

Stroudsburg Area SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

123 Linden St  
Stroudsburg, PA 18360  
(570)421-1990  
Superintendent: John Toleno  
Director of Special Education: Tricia Viglione

## Planning Process

The planning committee was restructured in the summer of 2013 to begin the revision process of the 2007 plan. At the beginning of the 2013-2014 school year, all building administrators were asked to review and resubmit their building profiles. The committee and building administrators were provided with the district's current mission and belief statements for review. Administrators were asked to review the information with the staff in each building during scheduled meeting times. Information from the review process was forwarded to the Assistant Superintendent and compiled for a January 2014 meeting with the steering committee at central office. At that meeting, The new mission and vision statements were developed and finalized. The shared value statements were finalized as well. The Steering Committee also decided on possible district wide goals focused on Literacy, mathematics and safe and supportive schools. Technology, career pathways, communication and sustainability were topics of concern for the committee; these topics were to be included as subsets under one or more of the suggested district wide goals as applicable. At this meeting, the Special Education subcommittee provided updates regarding progress of the Special Education Plan. In January of 2014, the Assistant Superintendent sent out "Core Foundation" checklists to all building administrators depicting the current status of curricular alignment with state standards and assessment. The checklists were completed and returned to the Assistant Superintendent in February of 2014. The Steering Committee met in March of 2014 to review building information and determine any revision necessary to the intended district goals. It was determined that the goal topics were appropriate and work would continue to develop the goals and action plan. Meetings for the Special ed sub committee were held and the plan was developed; the plan was presented to the board of school directors, this plan was submitted according to state guidelines. In the fall of 2014 the planning process continued and meetings were held with each building administration to review data and develop action plan steps in coordination with established goals. In November of 2014 the plan was presented to the committee for review and suggestions, final revisions were made and the plan was presented to the board of education at the December meeting. The plan was posted for the 28 day public review; once the

## Mission Statement

To empower all students in an active pursuit of knowledge.

## Vision Statement

Educating students to become self-directed learners who are critical thinkers, strategic problem solvers, and informed decision makers contributing to the future of society.

## Shared Values

- Everyone has equal value and worth
- Diversity enriches our community
- Everyone will be provided with the opportunity to reach his/her potential and to recognize his/her own self-worth and the worth of others
- Everyone learns at different rates, in different ways
- Education is a collaborative responsibility requiring a partnership with student, family and the community
- Education requires a safe, nurturing environment that embraces each student
- Education requires up-to-date facilities with emerging technologies
- Success is achievable and worth the investment

## Educational Community

### Arlington Heights Elementary School

Arlington Heights Elementary School is a small, community centered school with a positive and friendly school environment. The current enrollment is 257 students in grades K — 2. The school is located in the borough of Stroudsburg and is situated in a business area that borders the Stroud Mall, Weis shopping center, the Sparkle Car Wash and the A.C. Moore shopping center. When Arlington opened in 1957 it housed students in grades K-6. Then in the late 70's and early 80's, the school became a Special Education center that educated children with varying disabilities. In 1988 Arlington became the district's Kindergarten center. In 1989 students in grades K-4 began attending Arlington Heights. Students in grades K-3 attended in 2000 and K-2 students attended beginning in 2005. There are twelve regular education classrooms, four teachers for each grade level, a teacher for Art, Music, Library and Physical Education. Arlington also has the services of a Speech and Language therapist, an ESL teacher, a Learning Support teacher, three Reading Specialists, a Math Support teacher and a School Support teacher. In addition to the teaching staff, Arlington has one principal, a school psychologist, guidance counselor, two office secretaries, one nurse, three custodians and three lunch personnel. The parent-teacher organization sponsors events such as Red

Ribbon Week, book fairs, movie and taco nights, the Arlington Family Picnic and fund raisers in order to secure monies that go toward field trip costs, assemblies and educational material purchases. They also organize an end of year celebration for all students and assist with other school activities. Parent and community volunteers are a big part of the Arlington program. The area RSVP (Retired Seniors Volunteer Program) sends volunteers on a regular basis to assist with Arlington's reading program.

### **Clearview Elementary School**

Clearview Elementary School is located in Stroud Township. The area has shown growth both in population, business, and services. Clearview Elementary School dates back to 1927, and has seen generations of Stroudsburg families grow and achieve success. Clearview Elementary School has a library, an all purpose room, and two office spaces for a guidance counselor and school psychologist. The all purpose room is used for physical education, lunch, breakfast, and school day assemblies. The following are programs and services available to the students of Clearview Elementary School: Title I Reading and Math, Reading Recovery, ESL, Speech and Language, Learning Support, Art, Music, Library, Physical Education, Occupational Therapy, Adaptive Physical Education, and School Support Team. Clearview offers a summer program for qualifying incoming Kindergarteners. Clearview also hosts a yearly student talent show, annual choral concert, craft nights, end of the year carnival, What's It All About Day, monthly student book store, yearly book fair, field day, ACES (All Children Exercise Simultaneously) Day, and Family Fun and Fitness Night.

### **Hamilton Elementary School**

Hamilton Elementary was constructed in 1953 on seven acres of land and is unique among the district elementary schools, as it is in a rural/emerging suburban setting. To accommodate the growing school community, in 1994 a major addition and alterations were made to include a large gymnasium with a stage and six classrooms. We have four of each grade level (K-2) with a total current enrollment of 246. Our staff consists of 28 professionals with 14 support staff members.

We are committed to quality early childhood education and are proud to offer a full day kindergarten program. Our faculty and staff work diligently to provide effective instruction to meet the needs of all learners. We are fortunate to have a supportive and active parent community and welcome parents as partners in their children's education.

### **B.F. Morey Elementary School**

*History* -- B.F. Morey Elementary School was named after Benjamin Franklin Morey, born January 19, 1848. After graduating from the State Normal Schools at Millersville in 1871, B.F. Morey came to Stroudsburg to take charge of the public schools until 1875. He was then elected Superintendent of Public Instruction for Monroe County. In 1877, the leading people of Stroudsburg, including the Directors of the Schools, encouraged him to resign and take charge of the city. In 1925, B.F. Morey Elementary School was built in his honor. The school contained 8 classrooms for kindergarten through sixth grades and cost \$80,000 to build. Benjamin Franklin Morey passed away in 1932.

*Profile* -- B.F. Morey Elementary is located at 1044 West Main Street in the Stroudsburg Borough, Monroe County in Stroudsburg, Pennsylvania. It is one of four elementary schools in the Stroudsburg Area School District containing kindergarten, 1st, and 2nd grade students. This grade level configuration has been in place since 2005. The addition was placed on B.F. Morey Elementary in 1962, expanding to a total of 25 classrooms. There is a multipurpose room that functions as a gym, cafeteria, and auditorium. The building's student capacity is 352 students. Currently, 275 students are enrolled for the 2014-2015 school year. Ethnicity groups include 54% White/Caucasian, 15% Black or African American, 19% Hispanic/Latino, 6% Multi-Racial, 5% Asian, and 1% Native Hawaiian or Pacific Islander. 9% of students are English Second Language (ESL) learners, having the following languages spoken in the home: Spanish, Polish, Swahili, French, Turkish, Arabic, Russian, and Chinese. B.F. Morey Elementary's motto is MOREY: Means Outstanding Responsible Educated Youth. The school has 36 professional staff, which includes a Principal, 4 Kindergarten teachers, 5 First Grade teachers, 4 Second Grade teachers, 3 ½ Reading Specialists, 2 Nurses, 3 of each of the following: Physical Education and Music, 2 of each of the following: Library, Guidance Counselors, and 1 of each of the following: Math Support teacher, Art, ESL, RtII Teacher, Learning Support teacher, Speech and Language Therapist, and Psychologist. B.F. Morey Elementary houses 2 Early Intervention programs and an Autistic Support program operated by the Colonial Intermediate Unit 20.

*Programs* -- 2005-2006 began the first year implementation of full-day kindergarten. B.F. Morey Elementary School is a Title I eligible school. Character Education lessons and activities are implemented throughout the year. An annual "What's It All About" Day, focused on career paths, occurs in the spring. B.F. Morey Elementary School has an active PTA which provides funds and support for educational programs and activities. B.F. Morey Elementary School works in partnership with community organizations, such as Northampton Community College (service learning project), East Stroudsburg University (PDS, Student Teachers), Stroud Area Regional Police (Officer Phil Safety Program), Stroudsburg Fire Department (Fire Prevention Week), Salvation Army and Ecumenical Food Pantry (Feed-a-Friend Program). In coordination with the Stroudsburg Area High School, a "Buddy Program" is implemented. Various events are organized to raise monies to support Multiple Sclerosis, St. Jude's Children's Research Hospital, Children's Hospital of Philadelphia (CHOP), American Heart Association, and the Patrick Abrams & Jay Effross Memorial Scholarship Funds.

### **Stroudsburg Intermediate Elementary School**

*Brief Building History* -- Stroudsburg Intermediate Elementary School was formed in 2005. The previous Intermediate / Middle School was built in 1974 and underwent a major renovation project in the 1999 – 2005 school years. Students in grades 4 – 6 were housed in the school from 2000 – 2005. Beginning in August of 2005, the Intermediate Elementary School was born and grades 3 and 4 from all elementary schools were assigned to this building.

*Brief Building Profile* -- Our building is comprised of five hallways: blue, green, peach, pink, and purple. This turns a building with a larger enrollment of 715 students into five small learning communities. Our students are actively involved in events and activities that invoke school spirit and

teach the interdependency between a school and community. Many of the excellent features of this school are the wide variety of related arts programs that are offered. Children have access to computers, technology labs, library, art, music, physical education, multiple playing fields and our beautiful pool. These aspects, combined with our dedicated professionals and support staff, assist students in their development to become a well-rounded student.

*Annual Activities and Programs* -- Our school is fortunate to have a supportive Parent Teacher Association (PTA). This association provides programs such as field trips, assemblies and family social gatherings. We are proud of our school-wide positive behavior support plan reinforcing our expected behaviors. Here is a brief listing of our programming: Bridges, Compass Learning, English-Language Learners, FastForWord, Gifted Services, Gifted Unified Arts, Read Naturally, Remedial Math/Reading, Response to Instruction and Intervention (RtII), Rocket Math, Small Group Counseling, Social Skills, and Special Education Services including Adaptive Physical Education, Autistic, Emotional, and Learning Support, Life Skills, Speech and Language Support, Occupational Therapy, and Wilson Reading.

### **Stroudsburg Middle School**

Located at 207 Mountaineer Drive, Stroudsburg, the Middle School opened its doors in 2005, and is currently in its tenth year of operation. There are approximately 1150 fifth, sixth, and seventh grade students enrolled, ages 10 -13. The building also houses a library, 9 computer labs, an auxiliary gym, and two Intermediate Unit 20 classrooms for Life Skills programming and Autistic Support. Two and a half administrators, and approximately 90 professional staff and 43 support staff are employed at the Middle School. The building philosophy fosters age appropriate independence and responsibility, providing a gradual transition from middle school to junior high school. Good citizenship and respect for others and our environment are encouraged through a positive behavior reward program entitled "Mountie Moments," and by recognizing good character "Student of the Month" students. All students are instructed daily in Math, Reading, Writing, Social Studies, and Science, within a "teaming" structure. Students also receive instruction in Physical Education, Health, Family and Consumer Science, Technology Education, Computers, Art, and Music during their years at the Middle School. Elective music lessons in Band, Orchestra, and chorus are also available to interested students in all grades. The Middle School offers intervention programs in Reading and Math for struggling learners, both during a student's regular school day, and specific times during the year, outside the regular school day, through its After-School Program and Summer Academy. Examples of extra-curricular programs and sports offered include basketball, field hockey, spelling bee, and chess club.

### **Stroudsburg Junior High School**

The Stroudsburg Junior High School includes grades 8 and 9. The facility provides access to several computer labs, a distance learning lab, library services, and a student run Media studio for morning and afternoon announcements. Science, Math, English, History and Physical Education are required every year. Advanced and remedial classes in the academic subjects are offered to students who meet specific criterion. Eighth grade students also participate in a Reading Program. Academically

qualified eighth grade students may elect to take a World Language (Spanish, French or German) and Algebra or Geometry for high school credit. Other curricular offerings for eighth grade students include career awareness, computer applications, health and physical education. Ninth grade student course selection allows students to select from advanced placement, honors, college preparatory, career education, and vocational–technical courses. A variety of extra-curricular activities are available for the junior high school student to enrich the educational experience. An activity bus is available for students on Wednesday. Students are encouraged to participate in extra-curricular activities. The Junior High School activities may include: Art Club, Band, Builder’s Club, Chorus, Drama Club, Orchestra, Math Club, Memory Book, Show Choir, award winning Science Olympiad team, Student Council, SADD, Spelling Bee, and Ski Club. Intramural and team sports include Basketball, Golf, Swimming, Volleyball, and Wrestling.

