAP team provides concrete information regarding observable student behavior in school. The SAP team will make a determination as to whether to refer a student for a multi-disciplinary evaluation.

During the multi-disciplinary evaluation, the student is assessed in all areas related to his/her suspected disability using various assessment measures. The comprehensive evaluation is conducted by a multi-disciplinary team comprised of qualified professionals such as the school psychologist, speech and language therapist, school nurse, guidance counselor, and social worker. Information is gathered from the student’s parents, regular education teacher, and other support personnel who have worked with the student. Classroom observations are completed and the student’s academic history (i.e. report cards, state and local assessments scores, curriculum exposure, curriculum based assessments), attendance, and health history are reviewed. The multi-disciplinary team considers the student's response to implemented interventions based on collected data and supporting documentation. Additional assessments are administered to determine student's strengths, weaknesses, and need for special education and related services. Assessments may include measures of cognitive abilities, academic skills, visual-motor integration skills, auditory processing, visual process, and social and emotional functioning. The student's tests results are analyzed to determine if he/she is achieving adequately based on his/her age and cognitive ability. Factors such as visual, hearing, or motor disabilities, mental retardation, emotional disturbance, limited English proficiency, and environmental, cultural, or economic disadvantage are taken into consideration through the evaluation. If the student does not appear to be making adequate progress and does not display one of the above factors, and exhibits a pattern of strengths and weaknesses indicative of a specific learning disability, then the student is thought to have a learning disability.

The Ambridge Area School District uses the Multi-Tiered System of Supports model. During the 2015-2016 school year, the District trained elementary building teams with the support of the Beaver Valley Intermediate Unit to implement the Multi-Tiered System of Supports. The school district is in the first year of implementation and training. The Ambridge Area School District is committed to implementing the Multi-Tiered Systems of Supports at the elementary level.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

At this time, the Ambridge Area School District does not have a significantly disproportionate enrollment difference in any of the disability categories. Below is the percentage of enrollment difference compared to Ambridge Area School District and the State for each disability category:

Special Education Enrollment: +0.8%
Autism: +0.6%
Emotional Disturbance: -3.0%
Intellectual Disability: -0.9.%
Other Health Impairment: +1.7%
Specific Learning Disability: +2.8%
Speech and Language: -0.9%

Data was insufficient to calculate discrepancies for Deaf-Blindness, Hearing Impairment including Deafness, Multiple Disabilities, Orthopedic Impairment, Traumatic Brian Injury, and Visual Impairment including Blindness.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Ambridge Area School District is not a host district.
The Ambridge Area School District provides a Free and Appropriate Public Education (FAPE) to any eligible student residing in the school district including non-residents. Although there are no youth group homes or institutions within the boundaries of the school district at the present time, if through child find the district became aware of a student in need of an evaluation and special education services, an IEP would be developed to meet the educational needs of the student. The IEP would outline the manner in which the program would be provided and the location of the services.
When identified non-resident special education students are placed, the Ambridge Area School District immediately sends (fax, email, and/or mail) the most recent Evaluation Report, Individualized Education Program, and Notice of Recommended Educational Placement to the facility to ensure FAPE continues to be provided to the student.
The barriers which limit the Ambridge Area School District's ability to meet its obligations under Section 1306 of the Public School Code are that the student may transfer from one facility to another facility in a very short time span, and either facility does not inform the school district of this transfer. The time of notification to the school district is a major concern. A student might be in a facility for two or three weeks before the school district is even notified that the student has been placed. The request for records needs to be handled in a timelier manner.

Incarcerated Students Oversight

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

The Ambridge Area School District does not have a prison within the district boundaries.

The Ambridge Area School District provides a Free and Appropriate Public Education

(FAPE) to any eligible student residing in the school district including students who may be incarcerated. Although there are no incarcerated youth within the boundaries of the school district at the present time, if through child find the district became aware of a student in need of an evaluation and special education services, an IEP would be developed to meet the educational needs of the student. The IEP would outline the manner in which the program would be provided and the location of the services.

When identified special education students are incarcerated, the Ambridge Area School District immediately sends (fax, email, and/or mail) the most recent Evaluation Report, Individualized Education Program, and Notice of Recommended Educational Placement to the facility to ensure FAPE continues to be provided to the student.

Least Restrictive Environment

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

The Ambridge Area School District recognizes the importance for students with disabilities to be provided with opportunities to be included in regular education settings with non-disabled peers. The school district evaluates programs on a yearly basis based on the needs of the students. Presently, the Ambridge Area School District has the following programs: learning support (K-12), autistic support (K-6), emotional support (K-12), life skills support (K-12), and speech and language support (K-12). In addition, vision services, hearing impaired services, occupational therapy, physical therapy, and counseling services are provided to our students.

The special education program incorporates a push-in and a pull-out approach to meeting individual needs of the students. To the maximum extent possible, the same curriculum is utilized for students with and without disabilities to allow seamless flow between regular education and special education. A variety of supplemental aides and services are utilized to support students in the regular education setting. Reading specialists, speech and language therapists, and paraprofessionals provide research based interventions to the students. Ongoing progress monitoring is conducted to assess each student's skills, make instructional decisions, and determine appropriate placement. All special education teachers use the same tools for academic progress monitoring in math, reading, and writing.

For the 2015-2016 school year, the Ambridge Area School District will continue to partner with the Beaver Valley Intermediate Unit to provide professional development to the school personnel. Topics will include the following: inclusionary practices, co-teaching, research based instruction, and data collection and analysis. The school district contracts with The Watson Institute to provide consultants for the autistic support classrooms, life-skills support classrooms, and emotional support classrooms. The Watson Institute provides trainings, materials, and consultation for the staff. This will continue for the 2016-2017, 2017-2018, and 2018-2019 school years.

At the Ambridge Area School District, all students with disabilities are encouraged to participate in extra-curricular activities. In the past, identified students have joined chorus, participated in band, performed in musicals, joined school clubs and organizations, and participated in both academic and athletic teams.

When a student with a disability appears to not be making adequate progress with supplementary aids and services, a multi-disciplinary re-evaluation is conducted to determine if any additional supports and services should be considered prior to a change in placement. The evaluation report is shared with the parents at a team meeting comprised of all individuals involved in the student's education. If the evaluation results reveal that all local supplemental supports and services have been attempted and were unsuccessful, outside placement options are considered. Placement decisions are a team effort with the parents making the final decision. This process is also applied for a Functional Behavior Assessment.

The Ambridge Area School District has approximately eight percent of special education students attending programs outside the school district. The students who attend outside placements are supported as any other student within the school district. The district administrators and teaching staff are actively involved in the education of these students. For instance, the Director of Special Education regularly attends meetings for theses students to ensure that their needs are being adequately met. The school district maintains a collaborative and positive relationship with each student's family working closely with them to monitor the student's progress and plan for post secondary education, independent living, and employment. Lastly, all of the students placed out of the district are afforded the opportunity to participate in extracurricular activities.

