East Stroudsburg Area SD

District Level Plan

07/01/2013 - 06/30/2016

District Profile

Demographics

50 Vine St
PO Box 298
East Stroudsburg, PA 18301-0298
(570) 424-8500
Superintendent: Sharon Laverdure

Planning Process

A Strategic Planning Committee, comprised of teachers, staff, administrators, Superintendent, Assistant Superintendent, board members, parents, local business representatives and community members, met six times in the Spring of 2012. The team reviewed the School Growth Plans for each individual building. From there, the goals for the district were set based upon the mutual goals of the buildings. Then, a survey was created to gauge perception of the district's needs. Based upon the goals and survey data, sub-committees broke out into individual sessions to develop Action Plans for each goal. The Action Plans were then reviewed by the Strategic Planning Committee and the Superintendent.

Mission Statement

The East Stroudsburg Area School District vision is mirrored throughout our District. Our mission statement describes our commitment to prepare all students for a successful future. Our belief statements delineate what is expected of our District staff, students and community and how our collective collaboration affects those endeavors.

Mission Statement:

East Stroudsburg Area School District fosters within all students a commitment to excellence, service and life-long learning which prepares them to be creative, productive and responsible citizens with a global perspective.

Vision Statement

The East Stroudsburg Area School District embraces our rich diversity; creating a school community that supports all students on their path to success. Our 21st Century Learning program shall evolve through a common core-based environment utilizing differentiated instruction, critical thinking, multi-sensory approaches, innovative use of technology, career-related activities, continued school-to home-to community outreach, and our deep commitment to inspiring a lifelong passion for learning.

Shared Values

The East Stroudsburg Area School District believes that:

- Each individual has the ability and opportunity to learn.
- Effective communication is essential to the learning process.
- Everyone has the right to participate in a safe and supportive educational environment.
- Diversity is a vital tenet for the success of our community.
- A positive school community must have clear and consistent expectations for all.
- All members of our community are to be treated with respect.
- School, home, and community partnerships are vital to student motivation, performance and success.
- Evaluating, adapting and utilizing technology is imperative to meet success in a digital society.
- Financial support of education is an indispensable investment in the future of our entire community.
- Adaptability is essential.
- Continuous improvement of our educational system is our commitment to excellence.
- Literacy is the foundation for and key component of success in all disciplines.
- Literacy acquisition occurs along a continuum beginning at birth, and progressing throughout life.

Educational Community

East Stroudsburg Area School District is located along the Delaware in the Pocono Mountains of Northeastern Pennsylvania. The School District spans approximately 214 square miles in northeastern Monroe County and southern Pike County. The School District is comprised of the East Stroudsburg Borough and the townships of Smithfield, Middle Smithfield, and Price, all in Monroe County and the townships of Lehman and Porter, both in Pike County. ESASD is 85 miles north of Philadelphia, and 80 miles west of New York City. Although it is found in an area that in many respects is considered rural, the District has many characteristics of a suburb and much of its population has an urban flavor. Such diversity is also evidenced in the socio-economic make-up of the community. This highly diverse populous is comprised of professionals, some of whom reside in upscale neighborhoods, a large middle class, and the economically challenged who reside in low-income housing projects and small pockets of depressed areas not more than a few blocks in size. Our proximity to urban areas and many rental opportunities has created a climate favorable to transient population. This recent phenomenom is challenging for both students and teachers. The current national economic recession has hit our area very hard. Monroe & Pike Counties have one of the highest rates of home foreclosures in the State. As a district, 52% of our students are economically disadvantaged and receive free and/or reduced priced meals through the National School Lunch Program.

The District also possesses a great deal of diversity in both its workforce and the means of employment available within its borders. East Stroudsburg University is located within the boundaries of the District as is the Pocono Medical Center and the majority of Monroe County's medical businesses. However, the most prominent commercial endeavor within the limits of the District is tourism and its related services. Many resorts are located within the District's boundaries, offering a wide range of activities such as golf, skiing, swimming, and the enjoyment of many outdoor activities as can be found in the District's share of the Delaware Water Gap National Recreation Area. The District also possesses light industry and a significant share of Monroe County's retail trade.

The East Stroudsburg Area School District currently employs approximately 643 professional employees, including elementary and secondary classroom teachers, counselors, librarians, administrators and administrative support personnel. All of the professional and support personnel that are engaged in supporting the delivery of instruction are highly qualified as defined by the requirements of NCLB, with 100% of the professional staff possessing Pennsylvania certification in their current teaching assignment.

Currently, there are six (6) elementary, two (2) intermediate, and two (2) high schools in the District, housing approximately 7400 students for the 2012-2013 school year. Each of these facilities provides students access to library facilities and classrooms that have access to the internet and are equipped to support students' attainment of the academic standards. Each school has at least one full-time librarian. The delivery of instruction is also supported through the integration of technology, supported by the Director of Instructional Technology and Instructional Technology Teacher.

The school district also operates a variety of programs designed to meet the individual needs of learners, including math and literacy coaches at the elementary, intermediate, and high school levels, RTII support at the elementary level, SAP Programs at the intermediate and high school levels, remedial programs, and extended learning opportunities through school-day and extended day tutorial programs.

Bushkill Elementary, located on the North Campus was built in 1998. The building consists of 34 classrooms. These classrooms include a music, health and art classroom. The building also contains a library and computer lab that is student centered. Outside facilities include practice fields, a playground and plenty of open space. During the 2012-2013 school year, there are 62 professional and non-professional staff members that provide services to our students. Bushkill Elementary staff provides a strong core curriculum as well as providing enrichment and intervention to meet the needs of all learners. The school has also implemented a School Wide Positive Behavior Support program that has received recognition from the Pennsylvania PBIS.

The mission of J.M. Hill is to prepare all students to maximize their individual potential and demonstrate their mastery of defined knowledge and skills. Our goal is to empower students to become contributing members of a diverse society. We are a caring community of students, staff, and families working together to create and maintain a safe school promoting life-long learning. The students will successfully meet and exceed national standards of expected achievement, through the use of cutting edge technology, high academic standards, rigorous professional development and a supportive community

who embraces their neighborhood school. Please visit our website links to learn more about the wonderful students, staff, and programs at J.M. Hill.

East Stroudsburg Elementary School (ESE)--We are a caring community of students, staff, and families working together to create and maintain a safe school promoting life-long learning. ESE is a diverse school community that is dedicated to creating a learning environment where all students optimize their potential. We will achieve this goal through the development and implementation of high quality standards driven instruction. Students at East Stroudsburg Elementary are taught to be respectful, responsible, and ready to learn through our School Wide Positive Behavior Program (SWPBS). Through this program students are given the opportunity to earn rewards for exemplary behavior and kind actions. ESE was the first school in the district to be awarded a banner from the Pennsylvania Positive Behavior Support Network in recognition of fidelity of implementation at the universal level for our SWPBS Program. We continue to expand and improve upon our SWPBS Program each year. Thanks to the East Stroudsburg School District's support, for the 2012-2013 school year ESE now has over 200 brand new student laptop computers. We also have 60 iPads for student use. This new technology has enabled our school to implement several computer-based learning programs such as Odyssey Compass Learning and Explode the Code Online. These learning programs provide differentiated instruction to meet the individual needs of every student. Civic, social and technological skills will be cultivated in a nurturing environment to meet the challenges of our changing world. Please visit our website links to learn more about the wonderful students, staff, and programs at East Stroudsburg Elementary.

Middle Smithfield is a K-5 school utilizing a Character-based learning environment and implementing a School-Wide Positive Behavior program. Our school has a 69% minority rate among our 571 students. The students receive instruction from a 43 member professional staff, assisted by an additional 30 member support staff. Middle Smithfield Elementary students have consistently met state benchmarks for success on standardized tests. Middle Smithfield also offers wide-ranging intramural and enrichment programs to enhance student learning after the regular school day. A wide variety of clubs also meet after school for the benefit of the children and community organizations. Middle Smithfield Elementary, using the talents, strengths and creativity of students, parents, and community will work to provide a positive character-based learning environment that respects the varied academic, cultural, social and emotional needs of its students.

Resica Elementary--The arts are, and have always been, an essential component to instruction at Resica Elementary. Our staff views the arts as motivational tools and instruments through which they are able to broaden children's understanding, skill, and knowledge. Through the integration of arts and technology, our teachers strive to enhance each student's problem-solving skills and engage students in creative thinking. It is our mission to provide a host of artistic experiences in order to address the diverse learning needs of all students, while striving to exceed our state's high academic standard. Essential to the overall success of our students is their desire to appreciate and respect all individuals in our building and community. It is through our ongoing dedication to honoring positive behavior and choices that our children grow to recognize the everlasting impact that random acts of kindness have on our society. Resica Elementary School creates and promotes a community of respectful, responsible, and success-oriented learners by developing the diverse intelligences of all students through the sciences, technology and the arts.

Smithfield Elementary School opened in 1927, as the Smithfield Consolidated School. Since then, several additions have been made to the original structure, providing additional classrooms, a multi-purpose room, and an administrative office and health suite. To accommodate the significant growth that the school had experienced, a major building construction and renovation project which began in June 2005

and was completed for the opening of the 2007/2008 school year. Smithfield currently houses approximately 325 students in kindergarten through grade five. The construction and renovation project upgraded the building to provide a full service cafeteria and kitchen, a modern office and Library and well as wireless technology throughout the building.

The John T. Lambert Intermediate School opened in September of 1992. There are about 980 students, 130 staff members, and 3 administrators that are shared between JTL and Smithfield Elementary. Our school is very proud of our academic, athletic, and cultural performing arts programs. In addition students at JTL can participate in a wide array of after school clubs and activities.   Teamwork is a very important part of JTL. The hard work of the students and the staff help to support local non-profit organizations and several agencies that care for the disadvantaged and elderly. The dedication, communication, and interaction with residents in the East Stroudsburg area make us a community-oriented school. The JTL campus is also home to the transportation department and the Technology Learning Center (TLC). The TLC building provides areas for professional education events, offices for the technology, literacy and math coaches as well as the technology infra-structure technicians.

The Lehman Intermediate School houses the sixth, seventh, and eighth graders for the north region of the East Stroudsburg Area School District. Students receive all instruction in the CORE subjects (English, Reading, Math, Social Studies, and Science) within their team while exploratory subjects (Physical Education, Health, Foreign Languages, Home Economics, Tech Education, Library, Art, and Music) and electives (Band and Chorus) are also offered during the six-day cycle. Students receive Computer Literacy training via collaboration with a Technology Integration Teacher to ensure that they are afforded opportunities to undertake authentic projects in multiple curricular areas that require technology integration. ESL services are provided for students who enter our school with limited English proficiency. In addition, the school offers a number of specialized programs in the form of after-school, extracurricular activities. Lehman Intermediate School welcomes the task of providing a quality education that enables all students to be responsible, productive citizens in a continually changing world. Every facet of the educational setting fosters independent, critical, and reflective thoughts and actions. Students, staff, and parents work together collaboratively in order to create a vibrant learning community that values diversity and prepares our students for the future.

