

Lakeland SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1355 Lakeland Drive
Scott Township, PA 18433
(570)254-9485
Superintendent: William King
Director of Special Education: Melissa Govan-Orman

Planning Process

The District elicited participants from all stakeholder groups to develop our comprehensive plan. The planning team consisted of over 60 representatives from administration, faculty, students, and the community. A combination of large group planning sessions and small group teams were used throughout the process. Internal district teams crafted action plans, with timelines and measurable criteria, to meet established goals identified in the large group community planning sessions. These preliminary action plans were then shared with the larger planning committee to elicit feedback. The implementation of the established goals began in the 2017-18 school year, and will continue to be implemented over the next 3 years. We have been utilizing data and stakeholder feedback to monitor and revise our action steps as needed, and will continue to do so throughout the course of this plan.

In addition to the goals and action plans that are outlined in this plan, committee meetings also resulted in a new vision statement, motto, and #hashtag (#Lakeland Leads) for social media posts.

Mission Statement

The mission of the Lakeland School District is to:

- Provide an excellent education that is meaningful for all students.
- Empower all students with the skills and knowledge necessary to maximize their learning potential.
- Instill in all students respect for themselves and for others in a nurturing and safe environment.
- Encourage all students to become community-minded individuals and globally aware individuals.

Vision Statement

Our vision is for Lakeland to be a safe environment that yields diverse opportunities for all students, builds on the strengths of the district, supports the community, and empowers all students to reach their potential.

Shared Values

The Lakeland School District is committed to:

- Pride
- Family
- Encouraging risk-taking
- Celebrating diversity
- Children
- Collaboration
- Community
- Continuous improvement
- Embracing technology
- Engaging the entire community
- Forward Thinking
- Integrity
- Optimizing Resources
- Self Discovery

Educational Community

The Lakeland School District is comprised of two elementary schools and one junior/senior high school following an organizational structure of grades K-6 (elementary) and 7-12 (secondary). The Lakeland Elementary School - Mayfield Campus was opened in 1979 to serve students in grades kindergarten through six, residing in the Township of Carbondale, and the Boroughs of Jermyn and Mayfield. The Lakeland Elementary School - Scott campus was opened in 1981 and serves students in grades kindergarten through six, residing in the Townships of Greenfield and Scott. The Junior/Senior High School, opened in 1974, serves all students in grades seven through twelve. The Junior-Senior High

School was completed in 1974 and has a capacity of 1,050 students. The building is located in Scott Township on sixty-six acres of land.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures 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: Benchmark Assessments appropriate for grade level and content area including PSSA and Keystone Exams

Specific Targets: A minimum of 80% proficiency on local assessments, and an increase from the previous cohort and/or PVAAS green or better growth on PSSA and Keystone exams

Type: Interim

Data Source: Teacher Observation/Evaluation

Specific Targets: Teachers will rate proficient or distinguished in the identified components of Danielson that are aligned to district goals and a priority focus area

Type: Interim

Data Source: Lesson Plan Template Review- Student Learning Objectives

Specific Targets: Formative Assessments reveal satisfactory student performance on teacher objectives/learning goals. Teacher student learning goals reflect satisfactory evidence of student growth and mastery of identified areas.

Strategies:

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](#))

SAS Alignment: Instruction

Formative Assessment

Description:

Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. (Sources: [Formative Assessment Using the U-P-S Strategy](#), [Guiding Instruction through CFAs](#), [Strategies for Formative Assessment](#), [Tools for Formative Assessment](#), [Five "Key Strategies" for Effective Formative Assessment](#))

SAS Alignment: Assessment

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)) , [Assisting Students Struggling with Reading: Response to Intervention \(Rti\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Implementation Steps:

Review of Danielson Framework/ PA-EETP Overview

Description:

Teachers will be provided a review of the Danielson Framework, which is used in the district Supervision and Evaluation plan during our 2 opening in-service days. We will discuss priority components in Domains 2 and 3 that are a district focus area for professional development and monitoring. The newly implemented PA-EETP management system for formal evaluations, SLOs, and Walkthroughs will also be reviewed.

Start Date: 8/27/2018 **End Date:** 8/28/2018

Program Area(s): Professional Education

Supported Strategies:

- Charlotte Danielson Framework
- Formative Assessment
- Differentiated Instruction

Lesson Plan Required Components

Description:

The district required weekly lesson plan template will be revised to include two components: Differentiation and Formative Assessment which are aligned to district priority areas. Lesson plans will be reviewed by the administrative team weekly and feedback will be provided to teachers. Lesson plan reviews will also be used to identify professional development needs of staff so that training can be provided.

Start Date: 8/27/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Charlotte Danielson Framework
- Formative Assessment
- Differentiated Instruction

Professional Development

Description:

District PD days and monthly 1 hour faculty meetings will be used to provide professional development for areas identified through lesson plan reviews and informal and formal teacher observations.

Start Date: 8/27/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Charlotte Danielson Framework
- Formative Assessment
- Differentiated Instruction

Language and Literacy Acquisition for All Students

Description:

Great Minds will be providing professional development on utilizing Wit and Wisdom Instructional Routines and Texts to increase language and Literacy Acquisition for all students.

Start Date: 8/28/2018 **End Date:** 8/28/2018

Program Area(s): Professional Education

Supported Strategies:

- Charlotte Danielson Framework
- Formative Assessment
- Differentiated Instruction

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Aimsweb Benchmark Data- Fall, Winter, Spring

Specific Targets: A minimum of 80% of students will score proficient on spring benchmarks, and students will maintain or increase their national percentile rank from the fall to the spring (student growth scores).