List of Supplementary Aids and Services Provided by the Ambridge Area School District (Not an all inclusive list)	
Co-teaching	Test modifications
Paraprofessional supports	Large print materials and books
Assistive Technology	Books on tape or CD
iPads in special education classrooms and speech classrooms	Computer access
Inter-active white boards	Change method of presentation
Modified curricular goals	Instructional adaptations (pre-teaching, repeating directions, extra examples, re-teaching)
Alternate ways for students to demonstrate learning	Furniture arrangement in environments
Specific seating arrangements	Individualized desk, chair
Adaptive equipment	Adjustments to sensory input (light, sound)
FM systems	Structural aids (wheelchair accessibility, trays, grab bars)
Social skills instruction	Counseling supports
Peer supports (facilitating friendships)	Individualized behavior support plans
Modifications to rules and expectations	Cooperative learning strategies
Small group instruction	Graphic organizers
Intervention reading series	Manipulatives in mathematics
Nursing services	Social work services
Consultation services	Co-planning and team meetings
Use of SaS Tool Kit	Braille print books
Adjustable tables	Orientation and mobility instruction
Noise buffers, cubicles	Periodic breaks
Study carrel	Visual timers
Peer tutoring	Learning centers
Study skill instruction	Home-school communication
Support of behavior interventions	Crisis team

Self-advocacy skills	School-to-work program
Social stories	Transition activities
Digital text, text readers	School-Wide Positive Behavior Support
Functional Behavior Assessment	Breaks/opportunities for movement
Visual schedule/supports	Differentiated instruction models
Instructional software	Flexible grouping
Flexible schedule	Modify Assignments – alternative formats, shortened assignments, interest-based assignments
Extended time for assignments	Structured task completion
Provide outlines of notes	Writing supports – scribe, pencil grips, modified materials

When compared to the State Performance Plan (SPP) Targets, the Educational Environments for the Ambridge Area School District are:

Area	Target	Ambridge	Difference	Notes
Inside Regular Class 80% or More	62.1%	61.5%	-.6%	The Ambridge Area School District continues to make progress towards the SPP target.
Inside Regular Class Less Than 40%	8.9%	6.5%	-2.4%	The Ambridge Area School District is below the target and the state average. The school district has met this target.
Other Settings	4.6%	7.9%	+3.3%	The Ambridge Area School District is above the target and state average. The school district did not

				meet this target.

When the Least Restrictive Environment data is reviewed for the Ambridge Area School District, we exceed the SPP Target and state average of Inside Regular Class Less Than 40%. For Inside Regular Class 80% or More, we are less than one percentage point from the SPP Target. When educating students in other settings, the Ambridge Area School District is well above the SPP Target and state average.

The Ambridge Area School District has made great improvements in regard to educating students in the category of Inside Regular Class 80% or More. The improvement rates have been:

School year	Inside Regular Class 80% or More
2014-2015	60.6%
2013-2014	62.3%
2012-2013	61.5%
2011-2012	64.7%
2010-2011	61.6%
2009-2010	41.8%
2008-2009	46.1%
2007-2008	51%
2006-2007	45.9%
2005-2006	37%

The Ambridge Area School District has been consistent in the area of educating students in Other Settings. The rates have been:

School year	0ther Settings
2014-2015	10.6%
2013-2014	8.5%
2012-2013	7.9%
2011-2012	8.0%
2010-2011	6.4%
2009-2010	6.4%
2008-2009	7.0%
2007-2008	7.7%
2006-2007	7.9%
2005-2006	8.0%

The Ambridge Area School District has developed a Corrective Action Plan to address Least

Restrictive Environment.

Proposed Activity	Timelines and Resources	Individuals Responsible
Continued Training is School-Wide Positive Behavior Support. Senior High Team will attend training offered through by the Beaver Valley Intermediate Unit.	2016-2017 – Team attends training 2016-2017 – Building completes updated needs assessment 2016-2017 – Team conducts staff training 2016-2017 – Buildings implement changes to programs based on assessment results 2017-2018– Building makes changes to project based on data from previous school year Costs will include substitutes for training sessions, rewards and incentives, printing of building level rules - $3000.00.	Principals Building Team Director of Special Education
Training on the Supplementary Aids and Services (SaS) Tool Kit. Trainings will be provided by the Beaver Valley Intermediate Unit and PaTTAN	2016-2017 – Overview of SaS Tool Kit 2016-2017 - Grade level teams evaluate current resources and determine how resources can be utilized in the general education classroom. Teams will develop plans for implementation. 2017-2018 – Continue with reviewing and analyzing resources to incorporate for all students within the general education classroom. Costs associated with this activity will be building level planning time.	Director of Special Education Building Principals Grade Level Teams
Continued consultation	2016-2017 – Small group and	Director of Special Education

services with The Watson Institute for autism and behavior training and resources.	individual teacher trainings in the areas of autism and behavior. 2017-2018 – Small group and individual teacher trainings in the areas of autism and behavior. 2018-2019 – Small group and individual teacher trainings in the areas of autism and behavior. Costs associated for consultation services are three days a week for consultant from The Watson Institute.	Building Principals

For the 2012-2013, 2013-2014, and 2014-2015 school years, the graduation data for students with disabilities for the Ambridge Area School District has been below the SPP target. The school district is developing a plan to address the graduation rates for students with disabilities.

Proposed Activity	Timeline and Resources	Individual Responsible
Develop a transition committee to include: teachers, guidance counselors, social worker, administrators, and outside agencies	2016-2017 school year – meet quarterly to discuss students at-risk for dropping out of school 2017-2018 school year – meet quarterly to discuss students at-risk for dropping out of school 2018-2019 school year – meet quarterly to discuss students at-risk for dropping out of school	Principal Director of Special Education Transition Coordinator
Initiate a Mentor Program to review student files/data for at-risk factors for dropping out of school	2016-2017 – focus on the most at-risk eleventh and twelfth grade students 2017-2018 – incorporate	Principal Director of Special Education Guidance Counselor

	tenth grade students into the program 2018-2019 – incorporate ninth grade students into the program Provide time for mentors and students to meet during the school day	Mentor Transition Coordinator
Provide training to staff concerning factors that lead to an increase chance of a student dropping out of school (understanding that factors can be identified in elementary school for dropping out of school)	2016-2017 – training for all staff with topics focusing at factors and characteristics of a drop out 2017-2018 – training for staff at elementary, middle school, and senior high focusing on what can be done at each level to prevent students from dropping out 2018-2019 – implement programs based on research on dropout prevention	Director of Special Education Principal Partner with the Beaver Valley Intermediate Unit and PaTTAN

Concerning the graduation rates for students with disabilities, the Ambridge Area School District will monitor the data through the PIMS system. The school district will make adjustments to the plan to meet the needs of the students. The goal of the Ambridge Area School District is for all students to graduate with a high school diploma.

Behavior Support Services

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

The Ambridge Area School District promotes effective teaching practices in the areas of classroom management and behavior management by providing training to new teachers through the induction program, and all special education and regular education teachers through the Professional Development Plan. Over the past three school years, the Beaver

Valley Intermediate Unite has provided up-to-date researched based trainings in Effective Behavioral Support to the three elementary schools. All five school buildings have sent teams to be certified in Crisis Prevention Intervention (CPI) through the Beaver Valley Intermediate Unit. The buildings have established crisis teams and developed plans to respond to situations that may occur in the school buildings. The teams are re-certified each school year. Suspension and expulsion rates are monitored to help identify specific areas of concern. The school district recognizes that optional learning outcomes take place in an appropriately managed classroom. When student's behaviors interfere with learning, a plan of intervention will be implemented.

The district school board approved policy represents a three-tier hierarchical model based upon current best practices. Interventions focus on positive, rather than negative measures, and are clearly outlined to all personnel including administrators, professional staff members, paraprofessionals, related service providers, maintenance/custodial staff, bus drivers, and office staff. The three intervention levels encompass basic classroom management, individualized behavior management plans, and emotional support services for those children qualifying through a multi-disciplinary evaluation. Of course, throughout the three levels, aversive techniques are prohibited. Presently, several students with disabilities are in need of restraints. The use of restraints is listed in the student's IEP. Restraint to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner that is a clear and present danger to him/her, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are ineffective.

The Ambridge Area School District is having elementary Student Assistance Teams trained. The school district has operated Student Assistance Teams at the junior high and senior high levels. The purpose of these teams is to provide every student in the Ambridge Area School District with the opportunity to learn. This requires a safe and orderly school environment. Providing this environment requires programs to support at-risk students. The school district identifies students as at-risk and provides early intervention programs by making available assistance for students troubled with physical, social, emotional, academic, or substance abuse problems. Through the Child Study Teams and Student Assistance Teams, students and families are also connected with various resources to aide with their behavioral health needs.

In four of the five district buildings, teams have been trained in School-Wide Positive Behavior Supports (SWPBS). These teams have then trained the staff in their buildings on SWPBS. The teams have developed school-wide systems to identify and recognize the positive behaviors our students are exhibiting on a day-to-day basis. The teams have developed the systems to reflect the characteristics of the student populations in their respective buildings. The teams understand the importance of teaching and modeling the desired student behaviors within the school setting. The teams have clear and high expectations in regard to student behavior and understand the importance of consistency by all staff members to teach positive behaviors.