East Stroudsburg Senior High School North is located on the districts North Campus in Lehman Township, Pike County of Northeastern Pennsylvania. Built in 1999, our school currently houses just over 1200 students, who reside in the many private home communities throughout the area. Our school philosophy, Focused On Learning, encourages our administration, staff and students towards making informed educational decisions about the instruction, data reflection, professional development and student learning, which goes on within our school. We take great pride in the accomplishments our students have attained in the areas of academics, the arts, athletics, and through various scholastic or service organizations. As a newer campus/school community, we have benefited from partnerships with our PTA, Booster Clubs, and other members of our community who provide resources, experiences, and interactions for students and staff. East Stroudsburg High School North nurtures within each student a

commitment to life-long learning which prepares them to become creative, productive and responsible citizens in a continually changing world.

East Stroudsburg Senior High School South has a rich history of student accomplishments both inside and outside of the classroom. We strive to live by our motto of "Success For All" by providing a rigorous yet supportive academic environment that allows students to develop their unique talents and skills while meeting PA Standards. We value character development and strive to promote positive behavior through discussion, example and incentives. By building academic excellence and positive character and instilling traditional Cavalier Pride, we are preparing our students for the complexities of the 21st century.

Planning Committee

Name	Role
Megan Arnst	Student
Tom Baileys	Intermediate Unit Staff Member
Maria Bartolotta	Middle School Teacher - Regular Education
Brian Borosh	Administrator/Director of Technology
Sheila Bove	Middle School Teacher - Special Education
John Burrus	Administrator
Angela Byrne	Secondary Ed Literacy Coach
Maryann Calpin	Middle School Teacher - Regular Education
Marialena Casciotta	Director of Pupil Services K-5
Daniel Cloward	Secondary School Teacher - Regular Education
Kenya Coates	Parent
Jonathan Davis	Student
Casandra Dietz	Ed Specialist - School Counselor
Susan Dreilbelbis	Middle School Teacher - Regular Education
Irene Duggins	Administrator
Marilyn Espinosa	Secondary Ed Math Coach
David Evans	Administrator
David Falbo	Ed Specialist - School Counselor
Joshua Fuller	Secondary School Teacher - Regular Education
Maria Geffers	Secondary School Teacher - Special Education
Tom Grayuski	Business Representative
Marjorie Gullstrand	HS Librarian
Rachel Hazen	Elementary School Teacher - Regular Education
Jewel Henderson	Student

Diane Hinson	Parent
Lynda Hopkins	Director of Pupil Services 9-12
Carole Huffman	Ed Specialist - School Counselor
Marjorie James	Board Member
Jeremy Judd	Elementary School Teacher - Regular Education
Eric Kerstetter	Administrator
Michael Korb	Secondary School Teacher - Regular Education
Danica LaGuardia	Student
Sharon Laverdure	Superintendent
Philip Lazowski	Middle School Teacher - Regular Education
Donna Lehman-Demming	Elementary RTII Coach
Kristin Lord	HS Dean of Students
Joel Lowris	Middle School Teacher - Regular Education
Michael Meachem	Board Member
Maria Melchiorre	Parent
Carrie Panepinto	Secondary School Teacher - Regular Education
Julie Rubino	Elementary Literacy Coach
Rick Sanker	Secondary School Teacher - Regular Education
Gloria Schulte	Secondary School Teacher - Special Education
Julie Slack	Elementary Reading Specialist
Kim Stevens	Director of Pupil Services 6-8
Margaret Vitale	Administrator
Lisa Vitulli	Middle School Teacher - Regular Education
Faith Waters	Community Representative
Holly Wilds	Business Representative
Thomas Williams	Director of Custodial Services
Linda Wisneiski	Elementary School Teacher - Regular Education
Debra Wisotsky	Community Member/Confidential Secretary to the Superintendent
Stephen Zall	Administrator
Ann Zannella	Secondary School Teacher - Special Education
Michael Zannella	Student

Core Foundations

Standards

Mapping and Alignment

Elementary Education – Primary Level

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

Explanation for standard areas checked "Needs Improvement" or "Non Existent":
This narrative is empty.

Elementary Education – Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Developing
Civics and Government	Developing	Developing
Economics	Accomplished	Accomplished

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

Explanation for standard areas checked "Needs Improvement" or "Non Existent":
This narrative is empty.

Middle Level

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

Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education – Primary Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology

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

Elementary Education – Intermediate Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

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

High School Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics

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

Explanation for any standards checked:

The district integrates the existing PA Standards into all of our course content areas K-12. Where applicable the district also aligns to national content standards for specific course specific content areas. The district also integrates International Society for Technology in Education (ISTE) standards for technology and 21st Century Teaching and Learning Skills throughout all curricular areas K-12. Currently, the district is beginning to integrate Science, Technology, Engineering, and Math (STEM) standards through project-based learning, service learning, community partnerships, summer enrichment camps (Camp Invention) and instructional activities.

Curriculum

Planned Instruction

Elementary Education – Primary Level

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

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.

Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research.

Benchmarks, Diagnostic, Formative, Summative Assessments outlined: Universal screener for DIBELS NEXT K-5 in Reading and Dibels Math K-1 given 3 times a year; NWEA testing for grades 2-5 given 2-3 times a year; Pacing Guides and monthly assessments in Reading and Math grades 2-5, data meetings and student intervention meetings held once every 6 weeks by grade level; monthly grade level chair meetings and monthly building grade level meetings, common planning times by grade level for meetings, Professional Learning Communities. Daily enrichment and intervention period in all elementary schools for all grade levels. Research-based strategies and programs selected based on data scores, diagnostics, and progress monitoring. Progress monitoring for at-risk students weekly, strategic students bi-weekly, and on-level students monthly. Formal Response to Instruction and Intervention (RTII) process in all schools, all grade levels K-5.

Transitioning to Understanding by Design (UbD) model and Universal Design for Learning (UDL) with integration of Common Core Math and Common Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

Elementary Education – Intermediate Level

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

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.

Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research. Benchmarks, Diagnostic, Formative, Summative Assessments outlined: Universal screener for DIBELS NEXT K-5 in Reading; NWEA testing for grades 2-5 given 2-3 times a year; Pacing Guides and monthly assessments in Reading and Math grades 2-5, data meetings and student intervention meetings held once every 6 weeks by grade level; monthly district and building grade level meetings, common planning times by grade level for meetings, monthly grade-level chair meetings, Professional Learning Communities. Daily enrichment and intervention period in all elementary schools for all grade levels. Research-based strategies and programs selected based on data scores, diagnostics, and progress monitoring. Progress monitoring for at-risk students weekly, strategic students bi-weekly, and on-level students monthly. Formal Response to Instruction and Intervention (RTII) process in all schools, all grade levels K-5.

Transitioning to Understanding by Design (UbD) model with integration of Common Core Math and Common Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

Middle Level

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

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.

Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research. Benchmarks, Diagnostic, Formative, Summative Assessments outlined: Universal screener for DIBELS NEXT for at risk students in grade 6; DIBELS DAZE for all grade 6 students, Study Island Reading and Math benchmarks 3 times a year; NWEA testing for grades 6-8 in Reading and Math given 2 times a year for all students and 3 times a year for all 6th grade students and at risk students; unit assessments in all contents; data meetings and student intervention meetings held once every 6 weeks in grade 6 and 7 through a formal Response to Instruction and Intervention. Bi-weekly progress monitoring for at-risk and strategic students and monthly for monitored students. Weekly grade-level team meetings; monthly department and grade level meetings, monthly department chair meetings,common planning times by grade level for meetings, Professional Learning Communities. Daily Personal Academic Improvement Period (PAIP) for all grades 6-8; remedial Math and Reading classes for students not proficient on PSSA or meeting benchmarks on NWEA (Math and Reading Edge). Research-based strategies and programs selected based on data scores, diagnostics, and progress monitoring. Progress monitoring for at-risk students weekly, strategic students bi-weekly, and on-level students monthly.

Transitioning to Understanding by Design (UbD) model with integration of Common Core Math and Common Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

High School Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.

Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research. Benchmarks, Diagnostic, Formative, Summative Assessments outlined: NWEA for Reading and Math in grades 9-11; Classroom Diagnostics in Math, Reading, and Biology given 2-3 times a year; common mid-terms and/or finals in core content areas; bi-weekly department meetings; weekly 9th grade team meetings at the North high school; Professional Learning Communities, monthly department chair meetings.

Transitioning to Understanding by Design (UbD) model and Universal Design for Learning (UDL)with integration of Common Core Math and Common Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

Modifications and Accommodations

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

The district has a gifted program K-12; courses are leveled to ensure all students have access to a standards-aligned general education curriculum; advanced placement courses are offered at the high school. Instruction is differentiated and scaffolded to provide both enrichment and remediation based on the students' progress and needs. Read, Write, Gold ; Dragon Naturally Speaking; and other software programs are used to level the playing field and provide accommodations or modifications for all students; especially IEP and English Language Learners. Inclusion classes make the general education curriculum available to students with IEPs; supplemental support classes follow the general education curriculum at a slower pace.

Student helpers and instructional aides are provided as needed based on academic or social/emotional needs.   Components of a well-designed lesson plan must include modifications and/or accommodations, as well as formative assessment strategies, re-teaching strategies, and enrichment based on multiple intelligences and learning styles.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Building Supervisors

Provide brief explanation of District's process for incorporating selected strategies.
District uses Charlotte Danielson's Teacher Evaluation model with the 4 domains: Planning and Preparation, Classroom Environment, Classroom Instruction, and Professionalism. All district and building administrators trained in Classroom Reflection and Teachscape Walk-through Protocol. Formal evaluation twice a year for non-tenured teachers; induction for all new teachers. District has received Race to the Top Grant Funding for training all teachers, specialists and administrators in the Teacher Effectiveness Model and Charlotte Danielson's Framework for Teaching Evaluation. Central administrators conduct walk-throughs with building principals and student focus groups.

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

Responsiveness to Student Needs

Elementary Education – Primary Level

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

Elementary Education – Intermediate Level

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

Middle Level

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

High School Level

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

Recruitment

Describe the process the District implements 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.

Reading specialists provide reading support and remediation in grades K-12. 100% of the district's professional staff are highly qualified. The district is currently not hiring new teachers. Teachers are reassigned based on the Collective Bargaining Agreement and District Need if applicable. All buildings have certified guidance counselors and the district has a Credit Recovery Program and Student Assistance Program at the secondary level.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	6.50	6.50	6.50	6.50	6.50	6.50
English	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.50	3.50	3.50	3.50	3.50	3.50
Physical Education	1.00	1.00	1.00	1.00	1.00	1.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Total Courses	28.00	28.00	28.00	28.00	28.00	28.00

2014 Graduation Specifics

Reading
- Local Assessments aligned with State Standards
- Proficiency on State Assessments

Writing
- Local Assessments aligned with State Standards
- Proficiency on State Assessments

Mathematics
- Local Assessments aligned with State Standards
- Proficiency on State Assessments

2015 and beyond Graduation Requirement Specifics

English Language and Composition
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

English Literature
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Mathematics
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Science & Technology
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Environment & Ecology
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

2017 and beyond Graduation Requirement Specifics

Biology or Chemistry
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

American History, Civics/Government or World History
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Local Assessments

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

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

Methods and Measures

Summative Assessments	EEP	EEI	ML	HS
End of Unit Tests	X	X	X	X
PSSA, PASA, PSSAM			X	X
Mid-terms and finals			X	X
SATs, Keystone Exams, AP Exams, PSATs				X
Benchmark Assessments	**EEP**	**EEI**	**ML**	**HS**
DIBELS Next Reading	X	X	X	
DIBELS Math	X			
NWEA Measures of Academic Progress (MAPS)	X	X	X	X
Study Island Benchmark Assessments			X	X
Formative Assessments	**EEP**	**EEI**	**ML**	**HS**
Quizzes	X	X	X	X
Demonstrations, Performances, Products, and Projects	X	X	X	X
Exit Tickets			X	X
Progress Monitoring (DIBELS, Aims Web, Curriculum-Based)	X	X	X	
Written Work	X	X	X	X
Text Book assessments	X	X	X	X
Teacher-developed assessments	X	X	X	X
Monthly Common Math and Reading Assessments	X	X		
Diagnostic Assessments	**EEP**	**EEI**	**ML**	**HS**
Classroom Diagnostic Tools			X	X
Really Great Reading Assessments	X	X		
Quick Phonics Screener	X	X		

Validation of Implemented Assessments

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

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

Common assessments are kept in a data warehousing program called Performance Tracker. In Professional Learning Communities, teachers review scores and do a question-answer analysis to evaluate questions missed by a large percentage of students and share best practices for helping students master concepts. Teachers work in teams, including instructional coaches, department chairs, and district administrator to create common assessments. Training in depth of knowledge has begun along with a process for evaluating the level of questioning .   Teachers review assessments and student performance during department meeting time.