Type: Annual

Data Source: PSSA/Keystone/PVAAS

Specific Targets: Student scores will show an increase from the previous year's cohort; PVAAS growth scores will reflect a year or more worth of growth for all students (green or above).

Type: Interim

Data Source: Curriculum Based Measures

Specific Targets: Students will demonstrate proficiency on curriculum based measures, and will show growth on assessments aligned to intervention areas of focus

Strategies:

Instructional Coaching

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. (Sources: [Kansas Coaching Project \(KCP\)](#) , [Improving Student Engagement and Performance...](#) , [Instructional Coaching Group \(Resources\)](#) , [The Partnership Principles](#))

SAS Alignment: Instruction, Materials & Resources

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of

evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

(Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction

PLCs - Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

SAS Alignment: Materials & Resources

Implementation Steps:

Benchmark Data Meetings

Description:

Teachers will meet in grade level and department teams to review available data to determine supports needed for students. Data will include a combination of Aimsweb screening data, PSSAs, Keystones, and Curriculum-based measures.

Start Date: 9/24/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Instructional Coaching
- Multi-Tiered Systems of Support (MTSS-RtII)
- PLCs - Professional Learning Communities

Intervention/Enrichment (I/E Time) K-6

Description:

After teachers have met to review data, they will create a monthly I/E calendar designating the interventions and assessments that will be provided to students and monitored over the next 4 weeks. Teachers will meet again after the 4 weeks to review progress, make adjustments and/or define new areas based on student need.

Start Date: 10/1/2018 **End Date:** 6/30/2022

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

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

*"I" Time (Secondary 7-12)***Description:**

After reviewing the available data, teachers in grades 7-12 will provide remediation and enrichment to secondary students during "I" Time. A modified schedule will be implemented on a weekly basis that includes an activity period to provide this time. During "I" Time, teachers will be able to pull groups of students in need of intervention and/or enrichment. Students will also be able to request to see a teacher for additional help as needed. This is a new program for the JSHS this year, and is being implemented to extend the K-6 RtII/MTSS Framework into the secondary center.

Start Date: 10/22/2018 **End Date:** 6/30/2022

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

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

*Instructional Coaching***Description:**

District identified Instructional Coaches will be used at the elementary buildings to help facilitate data meetings, identify intervention and enrichment strategies, and to provide job-embedded instructional modeling and coaching for teachers. While the elementary has designated individuals for this, the secondary is using teacher leaders who volunteer to be a part of the Instructional Leadership Team to help develop and facilitate professional learning at the JSHS.

Start Date: 8/27/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Instructional Coaching
- Multi-Tiered Systems of Support (MTSS-RtII)
- PLCs - Professional Learning Communities

Teaching Diverse Learners in An Inclusive Setting

Description:

Differentiated instruction and providing access to the general education curriculum for all learners continues to be a focus area. We are addressing this need with a variety of professional development steps. We have a team of teachers who are starting year 3 of Project Max training which is focused on providing students with complex learning needs, access to the general education in a standards-aligned system. In addition to this training, we have a district focus on differentiation to meet the needs of all learners, and have made this a required component of our district lesson plan template. We will be providing professional development on differentiation strategies including Tiering instruction and assessments at monthly faculty meetings.

Start Date: 8/27/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.			Strategy #1: Charlotte Danielson Framework Strategy #2: Formative Assessment Strategy #3: Differentiated Instruction			
Start	End	Title			Description			
8/28/2018	8/28/2018	Language and Literacy Acquisition for All Students			Great Minds will be providing professional development on utilizing Wit and Wisdom Instructional Routines and Texts to increase language and Literacy Acquisition for all students.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Curriculum	7	1	20	Great Minds	Non-profit Organization	No

Knowledge

Teachers will learn a variety of instructional routines including notice and wonders, whip arounds, and socratic seminars that are used to build oral language development in the classroom and increase literacy acquisition for all students.

Supportive Research

Students are practicing reading, writing, speaking, listening, and language based in text. All strands of the standards are integrate with:

- **Instructional Routines** that empower students to tackle complex texts with increasing independence within and across grades.
- **Text-Dependent Questions** to guide students to a deep understanding and establish a basis for the use

of evidence in oral and written communication.

- **Explicit Writing Instruction** to empower students to write essays, narratives, arguments, and informational pieces.
- **Text-Based Vocabulary** that provides the basis for morphology and word work.
- **Formative Assessments** that inform teachers and students on progress towards knowledge and skill mastery.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

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

Start	End	Title	Description
8/27/2018	6/30/2022	Teaching Diverse Learners in An Inclusive Setting	Differentiated instruction and providing access to the general education curriculum for all learners continues to be a focus area. We are addressing this need with a variety of professional development steps. We have a team of teachers who are starting year 3 of Project Max training which is focused on providing students with complex learning needs, access to the general education in a standards-aligned system. In addition to this training, we have a district focus on differentiation to meet

the needs of all learners, and have made this a required component of our district lesson plan template. We will be providing professional development on differentiation strategies including Tiering instruction and assessments at monthly faculty meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Director of Curriculum, Supervisor of Special Education	7.0	3	12	Northeastern Educational Intermediate Unit 19	IU	Yes

Knowledge Making curriculum accessible for diverse learners

Supportive Research Project Max Leadership Team- PDE Approved model

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. 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 of 28 days whichever comes first.

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

Affirmed by Henry Strachura on 10/11/2018

Board President

Affirmed by William King on 10/11/2018

Superintendent/Chief Executive Officer