The Ambridge Area School District recognizes that Anti-Bullying Programs are an essential component of the district's curriculum. In the elementary buildings and junior high school, the school district utilizes the Olweaus Anti-Bullying Program. Each month, different anti-bullying lessons are taught to the students. The schools also hold anti-bullying activities through the school year. At the senior high level, Peer Anti-Bully Teams have been established. The teams are comprised of students under the supervision of the guidance counselors and social worker. Students with disabilities are members of the team. The teams have presented at the county level and at other school districts. The teams have been a great success for dealing with bullying at the senior high level.

When a student with a disability is displaying behaviors that impede his/her learning or the learning of others, a Functional Behavior Assessment (BFA) is completed. The school district utilizes the behavior consultant from the Beaver Valley Intermediate Unit and the consultant from The Watson Institute as the behavior specialist for an FBA. Other members of the FBA team include: regular education and special education teachers, reading specialists, social worker, related service providers, parents, assistant director of special education, and director of special education. Once the FBA is completed, a Behavior Intervention Plan (BIP) is developed with an emphasis on positive behavior supports.

The Ambridge Area School District understands the importance of reporting restraints into the RISC System. The Director of Special Education is responsible for maintaining and reporting restraints into the system. The school district has established procedures for reporting restraints. Any individual who is responsible for restraining a student has been trained and certified in the Crisis Prevention Intervention (CPI) system. The school district reports all restraints for students who attend district buildings and buildings outside the school district.

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.

Presently, the Ambridge Area School District has no students and/or disability categories in which the district is having difficulty ensuring FAPE. Should the need arise, the Ambridge Area School District would convene or reconvene the IEP team. Next, the IEP Team would review the appropriateness of the supports and service being provided to the student. Next, the IEP Team would identify existing supports and services to explore both within the district and within the county. The Ambridge Area School District maintains a cooperative relationship with the Beaver Valley Intermediate Unit, Beaver County Children and Youth Services, the Prevention Network, and Beaver County

Behavioral Health. These agencies are referral sources both for the Student Assistance Programs and school personnel. The Ambridge Area School District has utilized the services of Drug and Alcohol Program and Gateway Rehabilitation Center. In an extreme situation, the district is aware of the Regional Interagency Coordinators should a need arise.

When the Ambridge Area School District intends to expand its continuum of special education supports, services, and education placements, the district may contact the Beaver Valley Intermediate Unit Interagency Coordinator who would coordinate a meeting. This meeting would include all necessary school personnel, representatives of various key county agencies, representatives from other organizations, and parents. Consultation would also occur with county and/or state program key personnel as well as with district central office personnel in order to plan accordingly with the district budget.

The Ambridge Area School District has established relationships with the following organizations: Beaver Valley Intermediate Unit, Beaver County Child and Youth, Beaver County Behavioral Health, Prevention Network, PaTTAN, The Watson Institute, Drug and Alcohol Program, Gateway Rehabilitation, Beaver County Rehabilitation Center, Office of Vocational Rehabilitation, and Youth Probation.

For example, when the Ambridge Area School District added two elementary autistic support classrooms within the buildings, the district developed and implemented the program with the support of the Beaver Valley Intermediate Unit and The Watson Institute. The Watson Institute conducted staff trainings and consultative services to ensure the needs of all students were being met.

In order to enhance staff recruitment and retention, the Ambridge Area School District is committed to conducting a rigorous interview process. During the interview process, many questions posed to potential regular education and special education candidates relate to inclusionary practices, disability awareness, differential instruction, and universal design. Interviews are conducted by an entire team of administrators. Coursework in special education, as well as other areas of certification, are taken into great account. In addition to the two interview sessions, all candidates are required to teach a lesson and write an essay. The school district is quite proud of its compensation scale and works hard to compete with other school districts across the state to hire the most skilled and qualified employees. As for professional development, all staff members are supported and encouraged to attend training opportunities both in-house and off-site to broaden their knowledge base and enhance their skills in working with children with special needs.

At the present time, the Ambridge Area School District does not plan to expand the continuum of services during the life span of this plan.

Strengths and Highlights

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

The Special Education Program in the Ambridge Area School District continues to evolve and grow each year. The school district recognizes the importance of providing a comprehensive special education program to meet the needs of all students. Program highlights include the following:

1. Continuum of programs at all levels

A. Learning Support – Kindergarten through twelfth grade

B. Life Skills Support – Kindergarten through twelfth grade

C. Emotional Support – Kindergarten through twelfth grade

D. Autistic Support – Kindergarten through sixth grade

2. Two School Social Workers

A. Provides counseling services

B. Individual and small group sessions

C. Addresses attendance issues

D. Social Skills Instruction

E. Bully Prevention

3. The Ambridge Area School District has a high percentage of parents participating in IEP meetings (90%).

4. The high school provides many School-to-Work opportunities such as vocational technical certifications, Beaver County Rehabilitation Center job training and job coaches, and Keys-2-Work participation. Students participating in the Behavior County Rehabilitation Center job training program continue to expand every year.

5. The Ambridge Area School District has operated an after-school Alternative Education Program which has aided in providing various alternatives in order to graduate. The Ambridge Area School District does not utilize the Alternative Education Program as a special education placement.

6. The Ambridge Area School District requires all paraprofessionals to attend the Para-Educator Trainings offered through the Beaver Valley Intermediate Unit in order to be considered highly qualified. Successful completion of the various levels will result in a letter being placed in the employees file recognizing that the Ambridge Area School District designates the paraprofessional as highly qualified.

7. The Ambridge Area School District has been awarded a Pre-K Counts grants for four year old students in the district.

8. The Ambridge Area School District operates its own Speech and Language Program.

The speech and language therapists serve children in need as well as provide training and resources to staff and parents.

9. At the elementary level, the Ambridge Area School District operates a Multi-Tiered Systme of Supports for the pre-referral process to assist in providing academic, behavioral, and emotional assistance in grades Kindergarten through 6. Elementary Teams are being trained in the Elementary SAP Process.
10. At the secondary level, the Ambridge Area School District operates the Student Assistance Program as part of the pre-referral process to assist in providing academic, behavioral, and emotional assistances in grades seventh through twelfth.
11. At the various school buildings, there is support and involvement in special education from all administrators. The district administrators attend IEP meetings, special education trainings, and support special education initiatives.
12. Elementary buildings with Title I services work with special education teachers to provide comprehensive services to all students.
13. The district supports and promotes its students who represent Ambridge Area School District in the Special Olympics competitions.
14. The Ambridge Area School District has adopted the Istation and MyPath systems to conduct progress monitoring in the areas of math, reading, and writing from Kindergarten through twelfth grade. These systems system is utilized for all students in Kindergarten through sixth grade for benchmark assessments, progress monitoring, and evaluation of effectiveness of intervention strategies for the Multi-Tiered System of Supports.
15. The Ambridge Area School District has a large number of special education students participating in extracurricular activities, clubs, and athletics.
16. The Ambridge Area School District provides professional and paraprofessional staff with Act 48 credit throughout the school year.
17. The Ambridge Area School District contracts with The Watson Institute to provide support for the elementary autistic classrooms and additional support to the life-skills and emotional support classrooms. The consultant provides ongoing professional development for staff throughout the school year.
18. At Highland Elementary School, Western Pennsylvania Psych Care has a satellite office to provide mental health services to our students. Western Pennsylvania Psych Care is in the process of opening additional office locations in our four other school buildings.
19. All secondary staff has completed the Indicator 13 Training and the school district achieved 100% for compliance with transition components of the IEP.
20. The Ambridge Area School District has a strong, established relationship with the Beaver Valley Intermediate Unit.
21. The special education classrooms are equipped with technology. All classrooms at the elementary level have inter-active white boards. At the junior and senior high levels, because of the amount of inclusion, only several of the special education classrooms have inter-active white boards. The special education department has thirty iPads throughout the school district to utilize with the students.
22. The most recent Compliance Monitoring Audit for the Ambridge Area School District was exceptional. The only area of concern was in terms of LRE in regard to outside

