

This section is required

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.

With the institutionalization of the School Performance Profile, school districts have the ability to measure their successes as well as compare themselves with other school districts. Most importantly, administrators and faculty members take several days in the summer to review the PSSA and Keystone test scores to identify areas of need for our students, both as a group and individually. In addition, we send a team that consists of administrators and teachers, to the annual PVAAS training that is held at the Tuscarora Intermediate Unit. That training is an in-depth look at student growth on a variety of levels - teacher, school, district. At this time, the Southern Fulton School District does not have any schools that have been identified as struggling.

Programs, Strategies and Actions

Which of the following programs, strategies and actions does the LEA apply to provide students safe and supportive schools?

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

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

The district recently hired a full-time school police officer to ensure the safety of our students and staff.

Screening, Evaluating and Programming for Gifted Students *

The requirements for a student's Gifted Individualized Education Plan can be found in the Pennsylvania Code (22 Pa Code §16.32)

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.)

1. All students at the end of 2nd grade will be screened using the COGAT.
2. If a teacher/parent makes a request to have a child tested for gifted, then a Permission to Evaluate is issued within 10 days.
3. Once permission is granted by parent, school psychologist will begin the screening process.

4. The school psychologist begins the evaluation process, if warranted.
5. School psychologist has student complete battery of tests.
6. A rubric is completed to determine if student qualifies for the gifted program.
7. Teachers provide information on the student's performance within the classroom in relationship to others in the classroom as well as on classroom expectations.
8. If a student qualifies then a GIEP is developed with the GMDT - Gifted Multidisciplinary Team.

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

Teachers monitor and gather data on each and every student in their classroom. When students demonstrate mastery of skills being taught within the class with little to no instruction, enrichment activities are provided to that student. The teachers communicate with parents about the child's level of performance and discuss the enrichment activities being provided to the student. In second grade, all students are given the COGAT assessment as a screener for those performing above grade level, in the exceptional level. When the scores are returned to Southern Fulton School District in the fall of the following school year they are reviewed by the third grade teachers, the principal, special education supervisor, and the school psychologist. A discussion is held with the listed individuals as well as with the second grade teachers to determine which students should be referred for screening to determine if further evaluation is needed. When the screening is completed the school psychologist makes a recommendation on who should go through a full evaluation.

Parents always have the right to request to begin the evaluation to determine if their child is gifted.

The school district also has child study team meetings and students, parents, teachers, and the child study team can discuss the need for evaluation to determine eligibility for giftedness.

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

Students who go through the evaluation process for special education are also evaluated to determine if they meet the eligibility for giftedness. The same process for evaluating gifted is followed with students who are eligible under IDEA.

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

Students who qualify for gifted services in the elementary school are provided with enrichment opportunities within the regular education class as well as pull out one on one and small group instruction. IEP teams which include the parent, students, teachers, gifted instructor, and special education supervisor are all members of the team. The strengths and needs of the students are discussed, the evaluation report is reviewed, hobbies and interests are discussed, and all information is taken into consideration when the plan is created. There have been occasions that the team has decided that the student should skip a grade, which has proven to be successful in certain cases. There are students that have gone to reading and/or math classes a grade or two beyond their current grade. There is not one set plan for students; the plan is based on individual needs and interests.

Students at the high school for are able to select their own classes, which the majority of the students feel that they are challenged enough by accelerating their academics. Other students feel that their area of giftedness falls under the arts and therefore take additional classes and electives in those areas to assist with promoting their skills and talents. The high school also provides the following: National Honor Society, Scholastic Scrimmage, Envirothons, Stem Competitions, and field trips that provide opportunities for enrichment.

Developmental Services

Which of the following developmental services are integrated into all levels of your educational program?

<i>Developmental Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Academic Counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance Monitoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Behavior Management Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bullying Prevention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Development/Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coaching/Mentoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compliance with Health Requirements –i.e., Immunization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emergency and Disaster Preparedness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Guidance Curriculum			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<i>Developmental Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Health and Wellness Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health Screenings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Individual Student Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nutrition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Orientation/Transition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RTII/MTSS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wellness/Health Appraisal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Which of the following diagnostic, intervention and referral services are integrated into all levels of your educational program?

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Which of the following consultation and coordination services are integrated into all levels of your educational program?

<i>Consultation and Coordination Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Alternative Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Case and Care Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community Liaison	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community Services Coordination (Internal or External)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate Plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordination with Families (Learning or Behavioral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Home/Family Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Managing Chronic Health Problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Managing IEP and 504 Plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<i>Consultation and Coordination Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Referral to Community Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strengthening Relationships Between School Personnel, Parents and Communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
System Support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Truancy Coordination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation of consultation and coordination services:

We are unsure as to what "system support" refers to.