Development and Validation of Local Assessments

If applicable, explain the District's procedures for developing locally administered assessments and how they are independently and objectively validated every six years.
The District is opting to use the Keystone Exams for accountability.

Collection and Dissemination

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.
All local and state assessment data is warehoused on Performance Tracker and accessible to all teachers and instructional leaders. Data protocols are established for Grades K-7 and teams meet a minimum of once every six weeks to analyze and disseminate data and plan for interventions and enrichment. Each elementary and intermediate school has a Response to Instruction and Intervention teacher to assist in collecting, analyzing and disseminating data. Teachers have access to longitudinal data on each of their students through Performance Tracker. Consultants from IU20 are available to assist building teams in conducting regular data meetings. District administrator and instructional coaches prepare and analyze cohort data and trend data for dissemination and further analysis by school improvement teams. District K-5 Response to Instruction and Intervention Steering Committee meets twice a year to review data and develop strategies for improvement. Release time is provided for teacher grade-level teams following the fall and winter DIBELS sweep. District and building school improvement teams meet several times a year to review PSSA and local data, evaluate progress towards goals, and develop action plans for improvement.

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.

Based on information from multiple assessments (PSSA, local, DIBELS, NWEA) students receive supplemental support in one or more of the following ways: daily intervention period K-8 through Response to Instruction and Intervention (RTII) program,, guided reading groups K-5, leveled math groups, remedial Math and Reading classes at the intermediate and high school level, after-school homework clubs, pull-out Math and Reading labs at the high school, pull-out and push in Reading support K-5, supplemental tutoring, differentiated instruction, participation in targeted research-based intervention programs, online programs (Study Island, Compass Learning, Kids College).

Assessment Data Uses

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

Provide brief explanation of District's process for incorporating selected strategies.
The Response to Instruction and Intervention Model and School Improvement Planning Process, along with Professional Development plans, Professional Learning Communities, data team meetings, vertical teaming meetings, and common planning/team/department meeting time. The District is also beginning to incorporate Lesson Study, starting with Algebra I. The District also uses Classroom Diagnostic Tools (CDTs) and/or Study Island Benchmarks to plan for instruction and develop learning plans for remediation and enrichment for all students 6-12.

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

All strategies apply to the way our District is using assessment data.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & AYP Websites		X	X	X
District Website				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports		X	X	X
Mass Phone Calls/Emails/Letters				
Meetings with Community, Families and School Board	X	X	X	X
Newsletters		X	X	X
Press Releases				
School Calendar				
Student Handbook				
District Website		X	X	X

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

The district uses the school improvement process (PVAAS, eMetric) and the AYP Report Card to summarize PSSA results and disseminates information through building PTO meetings, Presentations to the School and Community, letters to parents, school improvement brochures, and the District website, and District newsletter. A Connect Ed system is used to inform parents of the information they will be receiving. Contact information is provided to inform the public of where they can go for more information.

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

At this point the District disseminates the AYP report to the public through the website and district newsletter that is mailed to all residents. Contact information to obtain assessment results is included in the school calendar and student handbook and these are also available online. These documents are published prior to the release of official PSSA, SAT and Advanced Placement results data.

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.

Each year, every building administrator is responsible for compiling a team to complete the Comprehensive School Planning tool based on the building's data. These School Growth Teams are comprised of district-level coaches, Assistant Superintendent of Curriculum, Director of Pupil Services, teachers, instructional aides, parents, students (secondary levels) and building administrators. This teams focused directly on where the needs of that building are and how to meet those needs most effectively.

Programs, Strategies and Actions

Elementary Education – Primary Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- School-wide Positive Behavioral Programs
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Elementary Education – Intermediate Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- School-wide Positive Behavioral Programs
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Middle Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement

- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Placement of School Resource Officers
- Purchase of Security-related Technology
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

High School Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Placement of School Resource Officers
- Purchase of Security-related Technology
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:
Through our School-Wide Positive Behavior Program Initiative, we will be introducing more programs to address students in the advance tiers for behavior. Data will be reviewed and best practice protocols will be put into place to address the needs of these students.

Identifying Gifted Students
Describe your entity's process for identifying gifted children.

Gifted Assessment Screening Recommendations:

Screening:

Group screening

- **all second graders**
- **use the Otis Lennon Scholastic Aptitude Test**
- **Score of 120 + would lead to individual screening**

Individual Screening

- **Guidance counselor would administer the KBIT**
- **Score of 125 + on either subtest and NWEA scores in proficient range or above in at least one area would lead to a PTE**
- **Exceptions would be discussed with school psychologist prior to issuing PTE**

Kindergarten and First Grade

Teacher recommendation would lead to Permission to Screen for screening

Parent request would lead to Permission to Evaluate

Families with one child identified as mentally gifted would have other siblings screened by the guidance counselor

Gifted Identification Process:

A Permission to Evaluate is issued with the following:

- Ability and Achievement Testing, Teacher Rating Scales, Parent and Teacher Input, Review of Records

The Information for Parents: "What does gifted mean?" form and Parent input for Gifted form are given at the time the Permission is Issued.

Once a Permission to Evaluate is signed by the parent, the student is placed on the appropriate school psychologist's testing list.

The evaluation will consist of a review and collection of the following information:

- PSSA scores with the assumption that the child should score in the proficient range or above
- NWEA scores. The child's obtained scores will be compared both with gifted scores as per handout and grade level scores with the assumption that the child should score at least on grade level.
- Review of records including performance in school through the years, standardized test results, grades for this and past years, areas of special ability/competence, intervening factors such as bilingual ability, recent move to the USA from another country, medical/health issues, trauma, lack of schooling in another country, homelessness
- Teacher input form will be reviewed and summarized
- Parent input form will be reviewed and summarized
- Chuska Scales for Rate of Acquisition and Retention will be reviewed and reported
- IQ test will be administered and analyzed. The WISC-IV or Stanford-Binet V will be used as the routine tests with the student needing a score of 130 (126+ when other factors indicate gifted ability)
- Achievement will be assessed through use of the WIAT III with the examiner administering the Reading Decoding, Reading Comprehension, Numerical Operations, and Math Reasoning subtests. The student needs two areas with scores of at least 126 or more
- Interests/Activities/Special Abilities will be reviewed and summarized
- Recommendations will be made regarding eligibility and needs of student

Developmental Services

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

Individual Student Planning				
Nutrition				
Orientation/Transition	X	X	X	X
RtII	X	X	X	X
Wellness/Health Appraisal				

Diagnostic, Intervention and Referral Services

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

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems				
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				
Truancy Coordination	X	X	X	X

Communication of Educational Opportunities

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

Frequency of Communication

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.

Response to Instruction and Intervention Model with team meetings once every 6 weeks K-7 and during building grade level or department meeting time.

Community Coordination

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

1. Child care

2. After school programs

3. Youth workforce development programs

4. Tutoring

The District has partnerships with Monroe and Pike County Head Start Agencies. The District houses 4 head start classrooms in 4 of our elementary schools as well as an Intermediate Unit 20 Early Intervention Program. Through Pocono Alliance the District has supported early screenings ages 3-5. Through our recent Keystones to Opportunity Grant, the District is now partnered with Pocono Alliance and Carbon, Monroe, Pike Mental Health Developmental Services to provide screenings and interventions Birth to 5. The District has representation on the Early Childhood Task Force and the Business Education Partnership and Career Link.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

2. Address pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.

3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The District sponsors an in-home mentoring program through Title I funding and Pocono Alliance for children birth to 5. The district's School-Readiness Task Force has joined Monroe County Association for the Education of Young Children, meeting a minimum of 4 times a year. The District has an established transition plan that will be strengthened through meetings with the early childhood partners established through the KTO grant.   Based on kindergarten screenings, the district offers a summer Quick Start Program for students at risk. Through the KTO grant we are now providing training and technology to early childhood partners, as well as a Teach Me to Read at Home program for parents. The District also offers a parent Kinderversity program. Early childhood providers attend monthly kindergarten grade-level meetings and participate in district professional development if applicable.   The District also provides calendars to parents at Kindergarten screenings. The calendars include developmentally appropriate school-readiness activities.

Materials and Resources

Description of Materials and Resources

Elementary Education – Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

All materials and resources purchased by the District are aligned to Academic Standards as well as building and district-level initiatives. New materials are evaluated using a checklist and based on research.

Elementary Education – Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

All materials and resources purchased by the District are aligned to Academic Standards as well as building and district-level initiatives. New materials are evaluated using a checklist and based on research.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

All materials and resources purchased by the District are aligned to Academic Standards as well as building and district-level initiatives. New materials are evaluated using a checklist and based on research.

High School Level

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

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

Provide explanation for processes used to ensure Accomplishment.

All materials and resources purchased by the District are aligned to Academic Standards as well as building and district-level initiatives. New materials are evaluated using a checklist and based on research.

SAS Incorporation

Elementary Education – Primary Level

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

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

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

The District has ongoing professional development for teachers and staff in using the SAS portal to access materials and resources.

Elementary Education – Intermediate Level

Standards	Status

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

	50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
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 less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

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

The District has ongoing professional development for teachers and staff in using the SAS portal to access materials and resources.

Middle Level

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

Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
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 less than 50% of district classrooms
School Climate	Implemented in

	less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

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

The District has ongoing professional development for teachers and staff in using the SAS portal to access materials and resources.   The District is currently using the Classroom Diagnostic Tools (CDTs) and providing training in using the data and the SAS portal to plan instruction and access appropriate SAS materials and resources based on student strengths or needs.

High School Level

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

	less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
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 less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

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

The District has ongoing professional development for teachers and staff in using the SAS portal to access materials and resources.   The District is currently using the Classroom Diagnostic Tools (CDTs) and providing training in using the data and the SAS portal to plan instruction and access appropriate SAS materials and resources based on student strengths or needs.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

Technology is currently embedded into the four core content areas or taught as a subject itself. Teachers use technology consistently for research, word processing, and/or multimedia presentations. They have progressed from utilizing computer labs and library computer resources primarily for word processing research papers and have advanced to using a plethora of digital tools such as: podcasts, video streaming, wikis, blogs, forums, digital storytelling, Moodle. Teachers have transitioned to utilizing technology for detailed, student-centered projects which motivate their students to think outside the box. This is becoming the norm in our 21st century learning environment.