placements.
23. The Ambridge Area School District participated in the BrainSTEPS: Concussion Management Training. The school district has revised policies and implemented procedures for all students who may experience a concussion. Each building has a BrainSTEPS Team.
24. The dropout rate for special education students has improved. The Ambridge Area School District has met the SPP Target.
25. The Ambridge Area School District has four of five buildings trained in School-Wide Positive Behavior Supports.
26. The Ambridge Area School District offers full-day Kindergarten. The school district has an established procedure for transitioning Early Intervention students into School Age Programs. The established procedure ensures a smooth transition with a continuum of services to meet the needs of the students.
27. The Ambridge Area School District has the following resources: guidance counselors, school nurses, social workers, speech and language therapist, transition coordinator, and assistant coordinator of special education.
28. The three elementary buildings have included intervention periods in the daily schedule for all students.
29. Has an established Early Intervention Team to ensure a some tranistion from Early Intervention Programs to School Age Programs.
30. Economy Elementary School participated in the Inclusion Leadership Series. An Inclusion Team was formed within the building.
31. Provide PSSA Tutoring and Homework Club in the elementary buildings

Additional strengths: ACCESS billing, in-house ESY programs, supportive school board members, partnerships with outside agencies, growing commitment of inclusive practices.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School	Special Education Centers	Life Skills Support	9
New Horizon School	Special Education Centers	Multiple Disabilities Support	1
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hearing Support	1
PACE School	Approved Private Schools	Autistic Support	1
Holy Family Institute	Other	Emotional Support	2
The School at McGuire	Other	Autistic Support	2
Wesley Highland School	Approved Private Schools	Emotional Support	2
The Education Center at the Watson Institute	Approved Private Schools	Life Skills Support	6
The Behavior School at DT Watson	Other	Life Skills Support	4
Glade Run Lutheran Academy	Other	Emotional Support	6
Glade Run Lutheran Academy	Other	Autistic Support	3
The Conroy School	Special Education Centers	Autistic Support	1
Western Pennsylvania School for the Blind	Approved Private Schools	Vision Support and Hearing Support	1
Pressley Ridge School for the Deaf	Approved Private Schools	Emotional Support and Hearing Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	6	0.8
Justification: Parents have signed the waiver. The classroom services students from Kindergarten to sixth grades. The IEP Team has determined that the students need this support and instruction. When in the classroom, the student outside of the age range is being instructed to meet his needs. The IEP Team feels this is an appropriate placement.				
Locations:				
Ambridge Senior High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 20	1	0.2
Justification: Parents have signed the waiver. The classroom services students from Kindergarten to sixth grades. The IEP Team has determined that the students need this support and instruction. When in the classroom, the student outside of the age range is being instructed to meet his needs. The IEP Team feels this is an appropriate placement.				
Locations:				
Ambridge Senior High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	1	0.05
Locations:				
Ambridge Senior High School (TB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	18	0.95
Locations:				
Ambridge Senior High School (TB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.15
Locations:				
Ambridge Senior High School (PK)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	0.85
Locations:				
Ambridge Senior High School (PK)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.2
Locations:				
Ambridge Senior High School (JG)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	14	0.8
Locations:				
Ambridge Senior High School (JG)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.75

Locations:				
Ambridge Senior High School (SH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	3	0.1
Locations:				
Ambridge Senior High School (SH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	1	0.05
Locations:				
Ambridge Senior High School (SH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 18	1	0.1
Locations:				
Ambridge Senior High School (Sh)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	1	0.15
Locations:				
Ambridge Senior High School (JB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	4	0.1
Locations:				
Ambridge Senior High School (JB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	13	0.75
Locations:				

Ambridge Senior High School (JB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	7	0.37
Locations:				
Ambridge Senior High School (CS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	3	0.08
Locations:				
Ambridge Senior High School (CS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	1	0.05
Locations:				
Ambridge Senior High School (CS)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	16	0.85
Locations:				
Ambridge Junior High School (HB)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	1	0.15
Locations:				
Ambridge Junior High School (HB)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	2	0.15
Locations:				
Ambridge Junior High School (AB)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	0.8
Locations:				
Ambridge Junior High School (AB)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	1	0.05
Locations:				
Ambridge Junior High School (AB)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	4	0.25
Locations:				
Ambridge Senior High School (PC)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	6	0.75
Locations:				
Ambridge Junior High School (PC)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	1
Locations:				
Ambridge Junior High School (NC)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	1	0.15
Locations:				
Ambridge Junior High School (CC)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	0.7
Locations:				
Ambridge Area School District (CC)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	1	0.15
Locations:				

Ambridge Junior High School (CC)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	1	0.12
Locations:				
Economy Elementary School (MK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	7	0.87
Locations:				
Economy Elementary School (MK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	1	0.1
Locations:				
Economy Elementary School (DL)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	13	0.9
Locations:				
Economy Elementary School (DL)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 7, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	7	1
Locations:				
Economy Elementary School (SM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	5	1
Locations:				
Economy Elementary School (AF)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	5	0.75
Locations:				
Economy Elementary School (JS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Emotional Support	7 to 10	1	0.25
Locations:				
Economy Elementary School (JS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 7, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	1
Locations:				
Highland Elementary School (LM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	9	1
Locations:				
Highland Elementary School (JG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	7 to 10	7	1

but More Than 20%)				
Locations:				
Highland Elementary School (MT)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	3	1
Locations:				
Highland Elementary School (JW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	1	0.1
Locations:				
Highland Elementary School (CQ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	14	0.8
Locations:				
Highland Elementary School (CQ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	1	0.1
Locations:				
Highland Elementary School (CQ)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	17	0.9
Locations:				
Highland Elementary School (LS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.1
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	15	0.9
Locations:				
State Street Elementary School (PH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	1	0.1
Locations:				
State Street Elementary School (PH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	11	0.9
Locations:				
State Street Elementary School (BH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	1	0.1
Locations:				
State Street Elementary School (BH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: November 13, 2014
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	9	0.15
Locations:				
Ambridge Junior High School (BG)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	55	0.85
Justification: This is a speech and language position. The therapist sees students from Kindergarten through Sixth Grades. Students are grouped according to grade level and skill level. Students are not group beyond the permitted age range, therefore a wavier is not needed.				
Locations:				
Economy Elementary School (BG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	17 to 19	3	0.05
Locations:				
Ambridge Senior High School (NW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	60	0.95
Justification: This is a speech and language position. The therapist sees students from Kindergarten through Sixth Grades. Students are grouped according to grade level and skill level. Students are not group beyond the permitted age range, therefore a wavier is not needed.				
Locations:				
Highland Elementary School (NW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	20	0.3
Justification: No waiver is needed. Therapist sees students in Kindergarten through sixth grades. Students are grouped according to grade level and skill level. Students are not grouped beyond the permitted age range, therefore a waiver is not needed.				
Locations:				
Highland Elementary School (MB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	40	0.7
Justification: This is a speech and language position. The therapist sees students from Kindergarten through Sixth Grades. Students are grouped according to grade level and skill level. Students are not group beyond the permitted age range, therefore a wavier is not needed.				
Locations:				
State Street Elementary (MB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.07
Locations:				
Ambridge Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.07
Locations:				
Ambridge Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.07
Locations:				
Economy Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 9	3	0.21
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.07
Locations:				
State Street Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This is the Ambridge Area Cyber Academy.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	16 to 16	1	1
Locations:				
Ambridge Cyber Academy (JC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This is a cyber program. Student does the work from home. This is not a classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	1
Locations:				
Ambridge Senior High School (Cyber)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Explain any unchecked boxes for facilities questions: The class changes on a nightly basis. This is the Ambridge Area Alternative Education Program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	1
Locations:				
Ambridge Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2016