Communication of Educational Opportunities

By which means do you use to communicate educational opportunities (and how to access them) to parents and students?

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

Communication of Student Health Needs

Which means do you use to provide information to parents or guardians about the health needs of their children? (Check all that apply)

<i>Communication of Student Health Needs</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Individual Meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Individual Screening Results	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Letters to Parents/Guardians	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Meetings with Community, Families and Board of Directors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School Calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Handbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Frequency of Communication

How often do you communicate with parents about how to access educational opportunities and how to address health needs of students?

	<i>Frequency</i>
Elementary Education-Primary Level	Yearly
Elementary Education-Intermediate Level	Yearly
Middle Level	Yearly
High School Level	Yearly

Collaboration for Interventions

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

At the primary and intermediate levels, regular education classroom teachers collaborate with Title I and special education teachers regarding accommodations and interventions that are needed for particular students. There is also an opportunity to collaborate during the Child Study Teams that have been established at the elementary level. Student needs, progress, growth and achievement is also discussed at the quarterly data meetings and the summer workshops. In addition, team meetings are held on a weekly basis for teachers to collaborate.

At the middle level, regular education classroom teachers collaborate with special education teachers regarding accommodations and interventions that are needed for particular students. The middle level teachers meet on a regular basis to discuss the needs of students and their academic progress. This team includes regular education teachers, special education teachers, speciality area teachers and administrators. In the beginning of the school year, the team meets formally every week to collaborate; however, after the first marking period, the formal meetings are bi-weekly with informal meetings weekly.

At the high school level, regular education classroom teachers collaborate with special education teachers regarding accommodations and interventions that are needed for particular 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 Fulton County Center for Families (FCCF) works closely with the Southern Fulton School District. They provide the PAT program which is Parents As Teachers. FCCF employees work with SF families who have children ages birth to five before they enter school. The district tried an after school program several years ago at the elementary school with coordination with the FCCF; however, the program fizzled due to lack of interest. The school district has applied for a PreK Counts grant; however, due to the current lack of funding at the state level, we have not yet received word if this will occur. At the high school level, we work closely with Joyce Lynch at the Fulton County Employment and Training Department to provide youth workforce development programs. In addition, the Fulton County AVTS, has a partnership with The Mellott Company that provides students an opportunity to become employees prior to graduation if they meet the required criteria and attend the coursework as established by the company and AVTS.

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.

Induction Program



Which of the following goals, objectives and competencies does your Induction program contain? (Check all that apply)

- 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.

Please specify other goals, objectives and competencies below

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

The Southern Fulton School District has a mentor program in which a "seasoned" teacher is paired with a new teacher. They meet periodically throughout the year to discuss policies, protocols, etc. All teachers are given teacher handbooks that describe school information and guidelines as well as some district information. Mentors are given opportunities to observe other peers. All teachers and aides have been given opportunities to participate in SAS trainings at the district level. Teachers have been given opportunities to participate in differentiated instruction trainings. Using researched based data, the teacher induction plan is currently being modified to align with the National Institute of School Leadership specifically by creting high quality teachers and teaching.

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

N/A

Characteristics



Legend

- EEP = Elementary Education-Primary Level
- EEI = Elementary Education-Intermediate Level
- ML = Middle Level
- HS = High School Level

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

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

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

<i>District's Professional Education Characteristics</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provides leaders with the ability to access and use appropriate data to inform decision making.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Instructs the leader in managing resources for effective results.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

The professionals at Southern Fulton School District communicate with parents and community members via parent/teacher conferences, telephone calls, emails, communicating through assignment books, school newsletters, etc. The district has provided training for staff members regarding differentiated instruction, behavior management, completed "Brain Steps" for students with head injuries, teaching gifted students and providing differentiated instruction based on the needs of the students.

Data that comes from PVAAS, CDTs, End-of-marking period assessments, PSSAs and Keystone Exams are shared at staff meetings and in-service days to guide instructional decision making practices. By analyzing the data, students are given the instruction they need in order to continue to grow and succeed.

Currently, there is a Deans of Students at the elementary and a Vice Principal at the high school. This has been a huge help in allowing the building principal to focus on instructional practices and curriculum. The Elementary and High School principals collaborate to ensure curriculum alignment occurs in grade K-12.

The district's administrative team meets on a monthly basis to discuss concerns, issues, resources, and leading practices in education.

The district's administrative team has access to data sources such as PVAAS, PSSA, eMetric results, etc.

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