### **Stroudsburg High School**

Stroudsburg High School is a 10th – 12th grade secondary school located on Main Street in Stroudsburg, and has an enrollment of approximately 1400 students.

*History and Traditions* -- Although Colonel Jacob Stroud, for whom the borough of Stroudsburg is named, did employ teachers to instruct the fundamentals of arithmetic and language to area children as early as 1760, the first Stroudsburg schools chartered by the government did not exist until 1813. The first school board took control of what was then called the Stroudsburg Academy around the time of the Civil War. This school, located on Thomas Street in the borough, then acquired the name “High School” and remained as such until it was destroyed by fire in 1927. A new high school was then erected on a plot of land on Main Street in Stroudsburg and opened in 1929. This building, although expanded and renovated many times, the most recent beginning in 2010, still serves as the current high school building. While the days of the Friday flag salute which saw the entire student body out on the front lawn for the lowering of the flag have long gone, traditions such as the homecoming parade, homecoming, the school musical, and Moving Up Day all remain. These serve not only to tie the present and past students of SHS, but also as events that keep Stroudsburg High School firmly rooted in the community. The additions and renovations include a new science wing with state of the art labs, a new library/media center, new gymnasium, fitness center, auxiliary gym, TV studio, new cafeteria, and new offices and classrooms. The recent renovations are classified as LEED certified, which means the building was built to the standards of LEED silver specifications. The certification corresponds to the credits accrued in categories of: sustainable sites, water efficiency, energy and atmosphere, materials and resources, and indoor environmental quality.

*Geographic location* -- Stroudsburg High School is located on Main Street in the Borough of Stroudsburg, the county seat of Monroe County, Pennsylvania. The school was built in 1929 and was added to and/or renovated in 1954, 1967, 1986, and again beginning in 2010 to the present. The building is comprised of over 70 general and small group classrooms and has additional specialized instructional centers for Art, Chorus, Band, Orchestra, Technology, Industrial Arts, Family and Consumer Science, Media Broadcasting, and Physical Education. The new Library/Media Center is a cutting edge research facility. New offices exist for school administration, guidance, and athletics/activities. The school’s cafeteria, kitchen, and auditorium are newly constructed as well.

Instruction is designed around a traditionally scheduled day in which classes are homogeneously grouped along the following classifications: Advanced Placement, Honors, College Preparatory, Core, and Remedial. We offer both Learning Support and Emotional Support classes for students with special needs. The high school also houses Intermediate Unit classrooms for Life Skills and Partial Hospitalization students and Autistic Support. Stroudsburg High School also offers a wide range of extra-curricular activities. Athletics are an integral part of the educational process at Stroudsburg. A variety of activities and organizations span a wide range of interests and provides students the opportunity to gain experiences not often found in the classroom. Each classroom has smart board technology, as well as wireless technology in all areas of the building.

*Program and Staffing Characteristics --* Course selections may be made from one of the following programs: Advanced Placement (AP), Honors, College Preparatory, Core, Vocational-Technical, Remedial, and Learning and Emotional Support. Over two-thirds of the staff have attained their Master's degree and have over ten years working in education.

## Planning Committee

Name	Role
Denise Black	Elementary School Teacher - Regular Education : Professional Education Special Education
Heather Brown	Community Representative : Professional Education
Lawrence Buzzard	Business Representative : Professional Education
Merlyn Clark	Board Member : Professional Education
Kathleen Covey	Instructional Technology Director/Specialist : Professional Education
Ryan Cron	Administrator : Professional Education
Joe Curran	Ed Specialist - Instructional Technology : Professional Education
Michael DeAngelo	Special Education Director/Specialist : Professional Education Special Education
Charlene Frable	Ed Specialist - School Counselor : Professional Education
Paul Gasper	Community Representative : Professional Education
Student Focus Group High School	Student : Professional Education
Student Focus Group Junior High School	Student : Professional Education
Lawrence Larthey	Administrator : Professional Education
Wanda Lesoine	Administrator : Professional Education
Amanda Lessig	Elementary School Teacher - Regular Education : Professional Education



William Lowenburg	High School Teacher - Regular Education : Professional Education
Jennifer Lyon	Community Representative : Professional Education
Sherri McIntyre	High School Teacher - Special Education : Professional Education Special Education
Cindy Muffley	Administrator : Professional Education
Donna Osemeka	Elementary School Teacher - Regular Education : Professional Education
Tori Principe	Middle School Teacher - Regular Education : Professional Education
Theo Quinones	Administrator : Professional Education
William Riker	Administrator : Professional Education
Kelly Roy	Middle School Teacher - Special Education : Professional Education Special Education
John Schalk	Administrator : Professional Education
Brenda Schimpf	Parent : Professional Education
Tracy Shiffer	Business Representative : Professional Education
Amy Steinmetz	Parent : Professional Education Special Education
Tricia Viglione	Special Education Director/Specialist : Professional Education Special Education
Margaret Vitale	Administrator : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

At the K-2 level Career Education and Work standards are in development; we are currently researching programs that will address our district needs. The Intermediate Elementary

School is in the process of developing Career Education and Work standards; implementation has yet to occur. ELA Standards at the K-2 level have been mapped and aligned; the Intermediate Elementary School has mapped ELA Standards, the process of alignment and pacing is occurring at this time. Economics at the K-2 level is blended with Civics and Government and Geography units of study; at the Intermediate Elementary School, economics is addressed through a Pennsylvania unit and math classes. History is covered through non-fiction text instruction and various social studies units; there is no specific history course. There is no Family Consumer Science offered specifically at this level, it begins at the Middle School. The Alternate Content Standards for Math and Reading are in development at the Intermediate Elementary School; the K-2 level will begin this process during this school year as the standard mapping and alignment process continues. Interpersonal skills and school climate are accomplished measures at the Intermediate Elementary School; the K-2 level is in the planning process.

### Elementary Education-Intermediate Level

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

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

At this time, the MS does not have Career Education and Work or Economics courses; standards applicable to these areas have been embedded in content area courses where applicable. Civics, Government and History Standards are under review during SY13-14

and will continue throughout SY14-15; curriculum for courses that include these standard areas is currently being restructured and realigned to encompass PA Core Standards.

### Middle Level

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

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

Civics and Government, History and Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects needs to be aligned with PA Core Standards. Mapping and alignment will occur during SY14-15. Continued development is needed. Environment and Ecology standards were non-existent in SY13-14, new courses have been added for SY14-15. Continued work on mapping and alignment will take place with Economics standards relative to curriculum development.

### High School Level

Standards	Mapping	Alignment
<b>Arts and Humanities</b>	Developing	Developing
<b>Career Education and Work</b>	Developing	Developing

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

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

At the JHS and HS levels, all courses are in review and aligned with standards. Required lesson and unit plans reflect standards and quarterly assessments are in the process of development; these assessments are facilitating the development of curricular maps. As this process continues, course competencies will be developed.

## *Adaptations*

### **Elementary Education-Primary Level**

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

### **Elementary Education-Intermediate Level**

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology

- Geography
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

### **Middle Level**

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

### **High School Level**

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

Standard areas listed above have been developed, expanded or improved. This has been accomplished through curricular revision, mapping or standard alignment. Revision, mapping and alignment will continue at all instructional levels throughout SY14-15. Arts and Humanities are integrated into content areas where they are not independent courses. Career Education and Work standards are in planning stages at the K-2 and Intermediate Elementary levels. The MS and JHS levels have Career Education and Work standards integrated into existing content area courses or independent career oriented classes. Our JHS and HS students also have access to Career Cruising independent of course work; this allows for independent research regarding education and career interest. Civics and Government standards are integrated into content courses at the Intermediate Elementary level.

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

At the K-2 level and Intermediate Elementary School instructional units are under review to ensure that course objectives are identified and aligned with PA Core standards. Pacing guides are under development and materials are under review to ensure standard alignment. Procedures utilized to measure mastery include but are not limited to: content focused rubrics, BAS, CDT, DIBELS, Rocket Math, math application and computation probes, CBEs, running records and PSSA. All students in intervention, tier 2 & 3 are administered bi-weekly probes to assess student progress.

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

Non-applicable

#### **Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

The MS and JHS levels are in the process of reviewing existing curriculum to ensure PA Core Standard alignment. PA Core Standard Checklists are being utilized at the MS to determine pacing and resource needs. Procedures utilized to measure mastery include but are not

limited to: content focused rubrics, CDT, CBEs, teacher assessments, running records and PSSA results.

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

Non-applicable

### Middle Level

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

Processes used to ensure Accomplishment:

At the JHS and HS levels, lesson and/or unit plans inclusive of PA Core Standards and objectives are required; bi-weekly departmental meetings are held to discuss curriculum, pacing and assessment. Assessment binders have been developed and are discussed during the departmental meetings. Quarterly assessments have been developed to determine student progress and instructional consistency in relation to PA Core Standards and district curriculum. Course competencies will be developed throughout SY14-15.

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

Non-applicable

### High School Level

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



<b>standards are identified.</b>	
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Developing

Processes used to ensure Accomplishment:

At the JHS and HS levels, lesson and/or unit plans inclusive of PA Core Standards and objectives are required; bi-weekly departmental meetings are held to discuss curriculum, pacing and assessment. Assessment binders have been developed and are discussed during the departmental meetings. Quarterly assessments have been developed to determine student progress and instructional consistency in relation to PA Core Standards and district curriculum. Course competencies will be developed throughout SY14-15.

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

Non-applicable

### ***Modification and Accommodations***

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

Educational programs within the Stroudsburg Area School District provide modifications, accommodations and resources for students in order to participate in rigorous, standards aligned curriculum based instruction. Specially designed instruction and supplemental aids are provided for students to accommodate individual need. Students are supported with specially designed instruction as outlined in Individual Educational Programs developed by Multi-Disciplinary teams unique to each student. Individualized Educational Plans are developed to support student need in the least restrictive environment so that students with disabilities can participate with non-disabled peers, individual student progress is monitored via progress-monitoring of the student's individualized educational goals. Student data reports support decision making relative to instructional program. Students are afforded the opportunity to receive services in coordination with Intermediate Unit 20, PaTTan and community based organizations related to transition services. Assistive technology is utilized to assist students with academics, communication and physical needs. Students found eligible for Chapter 15 services are provided accommodations as outlined in their individual 504 Service Agreement. Students found eligible for Gifted Programming, will receive enriched or accelerated learning as outlined in the Gifted Individualized Education Program. Options for enhanced career exploration through internships and field trips are offered and are determined on an individual basis through transition planning and gifted services. Classes, materials and resources necessary to

accommodate, remediate or enrich student learning relative to standards are provided based on student data and need. Learning support, emotional support, co-teaching, extended block and low incidence programs are examples of such student services.

## Instruction

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

#### **Regular Lesson Plan Review**

- Administrators

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

Formal classroom observations are utilized throughout the district. At the K-4 level instructional coaching is utilized. Classroom walkthroughs have been utilized at the Middle, Junior High and High school buildings. Lesson plans are reviewed.

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

Peer evaluations are utilized as needed. Lesson plans are reviewed by building administrators, supervisors, department chairpersons and instructional coaches review lesson plans as needed.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

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

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

Non-applicable

### Elementary Education-Intermediate Level

Instructional Practices	Status
<b>Structured grouping practices are used to meet student needs.</b>	Full Implementation
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Full Implementation
<b>Differentiated instruction is used to meet student needs.</b>	Full Implementation
<b>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	Full Implementation

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

Non-applicable

### Middle Level

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

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

Non-applicable

### High School Level

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

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

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

Non-applicable

### *Recruitment*

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

The Stroudsburg Area School District is focused on recruiting and assigning highly qualified teachers to meet the learning needs of students within the district. The District has continued to strive toward the highly qualified status for all district positions. Within the past four years, the district has undergone teacher furloughs and building closure. This transitional period has required district administration to reassign staff and reevaluate staffing needs within the district. All Kindergarten through 4th grade buildings are 100% highly qualified. Overall the district's highly qualified percentage is over 95%. Every effort is made to hire highly qualified teachers.