Explain any unchecked boxes for facilities questions: The vision support teacher meets with the student in an office in a one-on-one setting or assists in the regular classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	18 to 18	1	0.05

Locations:				
Ambridge Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 16, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 15	7	1
Locations:				
Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 16, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	6	1
Locations:				
Economy Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 16, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	6	1
Locations:				
Economy Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 16, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	6	1
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Life-Skills Support	1
Social Worker	Ambridge Senior High School and Highland Elementary School	1
Social Worker	Ambridge Junior High School, State Street Elementary School, Economy Elementary School	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Junior High School - Life-Skills Support	1
Paraprofessional	Ambridge Junior High School - Inclusion Aide	1
Paraprofessional	Ambridge Junior High School - Inclusion Aide	1
Paraprofessional	Ambridge Junior High School - Inclusion Aide	1
Paraprofessional	State Street Elementary - Life-Skills Support	1
Paraprofessional	State Street Elementary - Life-Skills Support	1
Paraprofessional	State Street Elementary - Life Skills Support	1
Paraprofessional	State Street Elementary - Learning Support	1
Paraprofessional	State Street Elementary - Learning Support	1
Paraprofessional	State Street Elementary - Learning Support	1
Paraprofessional	Highland Elementary - Primary Learning Support	1
Paraprofessional	Highland Elementary - Autistic Support	1
Paraprofessional	Highland Elementary - Primary Learning Support	1
Paraprofessional	Highland Elementary - Autistic Support	1
Paraprofessional	Highland Elementary - Intermediate Learning Support	1
Paraprofessional	Highland Elementary - Primary Learning Support	1
Paraprofessional	Highland Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Autistic Support	1
Paraprofessional	Economy Elementary - Primary Emotional Support	1
Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Intermediate Emotional Support	1
Paraprofessional	Economy Elementary - Autistic Support	1
Paraprofessional	Economy Elementary - Primary Learning Support	1
Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Autistic Support	1

Paraprofessional	Economy Elementary - Intermediate Emotional Support	1
Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Primary Emotional Support	1
Director of Special Education	Central Office, Economy Elementary School, Highland Elementary School, State Street Elementary School, Junior High School, Senior High School	1
Paraprofessional	Junior High School - Life Skills Support	1
Paraprofessional	Highland Elementary - Autistic Support	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Highland Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Junior High School - Life Skills Support	1
Paraprofessional	Senor High School - Life Skills	1
Paraprofessional	Highland Elementary School - Autistic Support	1
School Psychologist	Senior High School and Highland Elementary	1
School Psychologist	State Elementary, Economy Elementary, Junior High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Consultant - The Watson Institute	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	1.75 Days
Occupational Therapist	Outside Contractor	1 Days
Occupational Therapist	Outside Contractor	0.5 Days
Physical Therapist	Outside Contractor	1 Days
Audiologist - Consultation	Intermediate Unit	1.15 Hours

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Based on a review of the building level data, the Ambridge Area School District has a main portal to collect and distribute data on individual students, classrooms, grade levels, buildings, and district. The school buildings have established data-teams to review and analyze data on a monthly basis. The information obtained by the data-teams is shared with all staff members in the buildings. Plans are developed to meet the needs established through the data analysis review.

At the various buildings, the Comprehensive Planning Team has determined that several sub-groups are performing below the target. The school district is addressing these findings through our curriculum and program offerings. Currently, the school district offers intervention periods, remediation courses, and tutoring to address these needs At the Junior High School, teachers identified strengths and weaknesses by eligible content and developed individual goals for every student. Text books and other instructional material purchases is of great concern to the Comprehensive Planning Team.

A concern for the Ambridge Area School District is our graduation rate and drop-out rate. Our graduation rate is about 85% with a drop-out rate of 15%. The school district recognizes the need to improve our graduation rate through a variety of program offerings and supports. The Ambridge Area School District understands that a system needs to be established 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. We are seeking assistance from our local magistrate, in order to improve student attendance.

All five buildings within the Ambridge Area School District have identified establishing a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students as a systematic challenge. The school district continues to address this issue through our curriculum writing. Teachers meet regular to review the curriculum and address weaknesses. While the school district has an established curriculum, a checks and balances needs to be developed to ensure consistent implementation of the standards. Also, Elementary Guidance Counselors are needed to execute the goals set forth in the District's 339 Plan.
Also, the Ambridge Area School District is employing the expertise of ReMake Learning in order to improve and diversify its professional development opportunities. The District is in the process of

completing the NMSI application. This grant would allow the District to strategically implement AP standards throughout its curriculum.

District Accomplishments

Accomplishment #1:

Multiple Offerings in the Categories of Advanced Placement and University Level Dual Enrollemnt Courses

Accomplishment #2:

School-Wide Positive Behavior Support Initiative

Accomplishment #3:

Special education students educated in the regular classroom 80% or more meets the SPP target

Accomplishment #4:

Award winning music and art departments

Accomplishment #5:

District operated Cyber Academy

Accomplishment #6:

Actively involved Parent Teacher Organizations

Accomplishment #7:

Variety of extra-curricular activities and athletic teams

Accomplishment #8:

Honors program at the Junior High School

Accomplishment #9:

Acceleration of gifted students

Accomplishment #10:

Implementation of a STEAM Unified Arts Period in the District's 3 Elementary Schools

District Concerns

Concern #1:

Drop-out rates of both regular education and special education students. Establish a system to identify at-risk students and develop student-centered plans to ensure they will graduate from the Ambridge Area School District.

Concern #2:

Establish a system within the school district that fully ensures consistent communication about the implementation of PA Core Standards across all classrooms for all students.

Concern #3:

Establish an evaluation system to improve upon the supports and services being provided - co-teaching, use of para-professionals, pupil services.

Concern #4:

The Ambridge Area School District lacks adequate guidance and counseling services at the secondary and elementary levels.

Concern #5:

The low SES subgroup for the Ambridge Area School District has historically performed below the state benchmarks on the PSSA and Keystone Exams

Concern #6:

Reinstitute the curriculum cycle to ensure our students have materials that are up-to-date and provide relevant and rigorous instruction to increase achievement and improve performance.

Prioritized Systemic Challenges

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

Aligned Concerns:

Drop-out rates of both regular education and special education students. Establish a system to identify at-risk students and develop student-centered plans to ensure they will graduate from the Ambridge Area School District.

Establish a system within the school district that fully ensures consistent communication about the implementation of PA Core Standards across all classrooms for all students.

The low SES subgroup for the Ambridge Area School District has historically performed below the state benchmarks on the PSSA and Keystone Exams

Reinstitute the curriculum cycle to ensure our students have materials that are up-to-date and provide relevant and rigorous instruction to increase achievement and improve performance.

Systemic Challenge #2 *(Guiding Question #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:

Drop-out rates of both regular education and special education students. Establish a system to identify at-risk students and develop student-centered plans to ensure they will graduate from the Ambridge Area School District.

Establish a system within the school district that fully ensures consistent communication about the implementation of PA Core Standards across all classrooms for all students.

Establish an evaluation system to improve upon the supports and services being provided - co-teaching, use of para-professionals, pupil services.

The low SES subgroup for the Ambridge Area School District has historically performed below the state benchmarks on the PSSA and Keystone Exams

Reinstitute the curriculum cycle to ensure our students have materials that are up-to-date and provide relevant and rigorous instruction to increase achievement and improve performance.

Systemic Challenge #3 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Establish an evaluation system to improve upon the supports and services being provided - co-teaching, use of para-professionals, pupil services.

The Ambridge Area School District lacks adequate guidance and counseling services at the secondary and elementary levels.

The low SES subgroup for the Ambridge Area School District has historically performed below the state benchmarks on the PSSA and Keystone Exams

Systemic Challenge #4 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Drop-out rates of both regular education and special education students. Establish a system to identify at-risk students and develop student-centered plans to ensure they will graduate from the Ambridge Area School District.

Establish an evaluation system to improve upon the supports and services being provided - co-teaching, use of para-professionals, pupil services.