The district utilizes an achievement test, Measures of Academic Progress (MAP), which is a state-aligned computerized adaptive test that accurately reflects the instructional level of each student and measures growth over time. Due to the technology delivery method, immediate scores are available to the students and teachers at the completion of the test and in 48 hours teachers have class reports with standard deviation and mean calculations. This makes the data timely and relevant for the teachers. Although data has always been available, its importance has been recently emphasized to make data driven decisions. Training has been an integral part of being able to manipulate and manage student data. Additional and more in-depth training is scheduled for the future so teachers can leverage these tools effectively and efficiently.

The district has had various communication tools at its disposal for several years; however, they were under used in the past. Presently, all staff employ email as a standard form of electronic communication. Moreover, elementary (grades 2-5), intermediate and high school teachers are required to maintain an online grade book which can be accessed by parents.

Teachers utilize email for parent-teacher, teacher-teacher, and student-teacher communication, while most principal communications to staff are carried out through the use of email. Connect-Ed, a mass call notification system has been procured to enable school administrators to record, schedule, send, and track personalized voice messages to thousands of students, parents, and staff in minutes. The district maintains a vast amount of information on the district website, along with links to each school's website, which includes information for visitors, students, staff, and stakeholders. An online repository listing instructional resources is available to students and teachers categorized by grade level and eligible content.

The change in PDE's state reporting requirements, and the mandate that all school districts upload special education, student demographic, and staff information into the PIMS system has ensured that all our data within our student, special education, human resource, and financial information systems are accurate.

The East Stroudsburg Area School District has developed a district-wide One (1) Gigabyte (GB) Wide Area Network that connects the district administration building to all schools, which is capable of supporting current, new and emerging technologies. Our WAN is reliable and scalable, delivering data for Internet access, applications, email, student and financial information systems and file sharing; video for videoconferencing, streaming media content for instructional use, video for security functions; and voice for interschool communications. PenTeleData, the ESASD's Internet Service Provider, supplies the district with 100 Megabytes (MB) of Commodity Internet. Additionally, the district connects to Colonial Intermediate Unit #20, who provides the district with IU resources, a connection to the Internet 2, and access to the statewide education network, PAIUNet.

East Stroudsburg ASD recently completed upgrading its network and server infrastructure. All schools were equipped with Cisco switches and wireless access points, resulting in building-wide wireless access available to staff, students, and guests. Some of the network infrastructure upgrades were paid with district funds, while other funding was acquired through the Federal e-Rate program. In addition to our network infrastructure, we upgraded our Dell servers and SAN to HP servers and SAN. While preparing to upgrade our server infrastructure, we virtualized as many physical servers as possible, which resulted in procuring less equipment and lower electrical use. The district has two redundant data centers located 18 miles apart, one at the South Campus and one at the North Campus, which allows the district to continue to meet the educational and operational technology needs of the district in the event of a catastrophe.

The district has a four year computer lease replacement plan that has been in effect since July 2005. The four year plan allows the district to replace computers on a consistent basis in all schools, while maintaining a flat, level and predictable funding stream. iPads have been recently been procured through the district computer replacement plan in 2012.

A perceptual survey was sent out to district stakeholders in the Spring of 2012. There were 758 respondents consisting of teachers, administrators, staff, parents, community members, local business leaders, board members, senior citizens, and alumni. The majority of responders (78% in aggregate across all categories) felt that district technology is in good to excellent shape as evidenced by the breakdowns listed below:

- Student access to technology tools - Excellent - 32.2%, Good - 49.1%, Fair - 15.8%, Poor - 2.9%
- Teacher access to technology tools - Excellent - 33.5%, Good - 49.1%, Fair - 15.7%, Poor - 1.7%
- Teacher integration of technology into core learning - Excellent - 22.6%, Good - 50.9%, Fair - 23.1%, Poor 3.4%
- Technology in working order - Excellent - 19.9%, Good - 55.5%, Fair - 22.2%, Poor - 2.6%

- Infrastructure to support Internet and network activities - Excellent - 23.1%, Good - 52.6%, Fair - 20.8%, Poor - 3.4%
- Use of Technology for communication to community/parents - Excellent - 31.3%, Good - 48.2%, Fair - 16.8%, Poor - 3.8%

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

East Stroudsburg Area School District will establish technological equity among all schools. All students regardless of the school they attend will have equal amounts of technology and equal levels of Internet access at their respective grade levels. All schools will have higher concentrations of hardware and software as they prepare students for the 21st century workforce. Every classroom teacher will have access to a laptop computer for grading, attendance, planning, e-mail and research.

Technology is a necessary tool in all curricular areas to produce life-long learners. Improvements will be initiated in curriculum writing that aligns technology with state standards for increased student achievement. This will allow students the opportunity to construct knowledge with the help of technology tools while meeting new challenging standards. Internet access will be accessible to students for research of in-depth and current, real-world examples of learning. Technology tools will be used to develop critical thinking skills, as well as authentic and relevant learning experiences to promote the necessary 21st century workplace skills needed to compete in today's competitive global workforce. Students will be expected to develop high levels of technology literacy. They will graduate with a thorough understanding of word processors, spreadsheets, presentation software, databases, Internet browsers, and multimedia tools. This curriculum will give all students a variety of technology experiences to initiate life long learning. Students will graduate with a thorough understanding of the ethical and moral implications of technology and the magnitude of change it has had on our society. Higher-level courses will be developed for those students preparing to enter the highly competitive global workforce. Coursework in basic computer repair, networking, web design, e-commerce, programming and telecommunications is available to all secondary students.

The Board of Education will provide a fiscal commitment to maintain and promote the advancement of technology. A recurring funding stream will ensure that the previously stated initiatives come to fruition and that we don't neglect the advanced state of technology that we have become dependent on. The

East Stroudsburg Area School district will maintain and expand itss network infrastructure capable of supporting emerging technology. Our Wide Area Network will be reliable, scalable, affordable and able to support voice, video and data. In order to maintain a WAN that is scalable, the district will look at leveraging federal e-Rate dollars by applying for Priority 2 services to upgrade building infrastrucutre. In addition, as commodity Internet prices continue to decrease while demand increases, the district will continue to rely on federal e-Rate funds to support cloud-based computing.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Empowers educators to work effectively with parents and community partners.	X	X	X	X
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling 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

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

Provide brief explanation of District's process for ensuring these selected characteristics.
Annual Review of District and Building Goals.

Annual review of Professional Development programs and workshops.

Review of Needs Assessment Data.

The Assistant Superintendent for Curriculum and Instruction meets with Building level administrators, Department and Grade Level Chair people and other District Department Directors to determine changes needed to meet the District's Goals and Objectives.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.
Building level administrators will participate in program to increase building management titled "Principal's Use of Technology Academy" which is currently under development by the Assistant Superintendent for Curriculum and Instruction and the District Technology Director and Coaches.

Building level administrators will participate in the new PDE Principal/Teacher Effectiveness Training as part of the Race to the Top grant.

Strategies Ensuring Fidelity

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

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

The Assistant Superintendent for Curriculum and Instruction meets with Building level administrators, Department and Grade Level Chair people and other District Department Directors to determine changes needed to meet the District's Goals and Objectives.

Classroom Walkthroughs will be used by building and district level administrators.

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

Develop a plan to consistently evaluate the impact each professional development program has on curriculum delivery or classroom practices.

Communicate a long range plan so all district employees know what is expected.

Induction Program

- Inductees will assign challenging work to diverse student populations.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

The Assistant Superintendent for Curriculum and Instruction meets with Building level administrators, Department and Grade Level Chair people and other District Department Directors to determine changes needed to meet the District's Goals and Objectives. The inductee participates in monthly meetings with the building administrator or their designee. The inductee participates in monthly building level, grade or department meetings and district staff development programs. The elementary buildings have developed schedules which allow for common planning for each grade level. The intermediate school teams have a common planning time each day of the six day cycle.

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

All areas listed above were checked.

Needs of Inductees

- Classroom assessment data (Formative & Summative).
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Inductee survey (local, district, intermediate units and national level).
- Knowledge of successful research-based instructional models.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Standardized student assessment data other than the PSSA.
- Student PSSA data.
- Submission of inductee portfolio.

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

The induction program has a form titled "Checklist of Activities" which lists all of the items the new teacher must accomplish. Each item must be initialed by the inductee, the mentor and/or building administrator and upon completion signed by the building administrator.

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

The building level administrators can request district coaches to work with new and tenured staff on an as needed basis.

Dialogue at the District Administrative level will begin during the 2012/2013 school year on how to increase observations of new teachers by mentors or curriculum coaches.

Require new teachers to observe various lessons taught by the mentor within the first two months of the school year.

Develop a survey for new teachers to be administered after the three day Induction session and again at the end of the first year.

Mentor Characteristics

- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- Potential mentors must model continuous learning and reflection.

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

The Assistant Superintendent for Curriculum and Instruction meets with the building administrators to discuss the mentors and the induction program.

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

The Assistant Superintendent for Curriculum and Instruction and the Coordinator of Professional Development will draft a mentor training program by February 2013. The program will be presented to district and building administrators during the March Administrative Team Meeting. Changes will be incorporated for a final review in April. All mentors for the 2013/2014 school year will participate in the new mentor program. In addition to the training program, a FAQ sheet will be developed for the mentors use.

Induction Program Timeline

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

making						
Instruction	X					
Materials and Resources for Instruction	X					
Safe and Supportive Schools	X					
Standards					X	

If necessary, provide further explanation.

Prior to the start of school a three day Induction Session is held which includes the following large group topics: Diversity/Ability Awareness, Mandated Reporting, ESL, and Email/Internet Usage. Building level topics include: Lesson Planning, Observations/Evaluations, Classroom management, Discipline referrals, Curriculum, Character Education, District Policies, Emergency Operations, Building Procedures and Progress Book (on-line grading tool).   The district has also developed a monthly topic list, building administrators use when they dialogue with new staff members. The building administrator can adjust the following list as needed September – Technology, October – Report Card/Parental Relations, November – Alternative Assessments, January – Classroom Practices, February – Classroom Management Review, March – Multiple Intelligences and April – Standards Review

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Coordinator of Staff Development K - 5 and the District Superintendent collaborate at the end of each school year in preparation for the upcoming New Teacher Induction Program. Items discussed include new District initiatives or mandates that must be incorporated.   A review of the previous year program is completed to determine if topics covered were beneficial and met the needs of the new employees.

Recording Process

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

Special Education

Special Education Students

Total students identified: 1658

Identification Method

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

Pennsylvania Special Education Regulations, §14.125, outline the criteria for the determination of students with specific learning disabilities (SLD). These criteria are derived from Federal IDEA regulations §300.309.

ESASD uses the discrepancy model to determine whether students are eligible to receive special education services under specific learning disability. Federal regulations do not prohibit the use of the ability- achievement discrepancy approach.

Enrollment

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

Not significantly disproportionate.

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?

ESASD is not a host district under Section 1306 of the Public School Code.

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).