### *Assessments*

#### *Local Graduation Requirements*

Course Completion	SY 15/16	SY 16/17	SY 17/18
<b>Total Courses</b>			
<b>English</b>			
<b>Mathematics</b>			
<b>Social Studies</b>			
<b>Science</b>			
<b>Physical Education</b>			
<b>Health</b>			
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>			

<b>Electives</b>			
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>			

### *Graduation Requirement Specifics*

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

### *Local Assessments*

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

<b>Engineering Education</b>					
<b>World Language</b>		X		X	X

### *Methods and Measures*

#### **Summative Assessments**

Summative Assessments	EEP	EEI	ML	HS
<b>PSSA</b>		X	X	
<b>Quarterly Assessments</b>			X	X
<b>Keystone Exams</b>			X	X
<b>SAT</b>				X
<b>PASA</b>		X	X	X
<b>Textbook Assessments</b>	X	X	X	X
<b>Teacher developed CBE's</b>	X	X	X	X
<b>PSAT</b>				X
<b>ACT</b>				X

#### **Benchmark Assessments**

Benchmark Assessments	EEP	EEI	ML	HS
<b>DIBELS next</b>	X	X		
<b>Math Computation Probes, Math Application Probes</b>		X		
<b>4Sight</b>		X	X	X
<b>Fountas &amp; Pinell Benchmark Assessment System</b>	X	X		
<b>Rocket Math</b>		X		
<b>Compass Learning</b>	X	X		
<b>Quarterly Assessments</b>			X	X

#### **Formative Assessments**

Formative Assessments	EEP	EEI	ML	HS
<b>At-the-Bell Activities</b>			X	X
<b>Fitness Assessments</b>	X	X	X	X
<b>Progress Monitoring</b>	X	X	X	X
<b>Teacher developed CBE's</b>	X	X	X	X

#### **Diagnostic Assessments**

Diagnostic Assessments	EEP	EEI	ML	HS
<b>CDT- Classroom Diagnostic Tools</b>		X	X	X
<b>Teacher developed assessments</b>	X	X	X	X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Quarterly assessments have been developed at the JHS and HS level. These assessments are reviewed and discussed to determine student progress and instructional need. Grading differentials are examined to determine question validity and instructional best practice. At the K-2, Intermediate Elementary School, and MS levels collaboration and discussion of instructional processes and assessment during professional development meetings provides time for review.

### *Development and Validation of Local Assessments*

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

Teachers are in the process of reviewing existing curriculum to determine alignment with PA Core Standards. Grade level and/or departmental meetings are utilized to facilitate this process. Teachers are asked to discuss the PA standards and come to consensus regarding curricular maps and resources. Once this process is complete teachers will review, develop or revise existing common assessments as necessary relative to grade level, department or course. This process works in conjunction with established professional development activities. Common and/or quarterly assessments are utilized to drive instruction, determine what remediation or enrichment activities should be implemented during intervention periods or remedial courses dependent upon grade level. This process will be refined and continue to develop. Common assessments are utilized during common windows of time throughout the school year as appropriate for grade, department or course.

IES math computation and application is locally designed. Language Arts uses quarterly assessments, fluency facts rubric is locally designed. Writing rubric district designed and annually reviewed by staff and administration.

### *Collection and Dissemination*

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

Data is reviewed at building and district levels. Data analysis is used to determine instructional need and curricular change. Data is disseminated through district, building and teacher reports. Performance Tracker, CDT reports and our student information system are utilized as sources of data, reports are developed from these sources. SPP information, PVAAS, Emetric and in-house (diagnostic, benchmark, CBE, etc.) data reports are utilized by teachers, instructional support teams and departments on an ongoing basis to determine instructional need. Meetings are held on a bi-weekly, monthly and/or quarterly basis dependent upon building and/or district need.

### *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.

Assessment data is used to identify instructional need and make student recommendations for supportive services. This review is an ongoing process that provides for modification and change of student schedule or tiered service delivery. Students are referred for interventions, afterschool tutoring, summer programs or evaluation as a result of assessment information. Currently, course and curricular revision is in process to address instructional need to assist and support students prior to summative assessment(state and local).

### *Assessment Data Uses*

Assessment Data Uses	EEP	E EI	ML	HS
<b>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</b>	X	X	X	X
<b>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</b>	X	X	X	X



<b>Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.</b>	X	X	X	X
<b>Instructional practices modified or adapted to increase student mastery.</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are reported in a manner consistent with the PA Core Standards through our data reporting systems, Performance Tracker, CDT reporting, and Student Information System. Instructional practice, differentiation and course structure are currently under review through the utilization of district assessment data.

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

Non-applicable

### *Distribution of Summative Assessment Results*

Distribution Methods	EEP	EI	ML	HS
<b>Course Planning Guides</b>			X	X
<b>Directing Public to the PDE &amp; other Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>				
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and School Board</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>				
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

All identified distribution methods are utilized to inform families and community members of summative assessment dates and performance results.

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

Press releases are not utilized by the district, but our local news media organizations report county results on an annual basis.

## 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.

District data is analyzed on an annual basis consistent with the PIMS reporting calendar. Graduation rates, student demographics, student behavior and student attendance rates are analyzed. Student achievement has increased overall; specific areas of concern are examined and analyzed to determine root cause. Each school within the district has been required to complete the offline Comprehensive Planning tool. This process will continue. Subgroup populations within the district have made significant consistent progress over a five year period. Professional Development activities that support alignment with PA Core Standards and continued analysis of student achievement will continue to guide the development of student support services and instructional practice within the district.

### *Programs, Strategies and Actions*

Programs, Strategies and Actions	EEP	EEI	ML	HS
<b>Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement</b>		X	X	X
<b>School-wide Positive Behavioral Programs</b>	X	X	X	
<b>Conflict Resolution or Dispute Management</b>	X	X		X
<b>Peer Helper Programs</b>		X		
<b>Safety and Violence Prevention Curricula</b>	X	X	X	X
<b>Student Codes of Conduct</b>	X	X	X	X
<b>Comprehensive School Safety and Violence Prevention Plans</b>	X	X	X	X
<b>Purchase of Security-related Technology</b>	X	X	X	X
<b>Student, Staff and Visitor Identification Systems</b>	X	X	X	X
<b>Placement of School Resource Officers</b>		X	X	X
<b>Student Assistance Program Teams and Training</b>		X	X	X

<b>Counseling Services Available for all Students</b>		X	X	X
<b>Internet Web-based System for the Management of Student Discipline</b>	X	X	X	X

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

Non-applicable

### *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

The SASD identifies students who demonstrate superior academic ability and provide opportunities to maximize their potential. Individualized academic acceleration, academic enrichment and differentiated curriculum based on student competency and achievement are goals of the gifted program. Information provided below outlines the identification process of gifted students within the district.

#### I. Child Find and Universal Screening:

1. The District shall utilize a pre-determined universal screening tool, such as the Dibels in grades K-2 and the CDT(Classroom Diagnostic Tools) assessments in grades 3 and up.
2. The classroom teachers shall be responsible for reviewing each child's scores in their classroom and referring students, as necessary. For students at the high school, the academic content area teachers (math, language arts, science, social studies) are responsible for reviewing the test results related to that content area for each student on their rosters.
3. Teachers who suspect that a student may be eligible for Gifted services based upon universal screeners must complete Form GP1: Faculty Referral Form and promptly give it to the Ed. Consultant.

#### II. Guidance Counselor Screening:

1. Guidance Counselors will regularly and frequently screen students for potential Gifted eligibility.
  - a. Guidance Counselor screenings should include a review of a student's records, and a discussion with students.
  - b. Guidance Counselor screenings may also include a discussion with parents and the student's past and/or present teachers.

2. In the event that a Guidance Counselor becomes aware that a transfer student participated in the Gifted program at his/her former school, the Counselor must make a referral to the Ed. Consultant for evaluation.
3. In the event that a Guidance Counselor believes that a student may qualify for the Gifted program, based upon the Counselor's screening, he/she must complete form GP1: Faculty Request for Evaluation, and give it to the Ed. Consultant.

### III. Teacher Screening:

1. Teachers should be constantly aware of the need to identify students who may be eligible for Gifted services.
  - a. Teacher referrals for Gifted evaluation should be based upon an evaluation of a student's work product, discussions with students, knowledge of the student's academic background, and/or other factors that may indicate gifted ability in one or more core content areas.
  - b. Teachers who suspect that a student may be eligible for Gifted services must complete Form GP1: Faculty Referral Form and promptly give it to the Ed. Consultant.
  - c. The individual teacher screening is not limited to the results of the universal screening. Individual teachers must conduct an ongoing review of the abilities of the students on their rosters and refer as appropriate.
2. Administration and Other Faculty Screening
  - a. All faculty and administration are responsible for submitting for Gifted referral any student who the faculty member or administrator believes may be eligible for Gifted programming.
  - b. This includes faculty advisors, faculty member coaches and other individuals who may interact with a student during the school year.
  - c. Administrators and/or faculty members who do not have the student in class may consider such things as observed abilities in the core content areas, input from parents/family members, interests/aptitudes, etc.
  - d. Administrators and other faculty must complete Form G1: Faculty Referral Form and promptly give it to the Ed. Consultant.

### IV. Ed Consultant Procedures for Faculty Referrals:

1. Within 5 days of receiving a Faculty referral, the Ed. Consultant will share the referral with the school psychologist.
2. The Ed. Consultant, along with the School Psychologist, will determine whether formal evaluation is appropriate, whether additional screening is necessary, or whether no evaluation is necessary at that time.

3. If the Ed. Consultant and the School Psychologist determine that no evaluation is necessary, the referral MUST be reviewed within 6 months with updated data to confirm the original findings of no evaluation necessary.

#### V. Parent Requests for Gifted Evaluation:

- a. Oral Request
  - i. ALL District faculty and administrators are responsible for immediately conveying oral requests for evaluation by parents to the Ed. Consultant.
  - ii. Upon receipt of an oral request for evaluation, District staff must immediately relay that request to the Ed. Consultant via completion and submission of Form G1; Faculty Referral Form. This must occur within 1 school day.
  - iii. The Ed. Consultant must provide the Parent with Form G2: Permission to Evaluate (PTE) within 10 calendar days.
- b. Written Request
  - i. When presented to a faculty member/member of administration: The faculty member/ member of the administration must immediately forward the written request to the Ed. Consultant with Form G1; Faculty Referral Form.
  - ii. When presented to Ed. Consultant: Upon receipt of a written request for evaluation, the Ed. Consultant must issue a Form G2: Permission to Evaluate (PTE) within five (5) days.

1. **Important!**  
A copy of the Form GP 4: "Notice of Parental Rights" must be sent along with the PTE.

- c. Permission to Evaluate
  - i. **If the PTE is not returned by the parents within 30 calendar days,** the Ed. Consultant must follow up with a phone call to the parent to ensure that it was received. Such phone call must be documented on the top of the PTE, including who was called, what number was called, and whether a message was left.

#### I. The Evaluation Process

- a. Upon receipt of a signed PTE, the Ed. Consultant must promptly arrange an evaluation of the student.
- b. The evaluation must be conducted *and presented to the parents* within sixty (60) calendar days of receipt of the signed PTE. (Summer is excluded from this calculation.)
- c. Parents at their own expense may obtain an independent evaluation. The school district is required to consider this information when making decisions regarding student identification {22, PA code \$16.61[e] [3]}.

## VI. Eligibility:

- a. IQ of 130 or higher
  - i. These students will automatically qualify as “mentally gifted.”
  - ii. The Gifted multi-disciplinary team (GMDT) must then determine whether these students require specially designed instruction.
  - iii. Students whose needs are being met and who are being sufficiently challenged in the regular education curriculum do not need a GIEP, as they do not require specially designed instruction, even though they still meet the definition of “mentally gifted.”
  - iv. The evaluation of students who qualify due to IQ must be sufficiently thorough to provide a detailed analysis of the student’s strengths as well as provide comprehensive information upon which programming determinations can be made.
- b. Multiple Criteria
  - i. Multiple Criteria include:
    - 1. *A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance.*
    - 2. *An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.*
    - 3. *Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.*
    - 4. *Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.*
    - 5. *Documented, observed, and validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender, or race bias, or socio/cultural deprivation area masking gifted abilities (§16.21 (e) (1-5)).*
  - a. “Mentally Gifted” but No SDI Required
    - i. As described above, these students should not receive GIEPs if the GIEP would contain only services that are available to the general student population.
    - ii. Students in this category must undergo an **annual** re-evaluation to determine whether their needs continue to be met in the regular curriculum or whether they require specially designed instruction.

- iii. Advanced Placement (AP) classes, where they are available to meet student needs without specially designed instruction.