The Ambridge Area School District lacks adequate guidance and counseling services at the secondary and elementary levels.

The low SES subgroup for the Ambridge Area School District has historically performed below the state benchmarks on the PSSA and Keystone Exams

Systemic Challenge #5 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Establish a system within the school district that fully ensures consistent communication about the implementation of PA Core Standards across all classrooms for all students.

> Reinstitute the curriculum cycle to ensure our students have materials that are up-to-date and provide relevant and rigorous instruction to increase achievement and improve performance.

Systemic Challenge #6 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Systemic Challenge #7 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

District Level Plan

Action Plans

Goal #1: The Ambridge Area School District will increase student performance, growth, and achievement through the establishment of a system that ensures the consistent implementation of effective instructional practices, that barriers to student success are addressed in order to increase academic achievement and graduation rates, and consistently implements aligned curricula.

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.
- 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: Annual

Data Source: Data Sources will include: 4 Year Cohort Graduation Rates, Attendance Rates, and Student Discipline Referrals

Specific Targets: Graduation Rates: 2017-2018 - 85%, 2018-2019 - 87%, 2019-2020 - 89%, and 2020-2021 - 91%

Type: Annual

Data Source: Data Source will include: PSSA, Keystone, SAT, PSAT and all other summative assessment scores

Specific Targets: All schools in the Ambridge Area School District will achieve a School Performance Profile Score of 70 or higher.

Type: Annual

Data Source: Documentation of Implementation of Curriculum Materials Cycle Purchases

Specific Targets: 6, 7, and 8th Grade Mathematics Series Implementation for the 2018-2019 Academic Year, 7th through 12th Grade ELA Series for the 2019-2020 Academic Year

Type: Annual

Data Source: Rubicon ATLAS Curriculum Program

Specific Targets: Complete a Curriculum Audit and Standards based Scope and Sequence Alignment of all Ambridge Area School District Course by the end of the 2018-2019 Academic Year.

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

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate.;" the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: http://www.dropoutprevention.org/effective-strategies and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf)

SAS Alignment: Standards

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf ; http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_hs.pdf ; and http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

The Ambridge Area School District will ensure that barriers to student success are addressed in order to increase academic achievement and graduation rates.

Description:

Curriculum development linked to all three domains of career academic, and personal/social counseling will be developed to ensure students are aware of Career Pathways. Implementation of the Ambridge Area School District's revised 339 Plan is in progress for full-implementation by June 30th, 2017. Implementation Steps include:

1) A District Team attending Trainings on September 13, October 25th, November 17th, March 9th, and May 4th during the 2017-2018 school year. Along with trainings on September 27th, and March 7th during the September 27th and March 7th school year.

2) The K-12 School Counseling Plan will ensure barriers to student learning are being addressed through the continued implementation and improvement of programs in the areas of academic, career, and personal/social counseling. The plan will provide a system ocredit recover for students, programs and processes for drop-out prevention, and strategies for students to learn about career pathways.

Full implementation of the plan is due June 30th, 2018 and will validated through the completed written plan and the implementation of the required curriculum templates.

Start Date: 7/1/2017 **End Date:** 6/30/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Career Pathways
- Credit Recovery Program

The Ambridge Area School District will ensure the consistent implementation of effective instructional practices and implementation of standards aligned curricula.

Description:

The Ambridge Area School District will implement several changes in the areas of curriculum and instruction beginning in the 2017-2018 academic year. That will be carried out through the duration of the strategic plan including:

1) Designing and implementation of a standardized lesson plan template for all teachers to use that is show evidence of standards alignment.

2) Reinstatement of a cycle for curriculum materials purchases beginning in the 2018-2019 academic year which would have trainings for material use during the 2017-2018 academic year.

3) Implementation of the administration of nationally normed, standardized tests.

4) Implementation of the MyPath and Istation progress monitoring systems for student academic growth benchmarking.

5) Consistant curriculum monitoring using the Rubicon Atlas Curriculum Mapping Tool.

Start Date: 7/1/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building

Goal #2: Develop and implement a Professional Development Plan with stakeholder involvement that fully ensures professional development is focused, comprehensive and implemented with fidelity.

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 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: Annual

Data Source: PSSA Scores, Keystone Scores, Other summative test scores

Specific Targets: Graduation Rate Improvement: 2018-2019-85%, 2019-2020-87%, 2020-2021-89%

School Performance Profile Scores will improve 2 to 5 points a year with all schools with a rating above 70.

Positive Perceptual Feedback on Professional Development Surveys

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

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SAS Alignment: Standards

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html
Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

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)
Resource:
http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Develop and implement a Professional Development Plan with stakeholder involvement that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Description:

The Ambridge Area School District will develop a five-year professional development plan for the school district in order to improve student achievement and increase graduation rates. The District will take the following steps for implementation:

1) Survey stakeholders for needs and interests

2) Survey teachers after all Professional Development Sessions

3) Focus efforts on Higher Order Thinking and Lesson Plan Development

4) Implement individual professional development goals

5) Re-establish the professional development committee

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Career Pathways
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building
- Positive Behavioral Interventions and Supports

Goal #3: The Ambridge Area School District will increase its communication with community members and institute public relations protocols to enhance community awareness about district initiatives in an effort to improve student achievement and meet student needs.

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 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance Rates

4 Year Cohort graduation rates

School Enrollment Numbers

SPP Scores by building

Specific Targets: Reduction of number of Charter School Enrollments

Stable enrollments in each district building

Improving graduation rates

Strategies:

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate.;" the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: http://www.dropoutprevention.org/effective-strategies and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)
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SAS Alignment: Safe and Supportive Schools

Career Pathways

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SAS Alignment: Standards

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf ; http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_hs.pdf ; and http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim.(Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact. (Source:http://americaspromise.org/~/media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

SAS Alignment: Safe and Supportive Schools

Anti-Drugs/Anti-Violence Programs

Description: "Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students. http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Violence_091406.pdf. Too Good for Drugs and Violence is designed to promote high school students? prosocial skills, positive character traits, and violence- and drug-free norms. http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Drugs_Violence_091406.pdf. WWC has identified Anti-Drug and Anti-Violence programs for which there is evidence of a positive effect on drug use and violence. (Sources:

http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Programs

SAS Alignment: Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

The Ambridge Area School District will increase its communication with community members and institute public relations protocols to enhance community awareness about district initiatives.

Description:

The Ambridge Area School District is in the process of developing a clan to promote a positive image. The following steps will be implemented:

I. Academic and Implementation of Student Services

A) Establish streamlined procedures for sending electronic other correspondence so that parents are informed about their child's education emphasizing opportunities, benefits, and needs for Dual Enrollment Classes, After-School Programs, and Credit Recovery Opportunities.

II. Define Shared District Values through Communicating District Academic Success

A) Hire a Part Time Professional Development Specialist

B) Develop a Professional Quality Newsletter for the Community

C) Provide District Information to Relators and other Community Leaders to Promote the District

II) Communication Successes

A) Reestablish Wall of Honor

B) Host District Events Showcasing Capital Improvements

C) Celebrate and Recognize Student and Faculty Excellence on District Media

III) Increase School Spirit and Pride

A) Establish Talking Points for Employees to Promote the District

B) Restart Athletes Supporting Atheltes Program

C) Start an Alumni Foundation

Start Date: 10/1/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Programs
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Credit Recovery Program

Goal #4: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Scores

Keystone Exam Scores

SAT Scores

PSAT Scores

Graduation Rates

Discipline Referrals

Attendance Rates

Specific Targets: Graduation Rates:

2017-2018 - 85%

2018-2019 - 87%

2019-2020 - 89%

2021-2022 - 92%

School Performance Profile Scores will improve 2 to 5 points a year with all schools with a rating above 70

Strategies:

Dropout Prevention Expansion

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SAS Alignment: Safe and Supportive Schools

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SAS Alignment: Safe and Supportive Schools

After School Programs

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SAS Alignment: Safe and Supportive Schools

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SAS Alignment: Safe and Supportive Schools

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Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