Students who are incarcerated receive an education from the host school district in the facility for which they are housed. ESASD, upon acknowledging student residency on the PDE-4605 form, is responsible for reimbursing the host school district for such educational services. The school district collaborates with juvenile or adult probation, MH/DS, and other applicable agencies during the period of incarceration to help ensure students are appropriately programmed for while incarcerated, and upon their return to school.

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.)

ESASD aims to ensure that, to the maximum extent appropriate, students with disabilities 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. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on **what** will be provided for a student before questions of **where** it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:

- Can appropriate education (determined by the IEP team) be achieved in the regular class with services already there?

- Can the regular class be modified by providing supplementary aids and services in order to achieve appropriate education?

- Can appropriate education be achieved in next, more restrictive setting with services currently there?

- Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?

- Are there additional opportunities for integration, either through extracurricular activities , or while

achieving some IEP goals?

ESASD emphasizes IEP team decision making in determining the appropriate educational placements for students with disabilities. IEP teams determine the LRE based on students' needs.

Currently ESASD professional staff development initiatives have included trainings in the areas, including but not limited to, inclusionary practices and differentiated instruction in efforts of increasing our capacity for meeting students' needs within their LRE. The school district has also been phasing School Wide Positive Behavior Support into district school buildings. At this time, all elementary buildings are implementing the Universal Level of SWPBS and are working on phasing in Check-in/Check-Out supports. At this time, two of the six elementary schools have been trained on CICO, with plans for two more elementary buildings being trained on CICO during the 2012-2013 school year, with continuing plans to increase capacity for Tier II supports and Tier III supports in all district buildings once Univeral Level supports are established. One Intermediate school and one high school are on their first year of Universal Level supports, and one Intermediate and one high school building are in their planning year. By 2013-2014, all district buildings will be implementing the Universal Level of SWPBS, with continuing plans for phasing in Check-In/Check-Out as well as other tiers of support.

Behavior Support Services
Provide a summary of the District policy on behavioral support services including, but not limited to, the school-wide positive behavior supports (PBS).

The school district has also been phasing School Wide Positive Behavior Support into district school buildings. At this time, all elementary buildings are implementing the Universal Level of SWPBS and are working on phasing in Check-in/Check-Out supports. One Intermediate school and one high school are on their first year of Universal Level supports, and one Intermediate and one high school building are in their planning year. By 2013-2014, all district buildings will be implementing the Universal Level of SWPBS, with continuing plans for phasing in Check-In/Check-Out as well as other tiers of support.

Through the School Based Behavioral Health Grant, the district was able to implement Project FAME (Family Advocacy for Mental Health and Education) at the elementary school level. The district has contracted with YAP (Youth Advocate Program) for a licensed social worker to provide Tier III level supports for elementary level students.

The district also contracts with Monroe County Drug and Alcohol agency to work collaboratively with the Intermediate and High School level Student Assistance Program (SAP) teams to provide screenings based on SAP referrals (with parental consent) as well as support group opportunities and services for students who require additional assistance.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The school district utilizes the Intensive Interagency Approach when having difficulty finding an appropriate program in order to provide FAPE. The district utilizes the IU20, to initiate the inter-agency team, including MH/DS and Children and Youth, if necessary, as well as Provider 50 agencies, if applicable, in order to utilize a team approach of locating services for difficult to place students. The IU20 also works collaboratively with the County Medical Assistance office to provide school-based partial hospitalization programming for students demonstrating significant mental health needs. If the team is not able to place a student locally, the interagency team then recommends contact to the State APS schools to determine if an appropriate placement can be found at one of these sites. If that is not successful, then the State Inter-Agency person is contacted for assistance in finding an appropriate program for the student.

The district works collaboratively with IU20, to initiate the regional interagency coordinator. The district has also utilized the state interagency representative in order to locate an appropriate program for students in order to provide FAPE. The district has utilized the interagency approach to improve LEA program capacity by utilizing the expertise of the Inter-Agency team members in locating alternative program settings that are beyond the local district's settings.

The district works collaboratively with other agencies, such as MH/DS, Children and Youth, juvenile probation, and the Drug and Alcohol Commission for students, in order to provide appropriate programming for difficult to place students and works collaboratively with the agencies and the families to provide a smooth transition back to the public school setting, when appropriate.

Strengths and Highlights

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

- East Stroudsburg Area School District (ESASD) offers a broad spectrum of services for students with disabilities in district schools.
    - ESASD works cooperatively with Colonial Intermediate Unit # 20 (CIU # 20) and other facilities to provide all students with a Free and Appropriate Public School Education (FAPE).
    - ESASD has a full complement of professionals (3 Directors of Pupil Services, 5 Educational Consultants, 92 Special Education Teachers, 82 Instructional Aides, 59 Student Helpers, 2 Full Time and 1 Part Time Speech and Language Teachers) on staff at all levels to help determine students' needs and ensure delivery of services.
    - ESASD contracts with CIU # 20 to provide psychological, psychiatric, speech & language, occupational therapy, physical therapy, hearing, vision, and other evaluations and related services for students.
    - Additional resources are contracted as needed.
    - ESASD is diligent in meeting its child find responsibilities under Individuals with Disabilities Education Act, providing public notices and networking with local hospitals, nonpublic schools, medical offices and daycare facilities. Notices are also published in local newspapers and student handbooks, and are posted in all district school buildings as well as the district website.
    - ESASD provides Response to Intervention and Instruction (RTII) services for at-risk elementary students, as well as Student Assistance Programming (SAP) and Child Study Team Support (CST) for at-risk intermediate and high school students.
    - ESASD provides specialized transportation to meet individualized student needs.
    - ESASD works cooperatively with applicable agencies to provide transition programming focused on post-secondary outcomes for students age 14 (and earlier if appropriate) through 21, based on individual student needs.
    - ESASD works cooperatively with CIU #20 Early Intervention Coordinators and other agencies to transition eligible students into school-aged programming.
    - ESASD provides eligible students with frequent opportunities for participation in Special Olympics.
    - ESASD pursues professional development opportunities offered through Pennsylvania Training and Technical Assistance Network and CIU #20, as well as conferences, in order to stay current with best practices.
    - ESASD meets, and often exceeds, requirements for attempting to elicit parent participation in team meetings; however the corresponding teacher coverage and notice/follow-up mailings tend to impose increasing financial strain on the district.
    - ESASD uses a data collection tool and special education document writing tool, which has led to improvements in the accuracy of data reporting.
    - ESASD continues to have a growing special education student population, which has led to an increased reliance on IU classes located within our district as well as other district

schools. ESASD has made efforts to increase the special education program capacity, within the district, including hosting additional IU classes for students with mental health needs.

- ESASD strives to ensure schools are safe for all children and free of drugs, alcohol and weapons. Students receiving special education services who violate controlled substances and weapons policies, are provided FAPE through the convening of the IEP team to review and revise IEPS, complete Functional Behavioral Assessments (issuing a Permission to Evaluate/Re-Evaluate if necessary) as well as conduct a Manifestation Determination, in order to have appropriate data necessary to make informed decisions regarding any recommendations for changes in placement to an alternative educational setting. Subsequently, IEP teams address transitioning back to an appropriate home-school placement through the IEP process.

Assurances

Safe and Supportive Schools Assurances

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed

PATH	Other	Alternative Education for Disruptive Youth (AEDY)	10
Lehigh Learning Academy	Other	Emotional Support	6
Colonial Academy	Other	Learning Support	7
Colonial Academy	Other	Emotional Support	9
Colonial Academy	Other	Autistic Support	2
Colonial Academy	Other	Lifeskills	1
East Stroudsburg Area SD	Other	Instruction in the Home	1
Bethlehem Area SD- Thomas Jefferson Elementary	Neighboring School Districts	Hearing Support	1
Bethlehem Area SD- East Hills Middle School	Neighboring School Districts	Hearing Support	2
Stroudsburg Area SD- Morey Elementary	Neighboring School Districts	Autistic Support	3
Stroudsburg Area SD- Stroudsburg Middle School	Neighboring School Districts	Autistic Support	2
Stroudsburg Area SD- Stroudsburg Jr High School	Neighboring School Districts	Physical Support	1
Pocono Mountain SD- Clear Run Elementary School	Neighboring School Districts	Multiple Disabilities Support	3
Pocono Mountain SD- Pocono Mountain West Jr High School	Neighboring School Districts	Lifeskills	1
Pocono Mountain SD- Pocono Mountain East High School	Neighboring School Districts	Emotional Support	2
Pleasant Valley SD- PV Intermediate School	Neighboring School Districts	Emotional Support	2
Pleasant Valley SD- PV Middle School	Neighboring School Districts	Emotional Support	1
Centennial	Approved Private	Emotional Support	1

	Schools		
Western Pennsylvania School for the Deaf- Scranton School	Approved Private Schools	Deaf and Hard of Hearing Support	1

Special Education Program Profile

Program Position #1

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	14	0.75

Program Position #2

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	1

Program Position #3

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	25	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	14	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	17	1

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	17	1

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	1

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	11	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	8	1

		are operated					

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	1

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	14	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	17	1

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill	An	A building	Supplemental	Learning	7 to	5	1

| Elementary School | Elementary School Building | in which General Education programs are operated | (Less Than 80% but More Than 20%) | Support | 10 | | |

Program Position #16

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 14	7	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

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

Program Position #18

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	8	1

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	23	1

Program Position #20

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	11	1

Program Position #21

      Operator: Intermediate Unit

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	30	0.5

Program Position #22

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	14	1

Program Position #23

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE

				Type	Range		
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	18	1

Program Position #24

> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	16	1

Program Position #25

> *Operator:* Intermediate Unit
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #26

> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

Location/Building	Grade		Type		Type	Range		
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)		Learning Support	11 to 14	15	1

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	1

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	1

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	1

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	1

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	1

Program Position #32

Operator: School District

PROGRAM SEGMENTS

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

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		programs are operated					

Program Position #34

       Operator: School District

       PROGRAM SEGMENTS

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

Program Position #35

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	12	1

Program Position #36

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	7	1

Program Position #37

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	14	1

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	9	1

Program Position #39

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	1

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	16	1

Program Position #41

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	12	1

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	14	1
Justification: This Itinerant Learning Support teacher supports students within the general education at multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	37	1

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	19	1

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	32	0.5

Program Position #46

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	1

Program Position #47

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	11 to 15	20	0.5

		operated					

Program Position #48

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	15	1

Program Position #49

    Operator: School District

    PROGRAM SEGMENTS

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

Program Position #50

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	1	0.25

Program Position #51

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School	A building in which General Education	Itinerant	Learning Support	16 to 19	31	0.75

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	programs are operated					

Program Position #52

Operator: School District

PROGRAM SEGMENTS

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

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	32	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #54

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg	A Senior	A building in	Supplemental	Learning	14 to	4	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School South	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		

Program Position #55

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	1

Program Position #56

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.75

Program Position #57

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	2	0.25

Program Position #58

Operator: School District

PROGRAM SEGMENTS

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

Program Position #59

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	1

Program Position #60

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	4	0.25

Program Position #61

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	15 to 18	5	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	Education programs are operated	20%)				

Program Position #62

Operator: School District

PROGRAM SEGMENTS

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

Program Position #63

Operator: School District

PROGRAM SEGMENTS

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

Program Position #64

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	9	1

Program Position #65

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	8	1

Program Position #66

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	9	1

Program Position #67

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	2	0.25

Program Position #68

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	32	0.75

Program Position #69

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	2	1

Program Position #70

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	4	1

Program Position #71

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	13	0.75

Program Position #72

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	14 to 18	2	0.25

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	Education programs are operated	20%)				

Program Position #73

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 8	12	1

Program Position #74

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	41	1

Program Position #75

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 8	10	1

Program Position #76

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	9	0.5
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #77

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	41	1

Program Position #78

Operator: School District

PROGRAM SEGMENTS

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

Program Position #79

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	6	1

Program Position #80

> *Operator:* School District
> **PROGRAM SEGMENTS**

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

Program Position #81

> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	9	1

Program Position #82

> *Operator:* Intermediate Unit
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	30	0.5

Program Position #83

Operator: School District

PROGRAM SEGMENTS

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

Program Position #84

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	1

Program Position #85

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	18	1

Program Position #86

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Emotional Support	8 to 11	11	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	Education programs are operated	Than 20%)				

Program Position #87

      Operator: School District

      PROGRAM SEGMENTS

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

Program Position #88

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	6	1

Program Position #89

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	1

Program Position #90

Operator: School District

PROGRAM SEGMENTS

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

Program Position #91

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	6	1

Program Position #92

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	18	1

Program Position #93

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg	A Senior	A building in	Supplemental	Learning	14 to	18	1

| High School North | High School Building | which General Education programs are operated | (Less Than 80% but More Than 20%) | Support | 18 | | |

Program Position #94

      Operator: Intermediate Unit

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #95

      Operator: Intermediate Unit

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 11	8	1

Program Position #96

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	23	0.75

Program Position #97

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	1	0.25

Program Position #98

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	8	1

Program Position #99

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	22	0.75

Program Position #100

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	1	0.25

Program Position #101

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	23	0.75

Program Position #102

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.75

Program Position #103

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	1	0.25

Program Position #104

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	7	0.25

Program Position #105

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	13	1

Program Position #106

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	13	1

Program Position #107

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	8 to 11	14	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	Education programs are operated	Than 20%)				

Program Position #108

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.5

Program Position #109

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.5

Program Position #110

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	12	1

Program Position #111

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	19	1

Program Position #112

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	33	0.5

Program Position #113

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	15 to 19	6	1

Program Position #114

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	1

Program Position #115

Operator: School District

PROGRAM SEGMENTS

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

Program Position #116

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	17	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #117

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	5 to 9	10	1

		programs are operated					
Justification: This Itinerant Learning Support teacher supports students within the general education at multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #118

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	1

Program Position #119

Operator: School District

PROGRAM SEGMENTS

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

Program Position #120

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

		Type		Type	Range		
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	7	1

Program Position #121

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	18	1
Justification: This Itinerant Learning Support teacher supports students within the general education at multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #122

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 11	8	1

		operated					
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #123

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	1	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services K-5	Elementary Level Buildings	1
Director of Pupil Services 6-8	Intermediate Level Buildings	1
Director of Pupil Services 9-12	High School Level Buildings	1
Elementary Educational Consultant	Elementary Level Buildings	1
Elementary Educational Consultant	Elementary Level Buildings	1
Intermediate Educational Consultant	Intermediate Level Buildings	1
High School Educational Consultant	High School Buildings	1
Out of District Educational Consultant	Out of District Programs	1

Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Instructional Aide	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1
Student Helper	JT Lambert Intermediate	1

Student Helper	JT Lambert Intermediate	1
Instructional Aide	Bushkill Elementary School	1
Instructional Aide	Bushkill Elementary School	1
Instructional Aide	Bushkill Elementary School	1
Instructional Aide	Bushkill Elementary School	1
Instructional Aide	Bushkill Elementary School	1
Instructional Aide	Bushkill Elementary School	1
Instructional Aide	East Stroudsburg Elementary School	1
Instructional Aide	East Stroudsburg Elementary School	1
Instructional Aide	East Stroudsburg Elementary School	1
Instructional Aide	East Stroudsburg Elementary School	1
Instructional Aide	East Stroudsburg Elementary School	1
Instructional Aide	East Stroudsburg Elementary School	1
Instructional Aide	J. M. Hill Elementary	1
Instructional Aide	J. M. Hill Elementary	1
Instructional Aide	J. M. Hill Elementary	1
Instructional Aide	J. M. Hill Elementary	1
Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Middle Smithfield Elementary	1

Instructional Aide	Middle Smithfield Elementary	1
Instructional Aide	Resica Elementary	1
Instructional Aide	Resica Elementary	1
Instructional Aide	Resica Elementary	1
Instructional Aide	Resica Elementary	1
Instructional Aide	Resica Elementary	1
Instructional Aide	Resica Elementary	1
Instructional Aide	Smithfield Elementary	1
Instructional Aide	Smithfield Elementary	1
Instructional Aide	Smithfield Elementary	1
Instructional Aide	Smithfield Elementary	1
Instructional Aide	Smithfield Elementary	1
Student Helper	Bushkill Elementary	1
Student Helper	Bushkill Elementary	1
Student Helper	East Stroudsburg Elementary	1
Student Helper	East Stroudsburg Elementary	1
Student Helper	J. M. Hill Elementary	1
Student Helper	J. M. Hill Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1

Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Middle Smithfield Elementary	1
Student Helper	Resica Elementary	1
Student Helper	Resica Elementary	1
Student Helper	Resica Elementary	1
Student Helper	Resica Elementary	1
Student Helper	Resica Elementary	1
Student Helper	Smithfield Elementary	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Instructional Aide	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1

Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School South	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Student Helper	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School North	1
Instructional Aide	East Stroudsburg High School South	1

Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Instructional Aide	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1
Student Helper	Lehman Intermediate	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time

		per Week
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
Vision Support	Intermediate Unit	25 Hours
Hearing Support	Intermediate Unit	7 Hours
Physical Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	4 Days
Occupational Therapy	Intermediate Unit	4 Days
Occupational Therapy	Intermediate Unit	3 Days
Orientation and Mobility	Intermediate Unit	45 Minutes
Licensed Social Worker- Elementary	Outside Contractor for the School District	40 Hours
Drug and Alcohol Commission Intervention Services- Intermediate/ Secondary	Outside Contractor for the School District	4 Days
Sign Language Interpreter	Outside Contractor for the School District	0.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours

One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
Adapted Physical Education	Intermediate Unit	13 Hours
Audiologist	Intermediate Unit	2 Hours
Autistic Support- Elementary	Intermediate Unit	37.5 Hours
Autistic Support- Intermediate	Intermediate Unit	37.5 Hours
Autistic Support- Secondary	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support- Elementary	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support- Intermediate	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Multiple Disabilities Support	Intermediate Unit	37.5 Hours
Physical Support	Intermediate Unit	37.5 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:

There are four systemic challenges that arise in many of the buildings. They will addressed in the goals and action plans.

1. Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
2. Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
3. Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
4. Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

District Accomplishments

Accomplishment #1:
In the 3 - 5 grade span, the All Student Group was 72.9% proficient or advanced in Reading, making AYP with the growth model.

Accomplishment #2:
In the 3 - 5 grade span, the All Student Group was 80.5% proficient or above in Math.

Accomplishment #3:
In the 6 - 8 grade span, the All Student Group was 72.6% proficient or advanced in Math, making AYP with the safe harbor confidence interval.

Accomplishment #4:

In the 6 - 8 grade span, the All Student Group was 75.1% proficient or advanced for Reading, making AYP with the safe harbor confidence interval.

Accomplishment #5:

At all grade spans, we met or exceeded the participation goal of 95%.

Accomplishment #6:

Out of the 28 targets for the 6 -8 grade span, all targets were met. The following sub-groups meet the performance target in Math:

- White (77%) ~ confidence interval
- Black (65.9%) ~ safe harbor
- Latino (67.6%) ~ safe harbor confidence interval
- Asian / Pacific Islander (91.3%)
- Special Education (41.1%) ~ safe harbor confidence interval
- Economically disadvantaged (68.7%) safe harbor

Accomplishment #7:

Out of the 28 targets for the 6 -8 grade span, all targets were met. The following sub-groups meet the performance target in Reading:

- White (77.7%) ~ safe harbor confidence interval
- Black (70.8%) ~ safe harbor confidence interval
- Latino (72.4%) ~ safe harbor confidence interval
- Asian / Pacific Islander (87%)
- Special Education (41.1%) ~ safe harbor confidence interval
- Economically disadvantaged (69.3%) growth model

Accomplishment #8:

Out of the 26 targets for the 3 - 5 grade span, 26 targets were met. The following sub-groups meet the performance target in Math:

- White (82.6%)
- Black (77.1%) ~ confidence interval
- Latino (78.1%)
- Asian / Pacific Islander (95.1%)
- Economically disadvantaged (74.3%) ~ growth model

Accomplishment #9:

Out of the 26 targets for the 3 - 5 grade span, 26 targets were met. The following sub-groups meet the performance target in Reading:

- White (75.9%) ~ growth model
- Black (66.1%) ~ growth model
- Latino (72%) ~ safe harbor
- Asian / Pacific Islander (85.4%)
- Economically disadvantaged (65.9%) ~ growth model

Accomplishment #10:

In the 9 - 12 grade span, the only subgroup to meet the performance target with Black at 63% with safe harbor confidence interval.

District Concerns

Concern #1:

In the 9 - 12 grade span, the All Student Group did not meet the target with 50.4% proficient or advanced in Math.

Concern #2:

In the 9 - 12 grade span, the All Student Group did not meet the target with 67.8% proficient or advanced in Reading.

Concern #3:

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Math:

- White (54%)
- Black (47.3%)
- Latino (42%)
- Special Education (23.8%)
- Economically disadvantaged (46%)

Concern #4:

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Reading:

- White (71.2%)
- Latino (64.8%)

- Special Education (31.8%)
- Economically disadvantaged (62.2%)

Concern #5:

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-group did not meet the performance target in Math:

- Special Education (52.3%)

Concern #6:

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-groups did meet the performance target in Reading:

- Special Education (33.2%)

Prioritized Systemic Challenges

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

Aligned Concerns:

In the 9 - 12 grade span, the All Student Group did not meet the target with 50.4% proficient or advanced in Math.

In the 9 - 12 grade span, the All Student Group did not meet the target with 67.8% proficient or advanced in Reading.

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Math:

- White (54%)
- Black (47.3%)
- Latino (42%)
- Special Education (23.8%)
- Economically disadvantaged (46%)

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Reading:

- White (71.2%)
- Latino (64.8%)
- Special Education (31.8%)
- Economically disadvantaged (62.2%)

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-group did not meet the performance target in Math:

- Special Education (52.3%)

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-groups did meet the performance target in Reading:

- Special Education (33.2%)

Systemic Challenge #2 *(System #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

In the 9 - 12 grade span, the All Student Group did not meet the target with 50.4% proficient or advanced in Math.

In the 9 - 12 grade span, the All Student Group did not meet the target with 67.8% proficient or advanced in Reading.

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Math:

- White (54%)
- Black (47.3%)
- Latino (42%)
- Special Education (23.8%)
- Economically disadvantaged (46%)

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Reading:

- White (71.2%)
- Latino (64.8%)
- Special Education (31.8%)
- Economically disadvantaged (62.2%)

Systemic Challenge #3 *(System #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> **Aligned Concerns:**
>
> In the 9 - 12 grade span, the All Student Group did not meet the target with 50.4% proficient or advanced in Math.
>
> In the 9 - 12 grade span, the All Student Group did not meet the target with 67.8% proficient or advanced in Reading.
>
> Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Math:
>
> - White (54%)
> - Black (47.3%)
> - Latino (42%)
> - Special Education (23.8%)
> - Economically disadvantaged (46%)
>
> Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Reading:
>
> - White (71.2%)
> - Latino (64.8%)
> - Special Education (31.8%)
> - Economically disadvantaged (62.2%)
>
> Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-group did not meet the performance target in Math:
>
> - Special Education (52.3%)

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-groups did meet the performance target in Reading:

- Special Education (33.2%)

Systemic Challenge #4 *(System #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Aligned Concerns:

In the 9 - 12 grade span, the All Student Group did not meet the target with 50.4% proficient or advanced in Math.

In the 9 - 12 grade span, the All Student Group did not meet the target with 67.8% proficient or advanced in Reading.

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Math:

- White (54%)
- Black (47.3%)
- Latino (42%)
- Special Education (23.8%)
- Economically disadvantaged (46%)

Out of the 24 targets for the 9 - 12 grade span, only 13 were met. The following sub-groups did not meet the performance target in Reading:

- White (71.2%)
- Latino (64.8%)
- Special Education (31.8%)
- Economically disadvantaged (62.2%)

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-group did not meet the performance target in Math:

- Special Education (52.3%)

Out of the 28 targets for the 3 - 5 grade span, 26 targets were met. The following sub-groups did meet the performance target in Reading:

- Special Education (33.2%)

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 professional development is focused, comprehensive and implemented with fidelity.
> - Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
>
> **Indicators of Effectiveness:**
> Type: Summative
> Data Source: PSSA (Grades 3-8)
> Specific Targets: Safe Harbor Targets are met/exceeded
>
> Type: Summative
> Data Source: Teacher Evaluations/Teachscape
> Specific Targets: 20% increase in active engagement data
>
> Type: Summative
> Data Source: NWEA--Fall to Spring Growth Reports
> Specific Targets: Reduction in the non-proficient/non-growth quadrant by 10%
>
> Type: Summative
> Data Source: Keystone Assessments
> Specific Targets: Baseline data will be collected from the 2013 winter and spring Keystone assessments in Algebra 1, Biology and Literature. Baseline data will also be collected from classroom diagnostic tools (CDTs). Using the baseline data, we will set a target to increase performance in each area by 10% annually.
>
> Type: Formative
> Data Source: Annual Discipline Data
> Specific Targets: Decrease number of discipline incident referrals in each building by 10%
>
> Type: Summative
> Data Source: Safe Schools Report: yearly
> Specific Targets: Decrease the number of incidents included in report to create a safe, more instruction-focused learning environment

Type: Formative
Data Source: Annual Chi-Squared Report
Specific Targets: Decrease the number of unexpected results so that more students remain in the classroom and not referred to the office

Strategies:

Curriculum Alignment

Description:
Align curriculum and instructional practices to Common Core State Standards (CCSS) for Math and English Language Arts as well as Next Generation Science Standards & Keystone Content Module Standards (Algebra I, Literature, Biology, Composition and Civics), with focus on content literacy across the curriculum and 21st Century teaching and learning skills.
Professional development
Standards aligned system (SAS)
SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Professional Learning Communities (PLC's)

Description:
Implementation and effective use of Professional Learning Communities (PLC's)
SAS Alignment: Instruction, Safe and Supportive Schools

Comprehensive Literacy Plan Birth-Grade 12

Description:
Development of Birth – Grade 12 Comprehensive Literacy Plan (CLP)
SAS Alignment: Standards, Curriculum Framework, Safe and Supportive Schools

Differentiated Instruction

Description:
Differentiated Instruction--challenge and meet individual needs of all students
SAS Alignment: Assessment, Instruction, Materials & Resources

Data-Based Decisions

Description:
Data-based decisions--necessary for instructional planning and professional development planning
SAS Alignment: Assessment, Instruction, Materials & Resources

Technology Awareness

Description:

Ensure that students, faculty / staff, and community demonstrate a sound understanding of technology concepts, systems and operations

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12
- Instructional time increase

SAS Alignment: Instruction, Materials & Resources

School-Wide Positive Behavior Support

Description:

By the 2013-2014 school year, all students will be participating in a School-Wide Positive Behavior Support Program, decreasing discipline incident referrals by 10% so that all students are actively engaged in effective instruction

- Character and Social Skills Building
- Data Warehousing and Data Analysis
- Safe School Program Implementation

SAS Alignment: Instruction, Safe and Supportive Schools

Action Steps:

Transition

Indicator of Implementation:

Increase our graduation rate by 10% each year.

Review of our Attendance and Graduation Data within our District Report Card.

Baseline: District Report Card 2011-2012, Attendance for IEP for the district 92% and Graduation Measures for IEP for the district 75%

Start Date: 11/30/2012   **End Date:** 6/30/2015

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

Supported Strategies:

- *Data-Based Decisions*
- *School-Wide Positive Behavior Support*

Map out Common Core State Standards (CCSS) and align to existing curriculum, identifying gaps within and across grade levels.

Indicator of Implementation:

Mapping, Addendums to Curriculum

Start Date: 9/1/2012   **End Date:** 6/30/2013

Program Area(s): Professional Education, Special Education

Supported Strategies:

- *Curriculum Alignment*

Train administrators, teachers and specialists on teacher effectiveness / Race to the Top using the Charlotte Danielson rubric and continue implementation of walk-thru's with the goal of administrative consistency in identifying strengths and concerns

Indicator of Implementation:

Agendas, sign-ins, Walk-thru data

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities (PLC's)
- Differentiated Instruction
- Data-Based Decisions

Continue & expand content literacy training

Indicator of Implementation:

Agendas, sign-ins, Walk-thru data

Start Date: 10/1/2011   **End Date:** 3/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Alignment*
- *Differentiated Instruction*
- *Data-Based Decisions*

Train teachers in the use of PDE-SAS website resources

Indicator of Implementation:

Agendas, sign-ins, lesson plans, Act 48 hours and certificates for completion of any online courses through the SAS portal, integration of SAS activities and lesson plans, walk-through data.

Start Date: 10/1/2011   **End Date:** 3/31/2014

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Alignment*
- *Differentiated Instruction*
- *Data-Based Decisions*

Evaluate effectiveness of existing Professional Learning Communities (PLC's) and establish protocol and procedures for effective PLC's for analyzing data

Indicator of Implementation:

Anecdotal data meeting notes and meeting schedule.

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s):

Supported Strategies:

- Professional Learning Communities (PLC's)

Train teacher "leader" to manage PLC focus and facilitate data management.

Indicator of Implementation:

Training agendas, sign-in's and PLC meeting agendas and minutes.

Start Date: 10/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities (PLC's)

Create a schedule where PLC's meet at least 3 times per school year to focus on analyzing data/formative assessment

Indicator of Implementation:

Agendas, sign-ins, meeting notes

Start Date: 10/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities (PLC's)

Create a Core Birth to 12 Literacy Team to evaluate existing literacy framework and develop a comprehensive literacy plan

Indicator of Implementation:

Core Team Roster, Agenda, Meeting notes

Start Date: 8/27/2012   **End Date:** 3/31/2013

Program Area(s):

Supported Strategies:

- *Curriculum Alignment*
- *Comprehensive Literacy Plan Birth-Grade 12*
- *Data-Based Decisions*
- *Technology Awareness*

Review data necessary for identifying and compiling a list of effective instructional strategies for implementation resulting in increased student learning

Indicator of Implementation:

A compiled list of effective instructional strategies used thoughout the District

Start Date: 9/1/2012 **End Date:** 6/30/2015

Program Area(s):

Supported Strategies:

- Professional Learning Communities (PLC's)
- Differentiated Instruction

Provide professional development for differentiated instruction necessary for increased student engagement and learning

Indicator of Implementation:

Training schedules, sign in sheets and agendas

Start Date: 9/1/2012 **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- *Differentiated Instruction*

Review and analyze data necessary in identifying individual buildings and district level strengths, weaknesses and gaps in effective instructional practices in order to inform and/or determine professional development

Indicator of Implementation:

Review of classroom walk-through data, district and each school's AYP report card and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration and birth-12 literacy core team.

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s):

Supported Strategies:

• *Data-Based Decisions*

Provide opportunities to celebrate successes and/or marginalize weaknesses.

Indicator of Implementation:

Faculty meeting agendas, plans of assistance, district website, building newsletter, district newsletter, district events, school board presentations, celebrations of learning and press releases,

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

• *School-Wide Positive Behavior Support*

Goal #2: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Summative

Data Source: Data source needed

Specific Targets: Specific targets needed

Type: Formative

Data Source: SWIS data: three year trend

Specific Targets: Decrease number of discipline incident referrals

Type: Summative

Data Source: Safe Schools Report: yearly

Specific Targets: Decrease number of incidents included in report to create safer, more instruction-focused learning environment

Type: Formative

Data Source: Chi-Squared Report 2012-2014

Specific Targets: Decrease the number of unexpected results so that more students remain in the classroom and not referred to the office

Type: Summative

Data Source: NWEA/PSSA Results

Specific Targets: Increase percentage of students demonstrating growth

Strategies:

Professional Learning Communities (PLC's)

Description:

Implementation and effective use of Professional Learning Communities (PLC's)

SAS Alignment: Instruction, Safe and Supportive Schools

Technology Awareness

Description:

Ensure that students, faculty / staff, and community demonstrate a sound understanding of technology concepts, systems and operations

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12
- Instructional time increase

SAS Alignment: Instruction, Materials & Resources

School-Wide Positive Behavior Support

Description:

By the 2013-2014 school year, all students will be participating in a School-Wide Positive Behavior Support Program, decreasing discipline incident referrals by 10% so that all students are actively engaged in effective instruction

- Character and Social Skills Building

- Data Warehousing and Data Analysis
- Safe School Program Implementation

SAS Alignment: Instruction, Safe and Supportive Schools

Parent/Community Involvement

Description:

Within the next three years, parent and community involvement will increase, having a positive correlation to decreased discipline referrals by 10%, allowing students to remain in the classroom engaged in learning, thus increasing their student achievement.

- Parent-Community Feedback System
- Comprehensive Communications Procedures
- Disruptive Problem Behavior Program
- Peer Response

SAS Alignment: Safe and Supportive Schools

Action Steps:

Transition

Indicator of Implementation:

Increase our graduation rate by 10% each year.

Review of our Attendance and Graduation Data within our District Report Card.

Baseline: District Report Card 2011-2012, Attendance for IEP for the district 92% and Graduation Measures for IEP for the district 75%

Start Date: 11/30/2012   **End Date:** 6/30/2015

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

Supported Strategies:

- *School-Wide Positive Behavior Support*

Strategic Planning Survey

Indicator of Implementation:

Outcome and analysis completed by Administrators and Strategic Planning Committee

Start Date: 5/1/2012   **End Date:** 6/2/2012

Program Area(s):

Supported Strategies:

- *Parent/Community Involvement*

Community Feedback Events

Indicator of Implementation:

Topics to include:

- Bullying Prevention Awareness and Actions Taken by Schools
- Curriculum Changes/Keystone and PSSA Changes
- School-Wide Positive Behavior Support Program
- Other areas as needed to keep community informed of positive programs occurring in our district

Agendas and meeting minutes

Start Date: 11/1/2012   **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

- *Parent/Community Involvement*

Implementation of School-Wide Positive Behavior Support Program

Indicator of Implementation:

Decreased discipline actions

SWPBS Survey

Start Date: 8/27/2013   **End Date:** 5/30/2014

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

Supported Strategies:

- *Parent/Community Involvement*

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

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 each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Summative

Data Source: PSSA (Grades 3 - 8)

Specific Targets: Safe Harbor Targets are met / exceeded

Type: Summative

Data Source: Teacher Evaluations / Teachscape

Specific Targets: 20% increase in active engagement data

Type: Summative

Data Source: NWEA Fall to Spring Growth Reports

Specific Targets: Reduction in the non-proficient / non-growth quadrant by 10%

Type: Summative

Data Source: Keystone Asessments

Specific Targets: Baseline data will be collected from the 2013 winter and spring Keystone assessments in Algebra I, Biology and Literature. Baselines data will also be collected from classroom diagnostic tools (CDTs). Using the baseline data, we will set a target to increase performance in each area by 10% annually.

Strategies:

Curriculum Alignment

Description:

Align curriculum and instructional practices to Common Core State Standards (CCSS) for Math and English Language Arts as well as Next Generation Science Standards & Keystone Content Module Standards (Algebra I, Literature, Biology, Composition and Civics), with focus on content literacy across the curriculum and 21st Century teaching and learning skills.

Professional development

Standards aligned system (SAS)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Professional Learning Communities (PLC's)

Description:

Implementation and effective use of Professional Learning Communities (PLC's)

SAS Alignment: Instruction, Safe and Supportive Schools

Comprehensive Literacy Plan Birth-Grade 12

Description:

Development of Birth – Grade 12 Comprehensive Literacy Plan (CLP)

SAS Alignment: Standards, Curriculum Framework, Safe and Supportive Schools

Differentiated Instruction

Description:

Differentiated Instruction--challenge and meet individual needs of all students

SAS Alignment: Assessment, Instruction, Materials & Resources

Data-Based Decisions

Description:

Data-based decisions--necessary for instructional planning and professional development planning

SAS Alignment: Assessment, Instruction, Materials & Resources

Technology Awareness

Description:

Ensure that students, faculty / staff, and community demonstrate a sound understanding of technology concepts, systems and operations

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12

- Instructional time increase

SAS Alignment: Instruction, Materials & Resources

School-Wide Positive Behavior Support

Description:

By the 2013-2014 school year, all students will be participating in a School-Wide Positive Behavior Support Program, decreasing discipline incident referrals by 10% so that all students are actively engaged in effective instruction

- Character and Social Skills Building
- Data Warehousing and Data Analysis
- Safe School Program Implementation

SAS Alignment: Instruction, Safe and Supportive Schools

Parent/Community Involvement

Description:

Within the next three years, parent and community involvement will increase, having a positive correlation to decreased discipline referrals by 10%, allowing students to remain in the classroom engaged in learning, thus increasing their student achievement.

- Parent-Community Feedback System
- Comprehensive Communications Procedures
- Disruptive Problem Behavior Program
- Peer Response

SAS Alignment: Safe and Supportive Schools

Action Steps:

Train administrators, teachers and specialists on teacher effectiveness / Race to the Top using the Charlotte Danielson rubric and continue implementation of walk-thru's with the goal of administrative consistency in identifying strengths and concerns

Indicator of Implementation:

Agendas, sign-ins, Walk-thru data

Start Date: 9/1/2012 **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities (PLC's)
- Differentiated Instruction
- Data-Based Decisions
- Technology Awareness
- School-Wide Positive Behavior Support

Continue & expand content literacy training

Indicator of Implementation:

Agendas, sign-ins, Walk-thru data

Start Date: 10/1/2011 **End Date:** 3/31/2014

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Alignment
- Professional Learning Communities (PLC's)
- Comprehensive Literacy Plan Birth-Grade 12
- Differentiated Instruction
- Data-Based Decisions
- Technology Awareness
- Parent/Community Involvement

Train teachers in the use of PDE-SAS website resources

Indicator of Implementation:

Agendas, sign-ins, lesson plans, Act 48 hours and certificates for completion of any online courses through the SAS portal, integration of SAS activities and lesson plans, walk-through data.

Start Date: 10/1/2011   **End Date:** 3/31/2014

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Alignment
- Professional Learning Communities (PLC's)
- Comprehensive Literacy Plan Birth-Grade 12
- Differentiated Instruction
- Data-Based Decisions
- Technology Awareness

Evaluate effectiveness of existing Professional Learning Communities (PLC's) and establish protocol and procedures for effective PLC's for analyzing data

Indicator of Implementation:

Anecdotal data meeting notes and meeting schedule.

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s):

Supported Strategies:

- Professional Learning Communities (PLC's)

Train teacher "leader" to manage PLC focus and facilitate data management.

Indicator of Implementation:

Training agendas, sign-in's and PLC meeting agendas and minutes.

Start Date: 10/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

• Professional Learning Communities (PLC's)

Create a schedule where PLC's meet at least 3 times per school year to focus on analyzing data/formative assessment

Indicator of Implementation:

Agendas, sign-ins, meeting notes

Start Date: 10/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

• Professional Learning Communities (PLC's)

Create a Core Birth to 12 Literacy Team to evaluate existing literacy framework and develop a comprehensive literacy plan

Indicator of Implementation:

Core Team Roster, Agenda, Meeting notes

Start Date: 8/27/2012   **End Date:** 3/31/2013

Program Area(s):

Supported Strategies:

- Professional Learning Communities (PLC's)
- Comprehensive Literacy Plan Birth-Grade 12
- Differentiated Instruction
- Data-Based Decisions
- Technology Awareness

Provide professional development for differentiated instruction necessary for increased student engagement and learning

Indicator of Implementation:

Training schedules, sign in sheets and agendas

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities (PLC's)
- Differentiated Instruction

Implementation of School-Wide Positive Behavior Support Program

Indicator of Implementation:

Decreased discipline actions

SWPBS Survey

Start Date: 8/27/2013   **End Date:** 5/30/2014

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

Supported Strategies:

- *School-Wide Positive Behavior Support*
- *Parent/Community Involvement*

Goal #4: Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Related Challenges:

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

Indicators of Effectiveness:

Type: Formative

Data Source: SWIS data: three-year trend

Specific Targets: 10% decrease in student discipline referrals

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction--challenge and meet individual needs of all students

SAS Alignment: Assessment, Instruction, Materials & Resources

School-Wide Positive Behavior Support

Description:

By the 2013-2014 school year, all students will be participating in a School-Wide Positive Behavior Support Program, decreasing discipline incident referrals by 10% so that all students are actively engaged in effective instruction

- Character and Social Skills Building
- Data Warehousing and Data Analysis
- Safe School Program Implementation

SAS Alignment: Instruction, Safe and Supportive Schools

Parent/Community Involvement

Description:

Within the next three years, parent and community involvement will increase, having a positive correlation to decreased discipline referrals by 10%, allowing students to remain in the classroom engaged in learning, thus increasing their student achievement.

- Parent-Community Feedback System
- Comprehensive Communications Procedures
- Disruptive Problem Behavior Program
- Peer Response

SAS Alignment: Safe and Supportive Schools

Action Steps:

Behavior Support

Indicator of Implementation:

The school district has been working toward full district-wide implementation of the Universal Level of School Wide Positive Behavior Support since 2007. At this time all but three district buildings (Resica Elementary, Lehman Intermediate, High School-North) are implementing SWPBS. The remaining three buildings will be planning for SWPBS during the 2012-2013 school year, with all district buildings implementing the Universal Level of SWPBS during the 2013-2014 school year.

Training days for HSN: (team of 10 people)

1 August 23: inservice day, 8:30-2

2 October 25, 2012, 7:45-2:30

3 December 11, 2012, 7:45-2:30

4 February 12, 2013, 7:45-2:30

5 March 8, 2013: your inservice day, 8:30-2

Training days for RES: (team of 5 people)

1. October 23, 2012; 8:30-3

2. November 13; 8:30-3

3. TBD

4. TBD

5. TBD

Training days for LIS: (team of 5 people)

Day 1: November 14, 2012 (8:00-2:00)

Day 2: December 10, 2012 (8:00-2:00)

Day 3: January 16, 2013 (8:00-2:00)

Day 4: February 6, 2013 (8:00-2:00)

Day 5: April 18, 2013 (8:00-2:00)

Start Date: 9/30/2012   **End Date:** 6/30/2015

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

Supported Strategies:

- *School-Wide Positive Behavior Support*
- *Parent/Community Involvement*

Paraprofessional

Indicator of Implementation:

The District will plan on an annual basis afterschool trainings to provide paraprofessionals with the opportunity to earn hours toward their 20 hour training requirement. Topics will be selected based on special education mandates, current topics and standards and student achievement, staff feedback and data. 100% of our paraprofessionals will complete 20 hours per year of training as indicated by submission of 20 hour "Paraprofessional Tracking Form". Trainings scheduled for the 2012 - 2013 school year are as follows:

Wednesday, September 26, 2012   *Attention Deficit Hyperactivity Disorder*

Wednesday October 10, 2012   *Verbal De-Escalation: Choose your dance partners wisely*

Wednesday October 24, 2012   *Core Content Standards*

Wednesday, November 7, 2012   *Motivation Breakthrough*

Wednesday, March 13, 2013   U*nderstanding Anxiety in Children*

Tuesday, March 26, 2013   *"When the Chips are Down" – Improving Children's Behavior*

Wednesday, April 10, 2013   *Understanding BiPolar in Children*

Wednesday, April 24, 2013   *How Difficult Can This Be? (F.A.T. City Workshop)*

Wednesday, May 8, 2013   *Self-Injury: Cutting & Eating Disorders*

Wednesday, May 22 2013   *Williams Syndrome*

Paraprofessional Staff will submit proof of 20 hours of training, anually, between July 1 and June 30, related to their current job description.

Start Date: 11/30/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- *Differentiated Instruction*

Autism

Indicator of Implementation:

Special Education staff, including teachers and paraprofessionals, are trained on de-escalation and Crisis Prevention Institute (CPI) techniques. The district will train staff on CPI, using the program designed for working with students with Autism.

Start Date: 8/22/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- *Differentiated Instruction*

Map out Common Core State Standards (CCSS) and align to existing curriculum, identifying gaps within and across grade levels.

Indicator of Implementation:

Mapping, Addendums to Curriculum

Start Date: 9/1/2012   **End Date:** 6/30/2013

Program Area(s): Professional Education, Special Education

Supported Strategies:

- *Differentiated Instruction*

Review data necessary for identifying and compiling a list of effective instructional strategies for implementation resulting in increased student learning

Indicator of Implementation:

A compiled list of effective instructional strategies used thoughout the District

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s):

Supported Strategies: None selected

Provide professional development for differentiated instruction necessary for increased student engagement and learning

Indicator of Implementation:

Training schedules, sign in sheets and agendas

Start Date: 9/1/2012   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- *Differentiated Instruction*

Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, and 16. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

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

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

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

No signature has been provided

School Board President

No signature has been provided

Chief School Administrator