VII. Multidisciplinary Evaluation/Gifted Written Report:

- a. Evaluation conducted by Gifted Multidisciplinary Teams (GMDTs)
  - i. Mandatory GMDT Members:
    - 1. Parents
    - 2. One or more current regular ed. teachers
    - 3. A Gifted teacher
    - 4. Person(s) trained in appropriate evaluation techniques
    - 5. Where possible, person familiar with student's cultural background
    - 6. LEA
  - ii. A single person may fulfill more than one of the roles listed above.
- b. Scope and Contents of Evaluation
  - i. *Gifted multidisciplinary evaluations must be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths and educational needs.*
  - ii. *The multidisciplinary evaluation process must include information from the parents or others who interact with the student on a regular basis, and may include information from the student if appropriate.*
  - iii. *Utilize Forms GP7, GP8, and GP11 for obtaining variety of needed information.*
- c. Assessment Requirements
  - i. *No one test or type of test may be used as the sole criterion for determining that a student is or is not gifted.*
  - ii. *Intelligence tests yielding an IQ score may not be used as the only measure of aptitude for students of limited English proficiency, or for students of racial-, linguistic-or ethnic-minority background.*
  - iii. *Tests and similar evaluation materials used in the determination of giftedness shall be:*
    - 1. *Selected and administered in a manner that is free from racial and cultural bias and bias based on disability.*
    - 2. *Selected and administered so that the test results accurately reflect the student's aptitude, achievement level or whatever other factors the test purports to measure.*

3. *Professionally validated for the specific purpose for which they are used.*
4. *Administered by certified school psychologists under instructions provided by the producer of the tests and sound professional practice.*
5. *Selected and administered to assess specific areas of educational need and ability and not merely a single general IQ.*
- d. Program Recommendations Required in GWR
  - i. The GWR must make recommendations as to whether the student is 1.) gifted and in need of specially designed instruction, 2.) indicate the basis for those recommendations, and 3.) include recommendations for the student's programming and indicate the names and positions of the members of the GMDT.
- e. Parents are a Necessary Component of Eligibility Determination
  - i. **The determination of eligibility for gifted education will be made by the Gifted Multidisciplinary Evaluation Team (GMDT) that includes the student's parents.**
- f. GMDT Obligated to Ensure No Intervening Factors that would Mask Abilities
  - i. Complete and utilize information within Form GP6

#### VIII. GIEP:

- a. A GIEP will be drafted by the GIEP team within 30 days of an initial finding of eligibility.
- b. GIEP Teams shall consist of the following:
  1. Parent(s)/Guardian(s);
  2. The student, where appropriate;
  3. One or more current regular ed. teachers;
  4. Where possible, one or more of the student's teachers for the upcoming year;  
and
  5. A Gifted teacher
  6. LEA
- c. The GIEP Goals shall be limited to the area(s) of giftedness identified in the GWR and the corresponding weaknesses affecting the student's area of giftedness.



#### VIII. Reevaluation:

- a. Mandatory Reevaluations must occur in the spring prior to a student's 4th, 7th and 9th grade years or any other time the student is transitioning to another building.
- b. Reevaluations may be sought at any time as per recommendation by the GIEP Team or parent request.
- c. Parent permission to re-evaluate (PTRE – Form G3) is necessary for all re-evaluations.
  - i. At least 3 attempts must be made to obtain permission to re-evaluate, using at least two different methods of communication (e.g., phone and mail).
  - ii. If no parent permission is granted, the Team may conduct a review of records and teacher feedback.
- d. The minimum requirements for a reevaluation are as follows:
  - i. Teacher input forms from ALL academic teachers
  - ii. Review of records
  - iii. Interview with student (may also include written input from student)
  - iv. Parent input
  - v. Any assessments necessary to obtain updated information regarding the student's skills

#### X. Private School Dual Enrollment:

- a. Dual Enrollment for Private School Students
  - i. SASD does not permit dual enrollment in the public school system exclusively for Gifted Services.
  - ii. A student must be enrolled in the District full time in order to be eligible for Gifted Services.
  - iii. Special education students who are enrolled in the District but are in an out-of-District placement are eligible for Gifted services, if they qualify for Gifted under Chapter 16.

#### XI. Dual Eligibility for Special Education and Gifted Services:

- a. Students who are dually-eligible for both Special Education and Gifted services shall receive one IEP/GIEP containing both Gifted and Special Education goals and SDI.
- b. The evaluation processes shall be performed exclusive of one another, with separate evaluations for Gifted and Special Education.

Services and programming for gifted students is individually described within the students GIEP, developed by the GIEP team.

### *Developmental Services*

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

Explanation of developmental services:

Support and intervention services are in place at all building levels within the district, an RtII model is not formally utilized consistently within the district. Instructional support teams mirror processes of RtII; an RtII process is currently in development. The MS is currently developing a guidance curriculum; a safe team is in development as well at the MS level. The Student Assistance Program (SAP) is a referral source for students who are experiencing any type of difficulties, which may interfere with their education. The SAP team may be comprised of administrators, nurses, counselors and teachers, trained in the recognition of students who face specific barriers to success in school. The SAP team focuses on students who are experiencing difficulties due to substance abuse or other mental health concerns. The SAP team is primarily a referral team, making sure students who need help are connected with community agencies and service providers who are specialists in the areas of concern. Outside consultants from agencies such as MH/MR, CYS, D & A, and probation are contacted relative to student need.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

Students in need of ongoing counseling and/or therapeutic services are referred for community services through our Student Assistance Program.

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

All consultation and coordination services listed above are integrated into all building levels in accordance with state mandates and guidelines. Truancy coordination, truancy task force is county wide.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

Communication of Student Health Needs	EEP	EEI	ML	HS
<b>Individual Meetings</b>	X	X	X	X
<b>Individual Screening Results</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

The collaboration between classroom teachers and intervention specialists is continual to accommodate student need and promote academic progress. Reading and math specialists at all levels regularly communicate with classroom teachers regarding student success. Team and instructional support meetings are held to review data and determine student need. Data is provided by classroom teachers, administrators, counselors and specialists as needed. In addition to the collaborative meetings, universal screeners are utilized to help determine student need. Universal screenings are scheduled as needed dependent upon grade level and course. Interventions are offered in English Language Arts and Math at the elementary, intermediate and middle school levels. Tiered interventions are also offered at the elementary, intermediate and middle school levels in English Language Arts and Math. Tiered interventions are leveled and becoming more consistent with an RtII model; presently this process is referred to as SST or IST. Our goal is to structure, build and follow an RtII model; that process has begun and will continue. At the secondary level, students are referred for remediation relative to performance on CDT and Keystone scores in Literature, Biology and Algebra I. Intervention takes place through Keystone course offerings as well as voluntary math and science labs. In addition, Math, Reading and Literature are remediated through co-teaching and/or extended block courses at the JH and HS levels. District wide SASD has a broad base of intervention available for students in need of instructional support. The Student Assistance Program (SAP) is a referral source for students who are experiencing any type of difficulties, which may interfere with their education. The SAP team may be comprised of administrators, nurses, counselors and teachers, trained in the recognition of students who face specific barriers to success in school. The SAP team focuses on students who are experiencing difficulties due to substance abuse or other mental health concerns. The SAP team is primarily a referral team, making sure students who need help are connected with community agencies and service providers who are specialists in the areas of concern. Outside consultants from agencies such as MH/MR, CYS, D & A, and probation are contacted relative to student need.

### *Community Coordination*

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

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

SASD coordinates meetings with local day care centers to discuss transition to Kindergarten; these meetings take place three times per year. There is one independent afterschool program held at one elementary school within the district; SASD provides transportation to afterschool programs within the district. All elementaries participate in transition meetings, early intervention cases and schools communicate with Head Start. Afterschool programs are offered at the Middle, Junior High and High school levels for tutoring purposes. These programs are held from January to April. A Diversified Occupations Program operates at the high school level in conjunction with our affiliated career and technical school. Transition and cooperative services are also provided by the district for our special education students. District schools work in partnership with community organizations, such as Northampton Community College (service learning project), East Stroudsburg University (PDS, Student Teachers), Stroud Area Regional Police (Officer Phil Safety Program), Stroudsburg Fire Department (Fire Prevention Week), Christian Life Assembly Church (Snack Shack), Salvation Army, and Ecumenical Food Pantry (Feed-a-Friend Program). In coordination with the Stroudsburg Area High School, a "Buddy Program" is implemented. Various events are organized to raise monies to support Multiple Sclerosis, St. Jude's Children's Research Hospital, Children's Hospital of Philadelphia (CHOP), American Heart Association, and the Patrick Abrams & Jay Effross Memorial Scholarship Funds.

### *Preschool Agency Coordination*

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

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

Early intervention programs work in coordination with district elementary schools to coordinate services for incoming students in need of services, transition meetings with a multi-disciplinary team are held for individual students in need to determine and ensure that accurate placement and services are in place for a smooth transition in to school age placement. Currently, the district does not operate or contract with any pre-kindergarten programs for services.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A robust supply of high quality instructional materials and resources are available within the district. Presently, teachers are working to complete PA Core Standard checklists to ensure curricular alignment. Part of the process is to align instructional materials and resources with standards based instruction. Reorganization and distribution of existing materials in order to accommodate differentiated instructional need is ongoing within the district. A needs based assessment process is part of the checklist, ensuring that instructional materials and resources are accessible for classroom use. The primary instructional levels have a strong supply of leveled reading texts and intervention materials. Throughout the past year support and intervention materials have been purchased for math instruction based on the PA Core Standards.

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

Non-applicable

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Developing

<b>A robust supply of high quality aligned instructional materials and resources available</b>	Developing
<b>Accessibility for students and teachers is effective and efficient</b>	Developing
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Developing

Provide explanation for processes used to ensure Accomplishment.

Instructional materials for math and science curriculums will need to be updated due to PA Core standard changes. Standards-based checklists have been developed to allow teachers and building administrators a systematic process of determining what resources are needed for PA Core Standards.

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

Non-applicable

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Instructional materials for math and science curriculums will need to be updated due to PA Core standard changes. Standards-based checklists have been developed to allow teachers and building administrators a systematic process of determining what resources are needed for PA Core Standards.

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

Non-applicable

### High School Level

Material and Resources Characteristics	Status
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Developing
<b>A robust supply of high quality aligned instructional materials and</b>	Developing



<b>resources available</b>	
<b>Accessibility for students and teachers is effective and efficient</b>	Developing
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Developing

Provide explanation for processes used to ensure Accomplishment.

Standards-based checklists have been developed to allow teachers and building administrators a systematic process of determining what resources are needed for PA Core Standards.

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

Non-applicable

### *SAS Incorporation*

#### **Elementary Education-Primary Level**

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

<b>Environment and Ecology</b>	Implemented in less than 50% of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in less than 50% of district classrooms
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in less than 50% of district classrooms
<b>History</b>	Implemented in less than 50% of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in less than 50% of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>Early Childhood Education: Infant-Toddler&amp;rarr;Second Grade</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in less than 50% of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district classrooms
<b>School Climate</b>	Implemented in less than 50% of district

	classrooms
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Further explanation for columns selected "

SASD is beginning professional development sessions to train professional staff in SAS utilization. This training will begin in SY14-15.

#### **Elementary Education-Intermediate Level**

Standards	Status
<b>Arts and Humanities</b>	Implemented in less than 50% of district classrooms
<b>Career Education and Work</b>	Implemented in less than 50% of district classrooms
<b>Civics and Government</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in less than 50% of district classrooms
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Implemented in less than 50% of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in less than 50% of district classrooms
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in

	less than 50% of district classrooms
<b>History</b>	Implemented in less than 50% of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in less than 50% of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in less than 50% of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SASD is beginning professional development sessions to train professional staff in SAS utilization. This training will begin during SY14-15.

#### **Middle Level**

Standards	Status
<b>Arts and Humanities</b>	Implemented in less than 50% of district classrooms
<b>Career Education and Work</b>	Implemented in less than 50% of district

	classrooms
<b>Civics and Government</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in less than 50% of district classrooms
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Implemented in less than 50% of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in less than 50% of district classrooms
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in less than 50% of district classrooms
<b>History</b>	Implemented in less than 50% of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in less than 50% of

	district classrooms
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in less than 50% of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms
<b>World Language</b>	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SASD is beginning professional development sessions to train professional staff in SAS utilization. This training will begin during SY14-15.

#### **High School Level**

Standards	Status
<b>Arts and Humanities</b>	Implemented in less than 50% of district classrooms
<b>Career Education and Work</b>	Implemented in less than 50% of district classrooms
<b>Civics and Government</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in less than 50% of district classrooms

<b>PA Core Standards: Mathematics</b>	Implemented in less than 50% of district classrooms
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Implemented in less than 50% of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in less than 50% of district classrooms
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in less than 50% of district classrooms
<b>History</b>	Implemented in less than 50% of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in less than 50% of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in less than 50% of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district

	classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms
<b>World Language</b>	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SASD is beginning professional development sessions to train professional staff in SAS utilization. This training will begin during SY14-15.

## Professional Education

### *Characteristics*

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
<b>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.</b>	X	X	X	X
<b>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.</b>	X	X	X	X



<b>Provides leaders with the ability to access and use appropriate data to inform decision making.</b>	X	X	X	X
<b>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</b>	X	X	X	X
<b>Instructs the leader in managing resources for effective results.</b>	X	X	X	X

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

Professional Development activities have been focused on mapping and aligning curriculum with PA Core Standards where appropriate. These activities have been incorporated with the development of SLOs.

Specific grade/building professional development activities are as follows:

- Grades K-4 are working on curricular alignment, SLO development and Guided Reading Training.
- Grades 5-7 are working on curricular alignment, SLO development and content associated initiatives.
- Grades 8-9 are working on curricular alignment, SLO development and quarterly assessments for each course.
- Grades 10-12 are working on curricular alignment, SLO development and quarterly assessments for each course.

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

Professional development activities have been selected that aid in the development of instructional skill. The Guided Reading initiative at the K-4 level is designed to aid in the development of instructional skill that addresses varying levels of student ability both in remediation and enrichment; SLO development has been incorporated into this process. Grades 5 -7 are focused on completing PA Core Standard checklists to ensure curricular alignment with state standards. This initiative will lead to curricular mapping activities; SLO development has been integrated into this process. Grades 8-12 are focused on the development of quarterly assessments to ensure curricular alignment and course consistency. Course competencies are being developed as well; SLO development has been integrated into this process.

### ***Strategies Ensuring Fidelity***

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Professional Development activities are based upon detailed needs assessments that have been developed using disaggregated student data to determine what instructional and/or curricular needs exist regarding educators' learning priorities. This needs assessment was administered at the end of SY13-14. This information directed the creation of professional development activities for SY14-15. Student assessment results are utilized to target instructional areas that need strengthening. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment. Clear expectations in terms of teacher practice are identified for staff implementation through discussion and the implementation of the teacher effectiveness evaluation system. Departmental meetings, professional development activities and classroom observation aid in monitoring instructional practice. These measures have been and will be the continued focus of professional development throughout this school year. Administrators are beginning to participate and facilitate professional development sessions targeted for their faculties.

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

A professional development survey was administered at the end of SY13-14. An implementation evaluation has not been created as of this time. This evaluation process has historically been rooted in discussion and observation based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

A systemic process that is used to validate whether or not providers have the capacity to present quality professional development is not yet in place. Professional Development activities will be developed that support implementation of strategies identified in your action plan as a result of action plan development. Professional Education will be evaluated to show its impact on teaching practices and student learning through professional development surveys and data analysis of student achievement.

### *Induction Program*

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

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

The Induction Planning Committee uses data gathered from surveys completed by previous mentors and inductees to develop the current induction plan. The induction plan consists of building-level teams which are developed in order to assure that the inductee's needs are met and to provide additional support in order for each inductee to successfully meet the program goals. Building-level teams provide extensive support and leadership to beginning professional staff. The team meets monthly or as needed. They prepare and orient staff to the school's climate and culture. The team provides a general orientation to the individual school and familiarizes inductees with the resources available (ie., libraries, counselors, nurses, RtII, supplies, etc.) In addition, under the direction of the principal, when appropriate, new staff members are given the opportunity to observe veteran staff members.

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

The induction plan also incorporates the building level teams as contact personnel for inductees in addition to the assigned mentor. Principals/Assistant Principals, Educational Specialists, Department Chairpersons and Building Representatives serve in this capacity.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Mentors are selected from similar areas of certification (the same department). Every effort is made to ensure that mentors have three years of satisfactory teaching experience in the Stroudsburg Area School District. Mentors are located in the same building, assigned to the same team/grade or course area as the inductee when possible. Mentor and inductee are matched one to one with common planning time when possible. Any alternatives to the described characteristics are mutually agreeable to the members of the building level induction team.

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

Clearly one of the greatest skills of an educator is reflection. Being able to reflect upon one's practice and growth is the demonstration of professionalism to the highest caliber and indicative of a life-long learner. The creation of a professional portfolio at a time of transition (either from a new district or to a new profession) provides the opportunity to not only reflect upon practice, but to set goals and collect evidence around potential goals. It offers the chance to celebrate success and to contemplate the question, "What would I do differently if I were to do it again?" The creation of portfolios may be a useful tool for some individuals and can be an option for inductees if agreed upon by the mentor and building administrator.

### ***Mentor Characteristics***

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Names of potential/qualified mentors are submitted at the end of each school year to generate a common list of potential mentors for possible recommendation. This list of potential mentors forms a pool from which mentors are selected by the principals/assistant principals. Administration understands and believes that mentor teaching is a process by which a practicing teacher shares their expertise and training with new teachers. When considering a teacher as a potential mentor candidates must possess certain qualities: (1) a deep commitment to continuous learning and growing as professionals, (2) knowledge of adult learning and development, (3) coaching and conferencing skills, (4) possess excellent communication and interpersonal skills, (5) reflects positive peer relationships, (6) has the ability to suspend judgement thus demonstrating sensitivity to the concerns of beginning/struggling teachers and (7) is generally enthusiastic and maintains a positive attitude. Participation as a mentor is voluntary. Additional nominations may be made annually or as need dictates by administrators. Mentors usually are not selected in consecutive years unless deemed appropriate and necessary by the administration. Every effort is made to rotate the assigning of mentors.

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

Non-applicable

### *Induction Program Timeline*

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

<b>Materials and Resources for Instruction</b>	X	X				
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If necessary, provide further explanation.

No further explanation necessary.

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

There are numerous procedures developed to ensure that the Induction program is evaluated and monitored by school personnel. Twice during the school year, end of first semester and end of school year, a program survey is given as a means of gathering feedback from program participants: inductees, mentors and administrators when appropriate. A workshop feedback form is completed immediately following training sessions; presenters are provided with survey results for review, allowing for adjustment/improvement where necessary. Needs assessments are completed three times per year to ensure and monitor inductee progress. Activity checklists are utilized to verify that all topics have been addressed. Meeting reports are utilized as well. The induction planning committee, building level induction teams and mentors work cooperatively to evaluate inductee progress using anecdotal notes in order to make appropriate changes or additions to the Induction Program throughout the year.

### *Recording Process*

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

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

## **Special Education**

### *Special Education Students*

Total students identified: **757**

## *Identification Method*

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

Referrals for student evaluations result from prescreening procedures or through parent or staff requests. Staff routinely review data related to student attendance, academic performance and behavior to help determine any needs for evaluation referrals. The District is currently utilizing a discrepancy model of identification. While currently utilizing this model, a multidisciplinary team including a school psychologist is formed to begin an evaluation. Teams vary in composition based on each student's performance and needs. Numerous assessment tools and strategies are used to gather information about the child. The team discusses needs and plans accordingly based on student concerns. Information gathered includes relevant functional and developmental information. It includes information provided by staff members and the parent. Information related to enabling the child to be involved in and progress in the general curriculum along with current classroom-based assessments and observations by teachers and service providers is gathered. Evaluations and information provided by the parents are reviewed.

Various tests are selected and administered to assess specific areas of educational need. The school psychologist conducts the individual diagnostic examinations while also collaborating with applicable related service providers. The team reviews the results of the tests along with all obtained information. The team determines if the child has a specific learning disability if the child does not achieve commensurate with his/her age and ability and the team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas: Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, Mathematics Reasoning. If it is determined that the child has a disability, the team identifies if the child requires specially designed instruction. Parents are a member of the team and their input is critical while making this determination. Thereafter, an IEP is developed and an appropriate educational program is recommended to meet the needs of a child with a disability who requires specially designed instruction.

## *Enrollment*

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

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

Stroudsburg Area School District is 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?

Stroudsburg Area School District is not currently the host district for any facility providing educational services to students 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).

Stroudsburg Area School District is the host District for the Monroe County Correctional Facility. A system of oversight for ensuring that all incarcerated students who may qualify for special education are located, identified, evaluated, and when deemed eligible, are offered a free appropriate education is currently in place as described below.

The District contracts with Colonial Intermediate Unit 20 to employ staff members in order to ensure FAPE is provided to students. We work closely with our Intermediate Unit to ensure that teaching staff are available for students as well as related service providers and evaluators. When students are placed at the Correctional Facility, a registration process begins in accordance with the District's process. A registration form is completed and sent to the respective Guidance Office within one of the schools. All records are requested from the previous school district and a student transcript is developed. If a student has been receiving services as a non-disabled student, regular education services are provided.

If a student placed at the Correctional Facility is a student with an IEP, an IEP meeting is held upon placement to the Facility. The IEP is reviewed while any appropriate changes are made to it. Thereafter, it is implemented by appropriate staff members who consist of regular education teacher, special education teacher, related service providers, psychologist, and psychiatrist. Should it be determined at anytime that a student who is already receiving special education services be in need of updated or new assessments to determine academic or behavioral needs, they are completed and thereafter any needed revision is made to the IEP.

If a student is thought to be a child with a disability, our child find process is followed. The child find process begins by issuing a Permission to Evaluate form to the parents/guardians of a child who is thought to be a child with a disability. Thereafter, when parental consent is provided to begin the requested evaluation, the requested evaluation is started. Upon completion of an evaluation, if a child is determined



to be a child with a disability, the IEP process is utilized. The IEP process consists of developing an individualized education program to address the needs of the child.

Staff members from the School District collaborate and meet with Intermediate Unit staff monthly to review student needs and ensure that FAPE is being provided to all incarcerated students.

### *Least Restrictive Environment*

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

Through the process of an evaluation, a student who is identified as having a disability is provided with the opportunity to be educated to the maximum extent appropriate in the least restrictive environment with non-disabled peers. The IEP team reviews the data gathered during the evaluation process and recommendations stemming from the conclusion of the evaluation. This information is utilized to develop an appropriate educational program, due to the identified disability, and to consider providing instruction with non-disabled peers in the general education curriculum.

Through the IEP team and process, supplementary aids and services are considered based on student needs. The goals in the student's IEP, along with supplementary aids and services are developed to enable the student to make progress towards the general education curriculum and standards. While considering the supplementary aids and services for a student, the team determines the likely benefits and/or harmful effects that may be expected on the student with disabilities or any other students in the class.

IEP teams always discuss and consider the following questions prior to recommending the educational placement for a student:

- What supplementary aids and services were considered?
- What supplementary aids and services were rejected?

- Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives in the IEP in the general education class.
- What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with non disabled peers in extracurricular activities or other nonacademic activities?

The School District's procedures for ensuring that children with disabilities in private institutions or other programs outside of the District are educated with non-disabled children to the maximum extent appropriate is the same as described above for other students. Supplementary aids and services are always considered and discussed by the IEP team. Students are encouraged to participate in extra curricular activities with appropriate supports provided to them.

The School District is replicating successful programs, evidence-based models, and 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 to access the general education curriculum in the LRE based on student needs. These are all introduced and supported through various professional development opportunities. The district collaborates with staff members from the IU, PaTTAN, and other agencies to provide site-based training sessions, along with off-site opportunities. The district has been focusing recent training efforts on co-teaching, Reading Apprenticeship, differentiated instruction, bridging special education with regular education and positive behavioral supports.

While reviewing the District's data from the 2011-12 school year, the District had not met the SPP targets for students with disabilities inside regular education 80% or more of the day and students with disabilities inside regular education less than 40% of the day. However, while continuing to focus on the previously mentioned training areas and considering LRE for every student, the District has improved within these areas during the past school year. Data from the 2012-13 school year indicated that the District has reduced the number of students inside regular education less than 40% of the day from 19.8% to 7.6%. Additionally, the District has increased the percentage of students inside regular education 80% or more of the day from 44.3% to 53.1%. The District tries to provide services to students within their home school and/or home district to the greatest extent possible which has resulted in the District meeting the SPP target for students in other settings.

### *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). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Board policy 113.2, 'Behavior Support' states that a positive behavior support plan must be developed for a student with a disability if he/she requires specific intervention to address behavior that interferes with learning. Behavior support plans must be based on positive techniques that are free from demeaning treatment, unreasonable use of restraints or other aversive techniques. Types of restraints and the description of those allowed and forbidden are outlined in the policy. The Behavior Support policy states "the use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques". It further states "behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment". The Behavior Support policy states "the Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy". The district utilizes positive behavior support across all grades in order to effectively meet student needs. Restraints are minimally used and reserved as a last resort in order to ensure the safety of all students as evidenced by number of restraints per school year. Data reports relative to the district's reporting of restraints are available via the Department of Education.

The need for behavior support plans is also listed within Board Policy 113.1, 'Discipline of Students with Disabilities' within the Programs section and Board Policy 218.1, 'Discipline of Students with Disabilities' within the Pupils section.

Positive techniques are used for the development, change and maintenance of behaviors prior to the use of more intrusive or restraining methods. Restraints may only be used when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students or to staff, and when less restrictive measures and techniques have proven to be less effective. The use of restraints shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, be employed as punishment, or as a substitute for an educational program.

The following aversive techniques of handling behavior are considered inappropriate and may not be used:

- Corporal punishment

- Locked rooms, locked boxes, other locked structures from which the student cannot readily exit
- Deprivation of basic human rights, such as withholding meals, water or fresh air
- Treatment of a demeaning nature
- Punishment for a manifestation of a student's disability
- Noxious substances
- Suspensions constituting a pattern
- Electric shock
- Methods implemented by untrained personnel

Various staff members are responsible for the following actions:

- Dealing with and documenting minor and major infractions of school behavior
- Initiating referrals for service
- Making parent contact when necessary
- Making agency contacts when necessary
- Monitoring the interagency meetings process
- Setting up formal staffing on a child when circumstances indicate
- Assisting in development of MDT and IEP recommendations
- Assisting teachers, parents and administrators in the implementation of individual behavioral management plans

Staff training in the area of behavior support focuses on utilizing de-escalation techniques and positive interventions to the greatest degree possible while also providing staff with safe techniques for responding to behavior that may require immediate intervention beyond de-escalation techniques.

### *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 is ensuring FAPE for individuals. Currently, there are no difficulties ensuring FAPE for an individual student or a particular disability category. However, should the District encounter difficulty providing FAPE for an individual or a particular disability category, we would utilize the local Interagency process. We would contact our local coordinator to assist our team(s) with providing FAPE.

We continue to work collaboratively with our local Intermediate Unit to successfully meet behavioral and mental health needs of students. We have expanded the options available to meet behavioral and mental health needs by working with our IU to tap into resources and expertise in these areas. We will continue to provide the programs, services and placements, as needed to meet student needs while expanding services to other areas should needs arise in the future.

### *Strengths and Highlights*

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

Stroudsburg's Special Education services and programs are comprised of numerous strengths and highlights as described below.

Beginning with the District's Central Administration team, the support of our Superintendent and Assistant Superintendent for Curriculum and Instruction and our school board is on-going while continually leading to a positive movement in programming for our students with disabilities. The district's special education programs for students in kindergarten through twelfth grade are supervised by a Director of Special Education and Assistant Director of Special Education. Students with special needs benefit from assistance with programming by educational consultants. The district has two educational consultants serving students throughout grades kindergarten through twelfth. One of the educational consultants is board certified as a behavior specialist who assists with developing and implementing positive behavioral supports for students.

Another strength within our special education services is that the Special Education Department is equally represented by a Department Chairperson as all other curriculum areas are represented with department chairpersons in the district. The role of the Special Education Chairperson is to offer trainings, communicate district needs, help with budget planning, and help develop appropriate education programs for our students. The chairperson facilitates collaboration and consultation between staff members and

administration during monthly departmental meetings.

The student information system within the district, which includes the Special Education web-based component, provides staff the flexibility of accessing special education documents from any internet ready computer. In addition, the system provides for data to be tracked electronically to assist with ensuring compliance of special education services.

The District continues to maintain a School-Based Medical Access Secretary to assist with obtaining federal Medicaid funds for providing IEP health-related services to Medical Assistance special education students. The funds received are utilized to off-set the cost of special education services and assist with providing FAPE to students.

We collaborate with our local Intermediate Unit (IU) to provide classrooms and programs to service students with disabilities. District and IU staff work collaboratively to provide trainings along with direct and related services to students.

Trainings are provided during the school year through various means. Professional development days are used to train faculty and staff through the assistance of district personnel, IU trainers and outside trainers. Monthly departmental meeting times are also utilized for training opportunities. Webinars are utilized throughout the school year as a training mode. The district collaborates with the IU, neighboring districts and community agencies to provide training opportunities for parents.

Ongoing child find activities occur through publication of notices, networking with local medical, agency, and educational facilities and through direct referral processes. The district completes evaluations to determine eligibility for special education services of students who are currently receiving their education within the school district as well as for students residing within the district but being educated outside of the district.

The school district has a highly capable and dedicated professional staff of special education teachers who provide, not only direct intervention to our students with disabilities, but who also collaborate with their colleagues in regular education. The professional staff includes not only special education teachers, but also speech therapists and school psychologists.

We have a large team of paraprofessionals who provide support to students with disabilities, within the regular education and special education classrooms. The group of paraprofessionals consists of one-to-one aides and classroom aides. Additionally, the services of language facilitators are provided to students to assist with communication.

Providing opportunities for all students to be educated in the least restrictive environment both in and out of the classroom while bringing together students with disabilities with their non-disabled peers is a priority within the district. This remains a goal as we prepare students to transition to adult life. Several opportunities help lead to the link among all students in our district. 'Best Buddies' can be found within our Junior High School and High School. This club pairs students with disabilities and their non-disabled peers for activities during the school day and for after school activities. Another activity geared toward bringing together our Varsity Coaches, upper classmen Sports Club and young athletes with students with disabilities began last year as Mountie Challenge. This began as a way to provide a series of athletic events designed to take our young athletes'

abilities and their desire to compete and bridge them with all opportunities available through interscholastic sports and physical education. It has resulted in becoming an annual event received with open arms from all involved.

*Common Grounds* is our district's coffee shop that is owned, operated and managed by students with disabilities. It is housed within our High School and provides a fantastic opportunity for our students to put the skills they have learned within the classroom into action at a job site. We welcome others to begin their day by visiting *Common Grounds* and witnessing the strengths and highlights of our district first hand.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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



- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Monroe County Correctional Facility	Incarcerated	Colonial Intermediate Unit 20	1

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Scranton School for Deaf and Hard of Hearing Children	Approved Private Schools	Deaf or Hearing Impaired Support	1
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	1
Camphill Special School	Approved Private Schools	Life Skills Support	1
Colonial Academy	Other	Emotional Support, Life Skills Support, Learning Support, Autistic Support	23
Middle Smithfield Elementary School	Neighboring School Districts	Multiple Disabilities Support	2
East Stroudsburg High School South	Neighboring School Districts	Multiple Disabilities Support	2
Pleasant Valley Elementary	Neighboring School Districts	Physical Support	1
Pleasant Valley Intermediate	Neighboring School Districts	Emotional Support	1
Pocono Mountain West Junior High	Neighboring School Districts	Life Skills Support, Emotional Support	2
J. M. Hill Elementary	Neighboring School Districts	Emotional Support	5
Pleasant Valley High	Neighboring School Districts	Emotional Support	2
Easton Middle	Neighboring School Districts	Emotional Support	1
Paxinosa Elementary	Neighboring School Districts	Emotional Support	1
Liberty High	Neighboring School Districts	Deaf or Hearing Impaired Support	2
East Hills Middle	Neighboring School Districts	Deaf or Hearing Impaired Support	1
Thomas Jefferson Elementary	Neighboring School Districts	Deaf or Hearing Impaired 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
Arlington	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.25
Arlington	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	0.5
Arlington	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	3	0.25

### Program Position #2

*Operator: School District*

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hamilton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 8	12	0.25
Hamilton	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	10	0.5
Hamilton	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 8	3	0.25

### Program Position #3

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hamilton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.25
Hamilton	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	0.5
Hamilton	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Morey	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.25
Morey	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	0.5
Morey	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	12	0.25

Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 10	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	12	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 10	3	0.25

**Program Position #7***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	12	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 10	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ramsey	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.25
Ramsey	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	0.5
Ramsey	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clearview	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.25
Clearview	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	0.5
Clearview	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	3	0.25

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate	An	A building in	Itinerant	Learning	7 to 10	12	0.25

Elementary	Elementary School Building	which General Education programs are operated		Support			
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 10	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	12	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 10	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	12	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5

Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 10	3	0.25
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**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	12	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 10	3	0.25

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	3	0.25

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	3	0.25

**Program Position #17***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Middle	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	10	0.5
Middle	A Middle School Building	A building in which General	Full-Time Special Education Class	Learning Support	8 to 11	3	0.25

		Education programs are operated					
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**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	3	0.25

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25

Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education	Itinerant	Learning Support	9 to 12	3	0.25

		programs are operated					
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**Program Position #26***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 11	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	12	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	10	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	12	0.25
Middle	A Middle	A building in	Supplemental	Emotional	9 to 12	10	0.5

	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle/Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	12	0.25
Middle/Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Middle/Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	11 to 15	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

**Program Position #31***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

**Program Position #33***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	12	0.25
Junior High	A Junior High School	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	12 to 16	10	0.5



	Building	programs are operated	20%)				
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 16	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 16	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 16	3	0.25

**Program Position #39**

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.25
High	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	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 18	3	0.25

**Program Position #40**

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.25
High	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	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 18	3	0.25

**Program Position #41**

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.25
High	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	0.5
High	A Senior	A building in	Full-Time	Learning	14 to	3	0.25

	High School Building	which General Education programs are operated	Special Education Class	Support	18		
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**Program Position #42***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.25
High	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	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 18	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	12	0.25
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	15 to 19	12	0.25

		operated					
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	12	0.25
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	12	0.25
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	3	0.25

**Program Position #47***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	12	0.25
High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 21	3	0.25

**Program Position #48***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	12	0.25
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 18	3	0.25

**Program Position #49***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	12	0.25
High	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5

		operated					
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 18	3	0.25

**Program Position #50***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Morey	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 8	3	0.25
Morey	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5
Morey	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	2	0.25

**Program Position #51***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	7 to 10	5	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	10	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 10	3	0.25

**Program Position #52**

Operator: Intermediate Unit

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 10	3	0.25
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	4	0.5
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 10	2	0.25

**Program Position #53**

Operator: Intermediate Unit

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 12	3	0.25
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	4	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 12	2	0.25

**Program Position #54**

Operator: Intermediate Unit

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	9 to 12	5	0.25
Middle	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Life Skills Support	9 to 12	10	0.5

		programs are operated	20%)				
Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	9 to 12	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Physical Support	15 to 19	12	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Physical Support	15 to 19	7	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Physical Support	15 to 19	3	0.25

**Program Position #56***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	13 to 17	5	0.25
Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	10	0.5
Junior High	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 17	4	0.25

**Program Position #57***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior	A building in	Itinerant	Autistic	17 to	3	0.25



	High School Building	which General Education programs are operated		Support	21		
High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	4	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	17 to 21	2	0.25

**Program Position #58***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	17 to 21	5	0.25
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 21	3	0.25

**Program Position #59***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	12	0.25
High	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	10	0.5
High	A Senior High School Building	A building in which General Education programs are	Full-Time Special Education Class	Emotional Support	15 to 19	3	0.25

		operated					
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**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ramsey	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	32	0.5
Clearview	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	33	0.5

**Program Position #61***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Morey	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	33	0.5
Arlington	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	32	0.5

**Program Position #62***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hamilton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	33	0.5
Arlington	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	32	0.5

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

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	65	1

**Program Position #64***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	32	0.5
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	33	0.5

**Program Position #65***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	65	1

**Program Position #66***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	33	0.5
High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 20	32	0.5

## Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Wide	1
Assistant Director of Special Education	District wide	1
School Psychologist	All District Schools	6
Educational Consultant	All District Schools	2
Secretary	Special Education Office	3
Language Facilitator	High School	1
Paraprofessionals	All District Schools	70

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	15 Days
Physical Therapist	Intermediate Unit	10 Days
Hearing Support	Intermediate Unit	4 Days
Adapted Physical Education	Intermediate Unit	3 Days
Vision Support	Intermediate Unit	4 Days
Orientation and Mobility	Intermediate Unit	3 Days
Speech Therapy	Intermediate Unit	5 Days
Psychologist	Intermediate Unit	3 Days

# Needs Assessment

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## 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:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

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School Performance Profile results for SY13-14:

Arlington Elementary scored 83.8%

Clearview Elementary scored 83.9%

Hamilton Elementary scored 83.9%

B.F. Morey Elementary scored 83.8%

Intermediate Elementary School scored 80.9%

Stroudsburg Middle School scored 81.4%

Stroudsburg Junior High School scored 87.5%

Stroudsburg High School scored 88.9%

### Accomplishment #2:

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Attendance rates in each school for SY13-14:

Arlington Elementary - 96.42%

Clearview Elementary - 96.69%

Hamilton Elementary - 97.09%

B.F. Morey Elementary - 96.26%

Stroudsburg Intermediate Elementary School - 97.23%

Stroudsburg Middle School - 96.10%

Stroudsburg Junior High School - 95.78%

Stroudsburg High School - 92.49%

### **Accomplishment #3:**

Intermediate Elementary School:

\*Spring 2014 PSSA Reading scores grew .8% for all students performing advanced or proficient.

\*Spring 2014 PSSA Reading scores for Historically Underperforming Students grew 6.26%.

\*Spring 2014 PSSA Science scores for Historically Underperforming Students grew 1.73%.

In all assessed areas, the percentage of advanced students grew from the 2013 to the 2014 PSSAs. Math ~ 47%, demonstrating 3.9% growth; Reading ~ 29.35%, demonstrating 5.8% growth; Science ~ 43.68%, demonstrating 4.3% growth.

### **Accomplishment #4:**

Middle School:

\*Spring 2014 PSSA 5th grade Writing scores were 79% proficient, an increase of 9% from 2013.

Students taking the Keystone Algebra I Exam at the Middle School had a 96% Proficiency rate in 2014.

### **Accomplishment #5:**

Junior High School:

\*Spring 2014 PSSA 8th grade Reading scores were 90% proficient, an increase of 3% from 2013.

\*Spring 2014 PSSA 8th grade Writing scores were 82% proficient, an increase of 4% from 2013.

\*Spring 2014 PSSA 8th grade Science scores were 69% proficient, an increase of 3% from 2013.

Students taking the 2014 Keystone Algebra I Exam at the Junior High School were 77% proficient, an increase of 18% from 2013.

Students taking the 2014 Keystone Literature Exam at the Junior High School were 100% proficient, an increase of 1% from 2013.

Students taking the 2014 Keystone Biology Exam at the Junior High School were 97% proficient, an increase of 2% from 2013.

### **Accomplishment #6:**

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High School:

\*11th grade students scored 80.84% Proficient on the Keystone Literature Exam as reported by the 2013-2014 School Performance Profile.

\*11th grade students scored 70.31% Proficient on the Keystone Biology Exam, an increase of 17% from 2012-2013 School Performance Profile report.

## **District Concerns**

### **Concern #1:**

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Intermediate Elementary School:

\*Math scores for 4th grade decreased by 3.22% from the 2013 PSSA to 2014.

\*Reading scores for 4th grade increased .8% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

\*Science scores for 4th grade increased .03% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

Spring 2014 PSSA results revealed that 29.64% of our students are basic or below basic in 4th grade Reading.

Spring 2014 PSSA results revealed that 19% of our students are basic or below basic in 4th grade Math.

### **Concern #2:**

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Middle School:

\*Math scores for grades 5-7 decreased by 9.6% from the 2013 PSSA to 2014.

\*Reading scores for grades 5-7 decreased by 1.77% from the 2013 PSSA to 2014.

Spring PSSA results revealed that 39.8% of our students are basic or below basic in grade 5 Reading.

Spring PSSA results revealed that 32.8% of our students are basic or below basic in grade 5 Math.

Spring PSSA results revealed that 30.79% of our students are basic or below basic in grade 6 Reading.

Spring PSSA results revealed that 28.16% of our students are basic or below basic in grade 6 Math.

Spring PSSA results revealed that 23.35% of our students are basic or below basic in grade 7 Reading.

Spring PSSA results revealed that 24.94% of our students are basic or below basic in grade 7 Math.

### **Concern #3:**

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Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

### **Concern #4:**

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High School:



Algebra I Keystone Exam scores are an area of concern.

Literature and Biology Keystone Exam scores are an area of concern regarding IEP student progress. IEP student scores saw insignificant growth between 2013 and 2014.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Aligned Concerns:

Middle School:

\*Math scores for grades 5-7 decreased by 9.6% from the 2013 PSSA to 2014.

\*Reading scores for grades 5-7 decreased by 1.77% from the 2013 PSSA to 2014.

Spring PSSA results revealed that 39.8% of our students are basic or below basic in grade 5 Reading.

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Spring PSSA results revealed that 30.79% of our students are basic or below basic in grade 6 Reading.

Spring PSSA results revealed that 28.16% of our students are basic or below basic in grade 6 Math.

Spring PSSA results revealed that 23.35% of our students are basic or below basic in grade 7 Reading.

Spring PSSA results revealed that 24.94% of our students are basic or below basic in grade 7 Math.

Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

High School:

Algebra I Keystone Exam scores are an area of concern.

Literature and Biology Keystone Exam scores are an area of concern regarding IEP student progress. IEP student scores saw insignificant growth between 2013 and 2014.

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

**Aligned Concerns:**

Intermediate Elementary School:

\*Math scores for 4th grade decreased by 3.22% from the 2013 PSSA to 2014.

\*Reading scores for 4th grade increased .8% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

\*Science scores for 4th grade increased .03% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

Spring 2014 PSSA results revealed that 29.64% of our students are basic or below basic in 4th grade Reading.

Spring 2014 PSSA results revealed that 19% of our students are basic or below basic in 4th grade Math.

Middle School:

\*Math scores for grades 5-7 decreased by 9.6% from the 2013 PSSA to 2014.

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Spring PSSA results revealed that 24.94% of our students are basic or below basic in grade 7 Math.

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Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

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High School:

Algebra I Keystone Exam scores are an area of concern.

Literature and Biology Keystone Exam scores are an area of concern regarding IEP student progress. IEP student scores saw insignificant growth between 2013 and 2014.

**Systemic Challenge #3** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Intermediate Elementary School:

\*Math scores for 4th grade decreased by 3.22% from the 2013 PSSA to 2014.

\*Reading scores for 4th grade increased .8% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

\*Science scores for 4th grade increased .03% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

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Junior High School:

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Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

High School:

Algebra I Keystone Exam scores are an area of concern.

Literature and Biology Keystone Exam scores are an area of concern regarding IEP student progress. IEP student scores saw insignificant growth between 2013 and 2014.

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

**Aligned Concerns:**

Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

High School:

Algebra I Keystone Exam scores are an area of concern.

Literature and Biology Keystone Exam scores are an area of concern regarding IEP student progress. IEP student scores saw insignificant growth between 2013 and 2014.

**Systemic Challenge #5** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

Intermediate Elementary School:

\*Math scores for 4th grade decreased by 3.22% from the 2013 PSSA to 2014.

\*Reading scores for 4th grade increased .8% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

\*Science scores for 4th grade increased .03% from the 2013 PSSA to 2014, greater increases must occur to close the achievement gap in 6 years.

Spring 2014 PSSA results revealed that 29.64% of our students are basic or below basic in 4th grade Reading.

Spring 2014 PSSA results revealed that 19% of our students are basic or below basic in 4th grade Math.

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Spring PSSA results revealed that 28.16% of our students are basic or below basic in grade 6 Math.

Spring PSSA results revealed that 23.35% of our students are basic or below basic in grade 7 Reading.

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Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

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High School:

Algebra I Keystone Exam scores are an area of concern.

Literature and Biology Keystone Exam scores are an area of concern regarding IEP student progress. IEP student scores saw insignificant growth between 2013 and 2014.

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

**Aligned Concerns:**

Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.

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

**Aligned Concerns:**

Junior High School:

\*Math scores for 8th grade decreased by 2% from the 2013 PSSA to 80% in 2014.

Spring 2014 PSSA results revealed that 10% of our students are basic or below basic in 8th grade Reading.

Spring 2014 PSSA results revealed that 20% of our students are basic or below basic in 8th grade Math.

Spring 2014 PSSA results revealed that 18% of our students are basic or below basic in 8th grade Writing.

Spring 2014 PSSA results revealed that 31% of our students are basic or below basic in 8th grade Science.



# District Level Plan

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## Action Plans

**Goal #1:** 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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: Educator Effectiveness Ratings, PVAAS data, and School Performance Profile reporting information

Specific Targets: Teacher observation form following the educator effectiveness rating tool. Continued development and growth based on the School Performance Profile measures. Continued Professional Development surveys to assess professional development need.

### Strategies:

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes,

supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

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

**SAS Alignment:** Instruction, Materials & Resources

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

### *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

### *Monthly departmental meetings to review pacing relative to PA Core Standards*

**Description:**

Ongoing curricular review and revision that establishes a scope and sequence aligned to PA Core Standards.

**SAS Alignment:** Standards, Assessment, Curriculum Framework

*Technology Integrators***Description:**

Technology Integrators are responsible for student-centered project-based learning at the K-12 levels. One Technology Integrator is located in each school building within the district. The primary role of the Technology Integrator is technology outreach to enhance STEM education and professional development on technology resources.

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

***Implementation Steps:****Reading Apprenticeship***Description:**

Our implementation of Reading Apprenticeship began in 2009 with participation in the West Ed project. Our involvement will continue with our Middle School sending three teachers to be trained in the summer of 2015. We have trained 15 teachers grades 9 to 11 in English, Science and History/Social Studies. All teachers are still actively involved in the project. Teachers collaborate to establish uniform instructional practices.

**Start Date:** 7/25/2011    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Reading Across the Curriculum

- Monthly departmental meetings to review pacing relative to PA Core Standards

### *Elementary Technology Integration*

**Description:**

Develop year round technology integration professional development sessions focused on instructional technology and web applications. Development of content area resources and technology tools to enhance student achievement and build a professional learning community within the elementary school buildings.

**Start Date:** 4/9/2014    **End Date:** 6/10/2016

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

### *Technology Integrators*

**Description:**

Technology Integrators are responsible for student-centered project-based learning at the K-12 levels. One Technology Integrator is located in each school building within the district. The primary role of the Technology Integrator is technology outreach to enhance STEM education and professional development on technology resources.

**Start Date:** 11/10/2014    **End Date:** 6/15/2015

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

### *On-line Professional Development Activities*

**Description:**

Professional staff and support personnel are offered Act 48 hours for Google on-line courses, PDE and SAS courses.

Google Camps: Google training designed to introduce Google tools through Google apps for education to students, faculty, staff and community.

Google Summits: Prepare participants for Google leadership roles within the district. Participants present materials on implementation procedures for Google tools utilized in the classroom. On-line professional development activities will be provided to continue leadership roles within the district as the use of technology in the classroom increases.

**Start Date:** 3/3/2014      **End Date:** 6/15/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

### *Guided Reading*

**Description:**

K-4 teachers were retrained in Guided Reading to reestablish skills and grouping procedures. Continued meetings with K-2 teachers to ensure unified assessment practices and instructional procedures will occur throughout the 2014-2015 school year. Teachers will also be trained in non-fiction text instruction utilizing Guided Reading techniques. Grade level focus groups have been established and will help to determine the need for the further professional development in instructional practices such as Close Reading.

**Start Date:** 9/1/2014      **End Date:** 6/15/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Monthly departmental meetings to review pacing relative to PA Core Standards

*Common/Quarterly Assessments***Description:**

Teachers are working within departments to develop common/quarterly assessments that are aligned with PA Core Standards. Each content area will address specified concepts and competencies within each marking period. Student mastery levels and remediation needs are currently the topics of discussion within departments. The development of quarterly assessments will continue.

**Start Date:** 9/2/2013    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Monthly departmental meetings to review pacing relative to PA Core Standards

*Data Analysis Meetings***Description:**

Monthly departmental meetings and departmental time will be spent analyzing data collected regarding: formative assessments, CDT results, Keystone results, student focus group input and student attendance.

**Start Date:** 9/2/2014    **End Date:** 6/15/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Monthly departmental meetings to review pacing relative to PA Core Standards

*Standards Aligned System Training*

**Description:**

Teachers will be trained in all aspects of the Standards Aligned System. Training began with an overview of the website and educational components. Teachers will be provided with information about Act 48 opportunities and SAS courses. Professional development activities will be provided during staff development time to encourage standards integration.

**Start Date:** 9/3/2014    **End Date:** 6/13/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Technology Integrators

**Goal #2:** 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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Interim

Data Source: PVAAS, PSSA, CDT, CBE's

Specific Targets: Continued growth on all assessments.

**Strategies:***Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

*Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

*Technology Infrastructure Enhancement/Technology Access and Training Increase*



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

**SAS Alignment:** Instruction, Materials & Resources

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )  
Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

### *Data analysis of student performance to identify areas of concern in relation to PA Core Standards*

**Description:**

Ongoing curricular review and revision that establishes a scope and sequence aligned to PA Core Standards. Monitor student performance (data analysis) through uniform formative assessments to track student

progress. Ongoing departmental review of curriculum to ensure uniform pacing.

**SAS Alignment:** Standards, Assessment, Curriculum Framework

### *Technology Integrators*

**Description:**

Technology Integrators are responsible for student-centered project-based learning at the K-12 levels. One Technology Integrator is located in each school building within the district. The primary role of the Technology Integrator is technology outreach to enhance STEM education and professional development on technology resources.

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

### *Implementation Steps:*

#### *Guided Reading*

**Description:**

K-4 teachers were retrained in Guided Reading to reestablish skills and grouping procedures. Continued meetings with K-2 teachers to ensure unified assessment practices and instructional procedures will occur throughout the 2014-2015 school year. Teachers will also be trained in non-fiction text instruction utilizing Guided Reading techniques. Grade level focus groups have been established and will help to determine the need for the further professional development in instructional practices such as Close Reading.

**Start Date:** 9/1/2014      **End Date:** 6/15/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

- Data analysis of student performance to identify areas of concern in relation to PA Core Standards

### *Blended Learning Course Development*

#### **Description:**

Blended Learning course components are being established within this school year. An on-line course development template has been constructed, one course will be completed for the start of the 2015-2016 school year in Algebra I. Blended course development will continue.

**Start Date:** 12/2/2014    **End Date:** 6/16/2018

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

#### **Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Technology Integrators

### *Secondary Technology Integration*

#### **Description:**

A BYOD policy is in effect for the Junior and Senior High Schools; development will continue as infrastructure moves to wireless status for the 2015-2016 school year. Chromebooks have been introduced in the Junior and Senior High Schools to encourage the development of instructional practices that support technology integration. Math, Science and Language Arts teachers have begun training on the use of technology in the content areas. Tech Integrators will provide professional development activities through a train-the-trainer model.

**Start Date:** 2/3/2014    **End Date:** 6/15/2016

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

#### **Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

### *ELA Differentiated Instruction Training*

#### **Description:**

1. Teachers will receive training in the ELA Standards.
2. Teachers will receive professional development in effective guided reading practices.
3. Teachers will receive professional development training in the Writing Rubric and how to differentiate for their learners.

**Start Date:** 6/18/2013    **End Date:** 6/30/2015

**Program Area(s):** Professional Education

#### **Supported Strategies:**

- Substantial Professional Development
- Data analysis of student performance to identify areas of concern in relation to PA Core Standards
- Technology Integrators

### *E-labs and Virtual Missions*

#### **Description:**

E-labs and Virtual Missions are utilized to enhance science and math curriculums for students in grades 3-7. Students participate in inquiry based lessons in a synchronos environment with a STEM specialist.

**Start Date:** 9/9/2013    **End Date:** 6/15/2018

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

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

## *Common/Quarterly Assessments*

### **Description:**

Teachers are working within departments to develop common/quarterly assessments that are aligned with PA Core Standards. Each content area will address specified concepts and competencies within each marking period. Student mastery levels and remediation needs are currently the topics of discussion within departments. The development of quarterly assessments will continue.

**Start Date:** 9/2/2013    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Curriculum Mapping
- Data analysis of student performance to identify areas of concern in relation to PA Core Standards

## *Reading NCLB #1*

### **Description:**

Staff members will be provided with trainings in the area of reading that focus on progress monitoring of students and instructional practices. The district will maintain records of who is trained and training dates.

**Start Date:** 9/8/2014    **End Date:** 6/30/2017

**Program Area(s):** Special Education

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Data analysis of student performance to identify areas of concern in relation to PA Core Standards

### *Reading Apprenticeship*

#### **Description:**

Our implementation of Reading Apprenticeship began in 2009 with participation in the West Ed project. Our involvement will continue with our Middle School sending three teachers to be trained in the summer of 2015. We have trained 15 teachers grades 9 to 11 in English, Science and History/Social Studies. All teachers are still actively involved in the project. Teachers collaborate to establish uniform instructional practices.

**Start Date:** 7/25/2011    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

#### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Data analysis of student performance to identify areas of concern in relation to PA Core Standards

### *Standards Checklist*

#### **Description:**

PA Core Standards Checklists have been developed for math and ELA grades K-8. Grade level professional development activities correlate instruction with eligible content. Completion of the checklists provide

pacing guide information, resource needs and instructional gaps and progressions regarding PA Core Standards.

**Start Date:** 3/3/2014    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Curriculum Mapping
- Data analysis of student performance to identify areas of concern in relation to PA Core Standards

**Goal #3:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

**Indicators of Effectiveness:**

Type: Interim

Data Source: CDT, Benchmark assessments, progress monitoring, graduation rates

Specific Targets: Student progress on standardized assessments. Improve graduation rates for historically under-performing populations.

## **Strategies:**

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

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

**SAS Alignment:** Instruction, Materials & Resources

### *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

### *After School Programs*

**Description:** WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/afterschool\\_050608.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) )  
A Summary of Formal Evaluations of Afterschool Programs' Impact on



Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.  
(Source:<http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx> )

**SAS Alignment:** Safe and Supportive Schools

### *Character and Social Skill Building Programs*

**Description:** WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf) )

**SAS Alignment:** Safe and Supportive Schools

### *Online Learning Opportunities*

**Description:** On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

**SAS Alignment:** Instruction, Materials & Resources

### *Interventions that Focus on Student Attendance*

**Description:**

Track attendance of students at risk; guidance, teacher and administrative referrals for excessive absenteeism. Conference with parents to establish clear expectations for attendance and school success to eliminate barriers of attendance. Follow state guidelines and laws regarding compulsory school attendance. Referrals to SAP (Student Assistance Program) team for excessive absenteeism and other considerations that may be impacting student attendance.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

### *Technology Integrators*

**Description:**

Technology Integrators are responsible for student-centered project-based learning at the K-12 levels. One Technology Integrator is located in each school building within the district. The primary role of the Technology Integrator is technology outreach to enhance STEM education and professional development on technology resources.

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

***Implementation Steps:******Blended Learning Course Development*****Description:**

Blended Learning course components are being established within this school year. An on-line course development template has been constructed, one course will be completed for the start of the 2015-2016 school year in Algebra I. Blended course development will continue.

**Start Date:** 12/2/2014    **End Date:** 6/16/2018

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

**Supported Strategies:**

- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

***E-labs and Virtual Missions*****Description:**

E-labs and Virtual Missions are utilized to enhance science and math curriculums for students in grades 3-7. Students participate in inquiry based lessons in a synchronos environment with a STEM specialist.

**Start Date:** 9/9/2013    **End Date:** 6/15/2018

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

**Supported Strategies:**

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

*Behavior Support*

**Description:**

Functional Behavior Assessment, Positive Behavior Support Plan, Deescalation and Restraint training will be provided to staff. The district will maintain records of who is trained and training dates.

**Start Date:** 9/8/2014      **End Date:** 6/30/2017

**Program Area(s):** Special Education

**Supported Strategies:**

- Character and Social Skill Building Programs

*Transition*

**Description:**

Teachers will be provided with training in the area of transition planning for students. The district will maintain records of who is trained and training dates.

**Start Date:** 9/8/2014      **End Date:** 6/30/2017

**Program Area(s):** Special Education

**Supported Strategies:**

- Character and Social Skill Building Programs
- Substantial Professional Development

## *Standards Aligned System Training*

### **Description:**

Teachers will be trained in all aspects of the Standards Aligned System. Training began with an overview of the website and educational components. Teachers will be provided with information about Act 48 opportunities and SAS courses. Professional development activities will be provided during staff development time to encourage standards integration.

**Start Date:** 9/3/2014    **End Date:** 6/13/2018

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Character and Social Skill Building Programs
- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

## *Peer Tutoring*

### **Description:**

Peer Tutors are assigned to every period within the school day. Students in need of tutoring services sign up on-line or in the school library. Peer tutors service numerous schools within the district; student tutors serve as mentors to younger students within the district. Peer tutors must be accepted into the program and participate in peer tutoring training.

**Start Date:** 12/14/2011    **End Date:** 6/15/2018

**Program Area(s):** Student Services

### **Supported Strategies:**

- Character and Social Skill Building Programs

## *Truancy Elimination Taskforce*

**Description:**

The Truancy Elimination Taskforce is a county wide committee that assists with truancy issues. Truancy Elimination Plans are developed for students who are exhibiting attendance issues. All district schools participate in this truancy prevention program.

**Start Date:** 12/5/2011    **End Date:** 6/15/2018

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

**Supported Strategies:**

- Character and Social Skill Building Programs
- Online Learning Opportunities
- Interventions that Focus on Student Attendance

*After School and Summer Programs***Description:**

After School and/or summer programs are offered at the Elementary, Intermediate, Middle, JHS and HS levels for students. Summer programs include school readiness for Pre-K students at the Elementary level; students exhibiting academic difficulty in reading and math are offered after school and summer programs at the Intermediate and MS levels. After school and summer school programs are offered at the JHS and HS levels for students in need of remediation or course recovery. Investigation into the development of a summer program for students grades K-2 is in process at this time.

**Start Date:** 12/5/2011    **End Date:** 6/10/2016

**Program Area(s):** Student Services

**Supported Strategies:**

- After School Programs

*Parent Workshops***Description:**

Workshops will be offered to parents on various academic topics, including but not limited to, reading strategies, differentiated math topics, college/career readiness and Title I services and supports.

**Start Date:** 9/7/2015    **End Date:** 6/15/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Interventions that Focus on Student Attendance

### *Reading Apprenticeship*

**Description:**

Our implementation of Reading Apprenticeship began in 2009 with participation in the West Ed project. Our involvement will continue with our Middle School sending three teachers to be trained in the summer of 2015. We have trained 15 teachers grades 9 to 11 in English, Science and History/Social Studies. All teachers are still actively involved in the project. Teachers collaborate to establish uniform instructional practices.

**Start Date:** 7/25/2011    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Reading Across the Curriculum

### *Online Learning Investigation*

**Description:**

Online learning models and blended learning opportunities will be investigated in the areas of flipped instruction, credit recovery, supplemental course offerings, flexible scheduling and online learning management systems. This investigation will lead to the development of a district timeline for asynchronous learning.

**Start Date:** 1/5/2015    **End Date:** 6/10/2016

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

**Supported Strategies:**

- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Integrators

### *Strategic Use of Interventions*

**Description:**

Review of intervention process to ensure students in need receive appropriate services. Develop universal screeners in order to collect data to determine intervention success.

**Start Date:** 1/14/2015    **End Date:** 9/10/2015

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

**Supported Strategies:**

- Substantial Professional Development
- Interventions that Focus on Student Attendance

**Goal #4:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA, Keystones, PVAAS Data, School Performance Profile

Specific Targets: Improve achievement for all students.

**Strategies:***Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

*Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

*Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;



Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Data Analysis of Student Performance to Identify Areas of Concern in Relation to Pa Core Standards*

**Description:**

Ongoing curricular review and revision that establishes a scope and sequence aligned to PA Core Standards. Monitor student performance (data analysis) through uniform formative assessments to track student progress. Ongoing departmental review of curriculum to ensure uniform pacing.

**SAS Alignment:** Standards, Assessment, Curriculum Framework

### ***Implementation Steps:***

#### *ELA Differentiated Instruction Training*

**Description:**

1. Teachers will receive training in the ELA Standards.
2. Teachers will receive professional development in effective guided reading practices.
3. Teachers will receive professional development training in the Writing Rubric and how to differentiate for their learners.

**Start Date:** 6/18/2013      **End Date:** 6/30/2015

**Program Area(s):** Professional Education

**Supported Strategies:**

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

## *Paraprofessional*

### **Description:**

Paraprofessionals will be provided with trainings related to various topics determined by their assignments and those students they are assisting throughout the school day. The district will maintain records of who is trained and training dates.

**Start Date:** 9/8/2014    **End Date:** 6/30/2017

**Program Area(s):** Special Education

### **Supported Strategies:**

- Data Analysis of Student Performance to Identify Areas of Concern in Relation to Pa Core Standards

## *Guided Reading*

### **Description:**

K-4 teachers were retrained in Guided Reading to reestablish skills and grouping procedures. Continued meetings with K-2 teachers to ensure unified assessment practices and instructional procedures will occur throughout the 2014-2015 school year. Teachers will also be trained in non-fiction text instruction utilizing Guided Reading techniques. Grade level focus groups have been established and will help to determine the need for the further professional development in instructional practices such as Close Reading.

**Start Date:** 9/1/2014    **End Date:** 6/15/2017

**Program Area(s):** Professional Education

### **Supported Strategies:**

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

- Differentiating Instruction

### *Common/Quarterly Assessments*

**Description:**

Teachers are working within departments to develop common/quarterly assessments that are aligned with PA Core Standards. Each content area will address specified concepts and competencies within each marking period. Student mastery levels and remediation needs are currently the topics of discussion within departments. The development of quarterly assessments will continue.

**Start Date:** 9/2/2013    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction

### *Data Analysis Meetings*

**Description:**

Monthly departmental meetings and departmental time will be spent analyzing data collected regarding: formative assessments, CDT results, Keystone results, student focus group input and student attendance.

**Start Date:** 9/2/2014    **End Date:** 6/15/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction

### *Standards Aligned System Training*

**Description:**

Teachers will be trained in all aspects of the Standards Aligned System. Training began with an overview of the website and educational components. Teachers will be provided with information about Act 48 opportunities and SAS courses. Professional development activities will be provided during staff development time to encourage standards integration.

**Start Date:** 9/3/2014    **End Date:** 6/13/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction

### *Standards Checklist*

**Description:**

PA Core Standards Checklists have been developed for math and ELA grades K-8. Grade level professional development activities correlate instruction with eligible content. Completion of the checklists provide pacing guide information, resource needs and instructional gaps and progressions regarding PA Core Standards.

**Start Date:** 3/3/2014    **End Date:** 6/15/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction

### *Elementary Career Standards*

**Description:**

Investigate and develop Career Exploration plan for K-4 implementation.

**Start Date:** 9/7/2015    **End Date:** 6/10/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

### *K-4 Reading Program Review*

**Description:**

Currently, the K-4 Reading Program is in review to determine standard alignment and effectiveness. Data reviews are taking place, comprehensive program information and supplemental resources are under review in order to determine how to best fit student need.

**Start Date:** 9/8/2014    **End Date:** 6/10/2016

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

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