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SAS Alignment: Safe and Supportive Schools

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Programs

SAS Alignment: Safe and Supportive Schools

Career Academies

Description: WWC 2006: Career Academies were found to have potentially positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for those youth most at-risk of dropping out prior to the intervention. The Career Academies served a more heterogeneous population, and the results for the high-risk youth may not be independent of their participation in the intervention with youth less at risk of dropping out. http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=70

SAS Alignment: Safe and Supportive Schools

Counselor-to-Student Ratio Reduction

Description: Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. There is a presumption expressed that reducing the counselor-to-student ratio is important, but there is no evidence presented regarding an optimum ratio, nor is there evidence that reducing existing ratios has a positive correlation with student achievement or other student factors. (Sources: http://www.econ.ucdavis.edu/faculty/scarrell/counselors_input.pdf; http://www.econ.ucdavis.edu/faculty/scarrell/counselors2.pdf; and http://www.cde.ca.gov/ls/cg/rh/counseffective.asp) Student-to-Counselor Ratios are reported, but the source does not provide evidence of an optimum ratio. (Source: http://www.counseling.org/PublicPolicy/ACA_Ratio_Chart_2011_Overall.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

High School Redirection

Description: High School Redirection is an alternative high school program for youth considered at risk of dropping out. The program emphasizes basic skills development (with a particular focus on reading skills) and offers limited extra-curricular activities. The schools operate in economically disadvantaged areas and serve students who have dropped out in the past, who are teen parents, who have poor test scores, or who are over-age for their grade. To foster a sense of community, the schools are small and teachers are encouraged to act as mentors as well as instructors. WWC reports that High School Redirection has mixed effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_HS_Redirection_041607.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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

Description:

The Ambridge Area School District will develop comprehensive programs to address the academic, social, and behavioral needs of students. Also, the Ambridge Area School District Pupil Personnel is receiving 339 training facilitated by PDE dealing with 339 planning development. Curriculum templates for the plan are due June 30th, 2018. The District may hire two elementary guidance counselors beginning in the 2018-2019 Academic Year. Currently the District does not have elementary guidance counselors.

The Ambridge Area School District will continue trainings on best practices for MTSS periods.

Start Date: 7/1/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Programs
- Character and Social Skill Building Programs
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Career Academies
- Career Pathways
- Counselor-to-Student Ratio Reduction
- Credit Recovery Program
- High School Redirection
- Positive Behavioral Interventions and Supports

The Ambridge Area School District will ensure that barriers to student success are addressed in order to increase academic achievement and graduation rates.

Description:

Curriculum development linked to all three domains of career academic, and personal/social counseling will be developed to ensure students are aware of Career Pathways. Implementation of the Ambridge Area School District's revised 339 Plan is in progress for full-implementation by June 30th, 2017. Implementation Steps include:

1) A District Team attending Trainings on September 13, October 25th, November 17th, March 9th, and May 4th during the 2017-2018 school year. Along with trainings on September 27th, and March 7th during the September 27th and March 7th school year.

2) The K-12 School Counseling Plan will ensure barriers to student learning are being addressed through the continued implementation and improvement of programs in the areas of academic, career, and personal/social counseling. The plan will provide a system ocredit recover for students, programs and processes for drop-out prevention, and strategies for students to learn about career pathways.

Full implementation of the plan is due June 30th, 2018 and will validated through the completed written plan and the implementation of the required curriculum templates.

Start Date: 7/1/2017 **End Date:** 6/30/2019

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

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Programs
- Character and Social Skill Building Programs
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Career Pathways

Goal #5: 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.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures 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: Annual

Data Source: PSSA Scores

Keystone Exam Scores

SAT Scores

PSAT Scores

Graduation Rates

Attendance Rates

Discipline Referrals

Istation and MyPath Data

Specific Targets:

Graduation Rates:

2017-2018 - 85%

2018-2019 - 87%

2019-2020 - 89%

2020-2021 - 91%

School Performance Profile Scores will improve 2 to 5 points a year with all schools with a rating above 70

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

SAS Alignment: Standards, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

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) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development)

SAS Alignment: Instruction

Implementation Steps:

Curriculum Rotation

Description:

The Ambridge Area School District will initiate a curriculum cycle to ensure all student have high quality and sufficient resources to be provided with a solid education. Currently, the District in reviewing Middle Level Mathematics textbooks for the implementation during the 2018-2019 academic year. Every year thereafter, we will continue with a curriculum cycle based upon best practices.

Start Date: 7/1/2017 **End Date:** 6/30/2022

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	**The Ambridge Area School District will increase student performance, growth, and achievement through the establishment of a system that ensures the consistent implementation of effective instructional practices, that barriers to student success are addressed in order to increase academic achievement and graduation rates, and consistently implements aligned curricula.** **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.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Dropout Prevention Expansion** **Strategy #3: Career Pathways** **Strategy #4: Credit Recovery Program**

Start	**End**	**Title**	**Description**
7/1/2017	6/30/2019	The Ambridge Area School District will ensure that barriers to student success are addressed in order to increase academic achievement and graduation rates.	Curriculum development linked to all three domains of career academic, and personal/social counseling will be developed to ensure students are aware of Career Pathways. Implementation of the Ambridge Area School District's revised 339 Plan is in progress for full-implementation by June 30th, 2017. Implementation Steps include:

1) A District Team attending Trainings on September 13, October 25th, November 17th, March 9th, and May 4th during the 2017-2018 school year. Along with trainings on September 27th, and March 7th during the September 27th and March 7th school year.

2) The K-12 School Counseling Plan will ensure barriers to student learning are being addressed through the continued implementation and improvement of programs in the areas of academic, career, and personal/social counseling. The plan will provide a system ocredit recover for students, programs and processes for drop-out prevention, and strategies for students to learn about career pathways.

Full implementation of the plan is due June 30th, 2018 and will validated through the completed written plan and the implementation of the required curriculum templates.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Superintendent of Schools, Director of Curriculum, Director of Special Education	6.0	6	9	BVIU and PDE	IU	Yes

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Knowledge These trainings enable the K-12 school counselors to develop a plan under chapter 339, to develop a plan required under Chapter 339.

Supportive Research Training will cover the best practices for the development and implementation of an effective 339 Plan.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops

Participant Roles	Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Review of written reports summarizing instructional activity

LEA Goals Addressed:	**The Ambridge Area School District will increase student performance, growth, and achievement through the establishment of a system that ensures the consistent implementation of effective instructional practices, that barriers to student success**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Curriculum Mapping** **Strategy #3: Instructional (Distributed)**

are addressed in order to increase academic achievement and graduation rates, and consistently implements aligned curricula.	**Leadership Capacity Building**

Start	End	Title	Description
7/1/2017	6/30/2021	The Ambridge Area School District will ensure the consistent implementation of effective instructional practices and implementation of standards aligned curricula.	The Ambridge Area School District will implement several changes in the areas of curriculum and instruction beginning in the 2017-2018 academic year. That will be carried out through the duration of the strategic plan including: 1) Designing and implementation of a standardized lesson plan template for all teachers to use that is show evidence of standards alignment. 2) Reinstatement of a cycle for curriculum materials purchases beginning in the 2018-2019 academic year which would have trainings for material use during the 2017-2018 academic year. 3) Implementation of the administration of nationally normed, standardized tests. 4) Implementation of the MyPath and Istation progress monitoring systems for student academic growth benchmarking. 5) Consistant curriculum monitoring using the Rubicon Atlas Curriculum Mapping Tool.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction, Director of Special Education, Building Principals	2.5	6	250	The Ambridge Area School District	School Entity	Yes

Knowledge	Professional Development in the Ambridge Area School District's Act 80 days is divided into 2.5 hour sessions. The implementation of the District's benchmarking, data warehousing, curriculum mapping, and lesson plan formating does and will occur in in these sessions.
Supportive Research	Best practice and research for the increase of student student achievement is linked to data driven instruction, stadards aligned curriculm, and progress monitoring.

Designed to Accomplish

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

Training Format	School Whole Group Presentation Department Focused Presentation

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

Related Service Personnel	High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Develop and implement a Professional Development Plan with stakeholder involvement that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Substantial Professional Development** **Strategy #3: Career Pathways** **Strategy #4: Curriculum Mapping** **Strategy #5: Instructional (Distributed) Leadership Capacity Building** **Strategy #6: Positive Behavioral Interventions and Supports**

Start	**End**	**Title**	**Description**
7/1/2018	6/30/2021	Develop and implement a Professional Development Plan with stakeholder	The Ambridge Area School District will develop a five-year professional development plan for the school district in order to improve student achievement

involvement that fully ensures professional development is focused, comprehensive and implemented with fidelity.				and increase graduation rates. The District will take the following steps for implementation: 1) Survey stakeholders for needs and interests 2) Survey teachers after all Professional Development Sessions 3) Focus efforts on Higher Order Thinking and Lesson Plan Development 4) Implement individual professional development goals 5) Re-establish the professional development committee		
Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Director od Curriculum and Instruction, Director of Special Education, Building Principals	2.5	14	250	School District	School Entity	Yes

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Knowledge	District Initives for Professional Development include training on progress monitoring, lesson plan development, curriculum alignment, data analysis, 339 Planning and career preparation curriculum development, effective MTSS period implementation, mental health awareness, and school safety (ALICE training).
Supportive Research	District initives are based on best educational and safety practices including: data analysis, lesson plan devopment, 339 Planning, and Alice Training.

Designed to Accomplish

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

Training Format	LEA Whole Group Presentation School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences

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

	Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents		Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	**The Ambridge Area School District will increase its communication with community**	**Strategy #1: After School Programs**

	members and institute public relations protocols to enhance community awareness about district initiatives in an effort to improve student achievement and meet student needs.	**Strategy #2: Anti-Drugs/Anti-Violence Programs** **Strategy #3: Dropout Prevention Expansion** **Strategy #4: Dual Enrollment Opportunities** **Strategy #5: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #6: Credit Recovery Program**

Start	**End**	**Title**	**Description**
10/1/2017	6/30/2021	The Ambridge Area School District will increase its communication with community members and institute public relations protocols to enhance community awareness about district initiatives.	The Ambridge Area School District is in the process of developing a clan to promote a positive image. The following steps will be implemented: I. Academic and Implementation of Student Services A) Establish streamlined procedures for sending electronic other correspondence so that parents are informed about their child's education emphasizing opportunities, benefits, and needs for Dual Enrollment Classes, After-School Programs, and Credit Recovery Opportunities. II. Define Shared District Values through Communicating District Academic Success A) Hire a Part Time Professional Development Specialist B) Develop a Professional Quality Newsletter for the Community C) Provide District Information to Relators and other Community Leaders to Promote the District II) Communication Successes

A) Reestablish Wall of Honor

B) Host District Events Showcasing Capital Improvements

C) Celebrate and Recognize Student and Faculty Excellence on District Media

III) Increase School Spirit and Pride

A) Establish Talking Points for Employees to Promote the District

B) Restart Athletes Supporting Atheltes Program

C) Start an Alumni Foundation

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Director of Special Education, Building Principals	2.5	3	250	Ambridge Area School District	School Entity	Yes

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Knowledge	Instructors learned the uses of Tyler SIS including its student 360 portal which opens constant communication with parents.
Supportive Research	Community Partnerships, Technology Enhancement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Instructs the leader in managing resources for effective results.
Training Format	School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Participant survey

LEA Goals Addressed:	**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.**	**Strategy #1: After School Programs** **Strategy #2: Anti-Drugs/Anti-Violence Programs** **Strategy #3: Character and Social Skill Building Programs** **Strategy #4: Dropout Prevention Expansion** **Strategy #5: Dual Enrollment Opportunities** **Strategy #6: Social and Emotional Wellness**

Programs
Strategy #7: Career Academies
Strategy #8: Career Pathways
Strategy #9: Counselor-to-Student Ratio Reduction
Strategy #10: Credit Recovery Program
Strategy #11: High School Redirection
Strategy #12: Positive Behavioral Interventions and Supports

Start	End	Title	Description
7/1/2017	6/30/2021	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	The Ambridge Area School District will develop comprehensive programs to address the academic, social, and behavioral needs of students. Also, the Ambridge Area School District Pupil Personnel is receiving 339 training facilitated by PDE dealing with 339 planning development. Curriculum templates for the plan are due June 30th, 2018. The District may hire two elementary guidance counselors beginning in the 2018-2019 Academic Year. Currently the District does not have elementary guidance counselors. The Ambridge Area School District will continue trainings on best practices for MTSS periods.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction, Director of Special Education, Building Principals	5.0	7	250	School District, Intermediate Unit, PDE	School Entity	Yes

Knowledge	Participatants will acquire knowledge of how to develop and incorporate programs that will meet the academic, social, and behavioral needs of all students.

Supportive Research Dropout Prevention, Progress Montioring, Instructional Strategies and Decisions, Career Planning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	**The Ambridge Area School District will increase student performance, growth, and achievement through the establishment of a system that ensures the consistent implementation of effective instructional practices, that barriers to student success are addressed in order to increase academic achievement and graduation rates, and consistently implements aligned curricula.** **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.**	**Strategy #1: After School Programs** **Strategy #2: Anti-Drugs/Anti-Violence Programs** **Strategy #3: Character and Social Skill Building Programs** **Strategy #4: Dropout Prevention Expansion** **Strategy #5: Dual Enrollment Opportunities** **Strategy #6: Social and Emotional Wellness Programs** **Strategy #7: Career Pathways**

Start	**End**	**Title**	**Description**
7/1/2017	6/30/2019	The Ambridge Area School District will ensure that barriers to student success are addressed in order to increase academic achievement and graduation rates.	Curriculum development linked to all three domains of career academic, and personal/social counseling will be developed to ensure students are aware of Career Pathways. Implementation of the Ambridge Area School District's revised 339 Plan is in progress for full-implementation by June 30th, 2017. Implementation Steps include: 1) A District Team attending Trainings on September 13, October 25th, November 17th, March 9th, and May 4th during the 2017-2018 school year. Along with trainings on September 27th, and March 7th during the September 27th and March 7th school year.

2) The K-12 School Counseling Plan will ensure barriers to student learning are being addressed through the continued implementation and improvement of programs in the areas of academic, career, and personal/social counseling. The plan will provide a system ocredit recover for students, programs and processes for drop-out prevention, and strategies for students to learn about career pathways.

Full implementation of the plan is due June 30th, 2018 and will validated through the completed written plan and the implementation of the required curriculum templates.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent of Schools, Director of Curriculum, Director of Special Education	6.0	6	9	BVIU and PDE	IU	Yes

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Knowledge	These trainings enable the K-12 school counselors to develop a plan under chapter 339, to develop a plan required under Chapter 339.
Supportive Research	Training will cover the best practices for the development and implementation of an effective 339 Plan.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's

academic standards.

Training Format	Series of Workshops		
Participant Roles	Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Review of written reports summarizing instructional activity

LEA Goals Addressed:	**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.**	**Strategy #1: Instructional Coaching: The Principles of Partnership** **Strategy #2: Substantial Professional Development** **Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #4: Curriculum Mapping** **Strategy #5: Instructional (Distributed) Leadership Capacity Building**

Start	End	Title	Description
7/1/2017	6/30/2022	Curriculum Rotation	The Ambridge Area School District will initiate a curriculum cycle to ensure all student have high quality and sufficient resources to be provided with a solid education. Currently, the District in reviewing Middle Level Mathematics textbooks for the implementation during the 2018-2019 academic year. Every year thereafter, we will continue with a curriculum cycle based upon best practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Director, Building Principals	2.5	3	20	Ambridge Area School District	For Profit Company	No

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Knowledge	1
Supportive Research	1

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format	Series of Workshops

Participant Roles	Classroom teachers	**Grade Levels**	Middle (grades 6-8)

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer