

Hazleton Area SD

District Level Plan

07/01/2013 - 06/30/2016

District Profile

Demographics

1515 W 23rd St
Hazle Twp, PA 18202-1647
(570) 459-3111
Superintendent: Francis Antonelli

Planning Process

The District Comprehensive Planning Team will meet at the school district administration building periodically throughout the 2011-2012 and 2012-2013 school years on scheduled dates until completion of the plan. The team will consist of various stakeholders (i.e. central office administrators and supervisors, building level administrators, Luzerne Intermediate Unit representatives, teachers from each of the school buildings, school counselors, students, and community members, including business partners, parents, and school board members). Roles and responsibilities have been determined and assigned to team members to address the specific, relevant components of the plan. The plan has been for public review 28 days prior to school board approval with hard copies available in the Administration Building and via the district's website. Any suggestions from the public have been considered and revisions have been made when deemed appropriate. Upon school board approval, the plan has been submitted to the Department of Education for review and approval.

Mission Statement

The mission of the Hazleton Area School District is to provide a challenging and enriching education where all students achieve high academic standards in an inclusive environment, which will allow them to become informed, responsible, and productive citizens.

Vision Statement

The Hazleton Area School District is committed to providing a safe, welcoming environment where each student is provided with a high-quality, 21st century education through a rigorous curriculum that fosters lifelong learning and enables students to succeed in a diverse, interdependent, and evolving world.

Shared Values

1. We believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community.
2. We believe that diversity is a strength that helps our students and staff embrace cultural differences, develop tolerance for differing viewpoints, and respect the differences that make each person unique.
3. We believe that educators, parents, students, and community members should work together to make school a place where students feel both physically and emotionally safe so that they will focus on learning.
4. We believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners.
5. We believe that schools are pathways for learning where students are challenged to reach their potential.
6. We believe that education should teach students how to think, not what to think.
7. We believe that school should be a place where students are guided in becoming both socially responsible and service oriented in order to become productive members of the community.
8. We believe that by making choices, transferring knowledge, and applying what students have learned, they must take an active role in their learning.
9. We believe that teaching students to use technology effectively as a tool for educational purposes, such as conducting research, sharing ideas, and working with others is essential in preparing students to be college and career ready.

Educational Community

The Hazleton Area School District serves from a cross representation of urban, rural, and suburban communities. The school district encompasses 16 municipalities. Most of the district is located in Luzerne County; however, portions of the 255 square mile radius include Carbon and Schuylkill Counties. Located in northeastern Pennsylvania, the district is intersected by Interstates 80 and 81. Due to the proximity of the interstates and easy access to the Pennsylvania Turnpike, the area taps into a civilian labor force of nearly 450,000. Four industrial parks: Humboldt Industrial Park, Valmont Industrial Park, McAdoo Industrial Park, and the CAN DO Corporate Center provide employment opportunities for skilled labor.

The Hazleton Area School District includes 12 schools buildings. The organizational structure includes two (2) early learning centers, six (6) K-8 elementary/middle schools, one (1) 3-8 elementary/middle school, one (1) K-2 elementary school, one high school. The high school is a campus with three (3) buildings that include a Ninth Grade Center, the Hazleton Area High School housing grades 10-12, and the Hazleton

Area Career Center, the district's own Career and Technical Center. The Hazleton Area School serves as the MAWA for the Luzerne/Wyoming counties early intervention programs.

The student population has grown in diversity. In 2011-2012 the district's population is approximately 10,409 with a minority population of 4,051(39%). The economic disadvantaged student population is 47.7 %; English Language Learners are approximately 10% of the student population. There are nineteen languages spoken in our schools. Spanish accounts for the largest percentage of the nineteen languages. The special education population is approximately 12%. Clearly, increases in population, poverty, and diversity have occurred.

The district employs 1,200 people of which 724 are teachers and 120 are paraprofessionals.

The school budget for the 2011-2012 is approximately \$120 million. The school budget incorporates instructional programs, research based interventions, professional development, expansion projects, athletic and extra-curriculum activities, and technology development.

Planning Committee

Name	Role
Bob Barletta	Intermediate Unit Staff Member
Laura Barletta	Secondary School Teacher - Regular Education
Don Bayzick	Administrator
Kathleen Bet	Middle School Teacher - Regular Education
Ryan Boris	Secondary School Teacher - Regular Education
Ken Briggs	Ed Specialist - Instructional Technology
JoAnn Buglio	ESL Program Specialist
Carla Cain	Elementary School Teacher - Regular Education
Randi Chapin	Elementary School Teacher - Special Education
Joseph Clark	Business Representative
Jeanne Conahan	Administrator
Ann Conflitti	Secondary School Teacher - Regular Education
Anya D'Amato	Student
Brian Earley	Board Member
Patricia Galloway	ESL Program Specialist
Lori Herman	Administrator
Jim Hudock	Middle School Teacher - Regular Education
Brian Jacobs	Secondary School Teacher - Regular Education
Chris Lake	Administrator
Dr. Edward Lyba	Community Representative
Dr. John Maddon	Community Representative

Mary Malone	Parent
Donna Palermo	Business Representative
Olga Papa	Ed Specialist - School Counselor
Dominic Pino	Ed Specialist - Instructional Technology
Michele Planutis	Ed Specialist - School Counselor
Jill Rodgers	Ed Specialist - School Counselor
Keith Schifano	Middle School Teacher - Regular Education
Megan Taylor	Ed Specialist - School Counselor
Julia Teter	ESL Program Specialist
Jason Turri	Secondary School Teacher - Regular Education
Robert Wallace	Board Member
Frank Walton	Administrator
Renee Wetterau	Elementary School Teacher - Regular Education
Deb Yanuzzi	Administrator
Dominick Yanuzzi	Parent
Lynn Ziller	Intermediate Unit Staff Member

Core Foundations

Standards

Mapping and Alignment

Elementary Education – Primary Level

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

English Language Proficiency	Non Existent	Accomplished
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

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

While the Hazleton Area School District has developed a working curriculum at each level (elementary, middle, and high school), curriculum mapping has not been documented. Departments, grade levels, and transitional years have not been able to identify gaps in the vertical and horizontal alignment of subject areas and courses, nor have all teachers been assured to follow a similar timeline. Pacing charts for reading and math have been aligned to PSSA at the elementary level; however, such charts are not aligned to PA Common Core Standards. The working curricula are somewhat aligned to the PA State Standards in that what has been taught is associated with a PA Academic Standard. However, assurance that all PA Academic Standards are planned, taught, and assessed at each appropriate grade level has not been finalized. Additionally, the working curricula are not necessarily aligned to the Curriculum Framework of the Standards Aligned System.

Elementary Education – Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Needs Improvement
Civics and Government	Non Existent	Needs Improvement
Economics	Non Existent	Needs Improvement
English Language Arts	Non Existent	Needs Improvement
Environment and Ecology	Non Existent	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Needs Improvement
Health, Safety and Physical Education	Non Existent	Needs Improvement
History	Non Existent	Needs Improvement
Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Needs Improvement
Mathematics	Non Existent	Needs

		Improvement
Science and Technology	Non Existent	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Needs Improvement
Alternate Academic Content Standards for Reading	Non Existent	Needs Improvement
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Accomplished
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

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

While the Hazleton Area School District has developed a working curriculum at each level (elementary, middle, and high school), curriculum mapping has not been documented. Departments, grade levels, and transitional years have not been able to identify gaps in the vertical and horizontal alignment of subject areas and courses, nor have all teachers been assured to follow a similar timeline. Pacing charts for reading and math have been aligned to PSSA at the elementary level; however, such charts are not aligned to PA Common Core Standards. The working curricula are somewhat aligned to the PA State Standards in that what has been taught is associated with a PA Academic Standard. However, assurance that all PA Academic Standards are planned, taught, and assessed at each appropriate grade level has not been finalized. Additionally, the working curricula are not necessarily aligned to the Curriculum Framework of the Standards Aligned System.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Needs Improvement
Economics	Non Existent	Needs Improvement
English Language Arts	Non Existent	Needs Improvement
Environment and Ecology	Non Existent	Needs Improvement
Family and Consumer Sciences	Non Existent	Needs Improvement
Geography	Non Existent	Needs

		Improvement
Health, Safety and Physical Education	Non Existent	Needs Improvement
History	Non Existent	Needs Improvement
Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Needs Improvement
Mathematics	Non Existent	Needs Improvement
Science and Technology	Non Existent	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Needs Improvement
Alternate Academic Content Standards for Reading	Non Existent	Needs Improvement
American School Counselor Association for Students	Non Existent	Needs Improvement
English Language Proficiency	Non Existent	Accomplished
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Needs Improvement

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

While the Hazleton Area School District has developed a working curriculum at each level (elementary, middle, and high school), curriculum mapping has not been documented. Departments, grade levels, and transitional years have not been able to identify gaps in the vertical and horizontal alignment of subject areas and courses, nor have all teachers been assured to follow a similar timeline. Pacing charts for reading and math have been aligned to PSSA at the elementary level; however, such charts are not aligned to PA Common Core Standards. The working curricula are somewhat aligned to the PA State Standards in that what has been taught is associated with a PA Academic Standard. However, assurance that all PA Academic Standards are planned, taught, and assessed at each appropriate grade level has not been finalized. Additionally, the working curricula are not necessarily aligned to the Curriculum Framework of the Standards Aligned System.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Needs

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

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

While the Hazleton Area School District has developed a working curriculum at each level (elementary, middle, and high school), curriculum mapping has not been documented. Departments, grade levels, and transitional years have not been able to identify gaps in the vertical and horizontal alignment of subject areas and courses, nor have all teachers been assured to follow a similar timeline. Pacing charts for reading and math have been aligned to PSSA at the elementary level; however, such charts are not

aligned to PA Common Core Standards. The working curricula are somewhat aligned to the PA State Standards in that what has been taught is associated with a PA Academic Standard. However, assurance that all PA Academic Standards are planned, taught, and assessed at each appropriate grade level has not been finalized. Additionally, the working curricula are not necessarily aligned to the Curriculum Framework of the Standards Aligned System.

Adaptations

Elementary Education – Primary Level

No standards have been identified for this content area.

Elementary Education – Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

The Hazleton Area School District is totally committed to adopting the rigorous PA Common Core academic standards; however, since the alignment of the PA Common Core standards is relatively recent and the HASD recently lost its curriculum director, the HASD has not yet endeavored to expand or improve them.

Curriculum

Planned Instruction

Elementary Education – Primary Level

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

interdisciplinary studies and academic standards are identified.	Improvement
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Processes used to ensure Accomplishment:

As the district’s curricula are aligned to the soon-to-be approved Pennsylvania Common Core Standards, essential questions, big ideas, learning objectives, instructional materials, activities, estimated instructional time, and assessment measures will be identified and implemented. The LEA will use the framework for literacy and math that the Luzerne Intermediate Unit has developed. As the LIU continues to develop curriculum framework for social studies and biology, we will review these frameworks, from which the LEA will develop its local curricula.

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

The current curriculum is a framework for instruction aligning content to Pennsylvania’s Academic Standards. Although lessons may address more than one academic standard, for the purpose of this framework, key academic standards are identified for specific content. The framework is intended to provide a blueprint and pacing guide for conceptual priorities and instructional choices as a constructive process connecting layers of knowledge; however, this results in a lack of consistency in curriculum and instruction at the same grade level in different schools within the district. There is a need for identification and transparency of teachers' adoption of the the various standards and objectives that drive their instruction. The alignment of curricula, instruction, and assessment within and across grade levels also needs improvement. Alignment of curricula between statutory areas needs to be addressed. The LEA is in the process of accessing and incorporating the Common Core Math and English Language Arts curriculum developed by Luzerne Intermediate Unit 18. When these and the other new curricula are established and implemented, the district plans to address the issues of identifying objectives, necessary instructional time, and procedures for measurement of student mastery through staff development.

Elementary Education – Intermediate Level

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

Processes used to ensure Accomplishment:

As the district’s curricula are aligned to the soon-to-be approved Pennsylvania Common Core Standards, essential questions, big ideas, learning objectives, instructional materials, activities, estimated instructional time, and assessment measures will be identified and implemented. The LEA will use the framework for literacy and math that the Luzerne Intermediate Unit has developed. As the LIU continues

to develop curriculum framework for social studies and biology, we will review these frameworks, from which the LEA will develop its local curricula.

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Middle Level

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

Processes used to ensure Accomplishment:

As the district's curricula are aligned to the soon-to-be approved Pennsylvania Common Core Standards, essential questions, big ideas, learning objectives, instructional materials, activities, estimated instructional time, and assessment measures will be identified and implemented. The LEA will use the framework for literacy and math that the Luzerne Intermediate Unit has developed. As the LIU continues to develop curriculum framework for social studies and biology, we will review these frameworks, from which the LEA will develop its local curricula.

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

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framework, key academic standards are identified for specific content. The framework is intended to provide a blueprint and pacing guide for conceptual priorities and instructional choices as a constructive process connecting layers of knowledge; however, this results in a lack of consistency in curriculum and instruction at the same grade level in different schools within the district. There is a need for identification and transparency of teachers' adoption of the various standards and objectives that drive their instruction. The alignment of curricula, instruction, and assessment within and across grade levels also needs improvement. Alignment of curricula between statutory areas needs to be addressed. The LEA is in the process of accessing and incorporating the Common Core Math and English Language Arts curriculum developed by Luzerne Intermediate Unit 18. When these and the other new curricula are established and implemented, the district plans to address the issues of identifying objectives, necessary instructional time, and procedures for measurement of student mastery through staff development.

High School Level

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

Processes used to ensure Accomplishment:

As the district's curricula are aligned to the soon-to-be approved Pennsylvania Common Core Standards, essential questions, big ideas, learning objectives, instructional materials, activities, estimated instructional time, and assessment measures will be identified and implemented. The LEA will use the framework for literacy and math that the Luzerne Intermediate Unit has developed. As the LIU continues to develop curriculum framework for social studies and biology, we will review these frameworks, from which the LEA will develop its local curricula.

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

The current curriculum is a framework for instruction aligning content to Pennsylvania's Academic Standards. Although lessons may address more than one academic standard, for the purpose of this framework, key academic standards are identified for specific content. The framework is intended to provide a blueprint and pacing guide for conceptual priorities and instructional choices as a constructive process connecting layers of knowledge; however, this results in a lack of consistency in curriculum and instruction at the same grade level in different schools within the district. There is a need for identification and transparency of teachers' adoption of the various standards and objectives that drive

their instruction. The alignment of curricula, instruction, and assessment within and across grade levels also needs improvement. Alignment of curricula between statutory areas needs to be addressed. The LEA is in the process of accessing and incorporating the Common Core Math and English Language Arts curriculum developed by Luzerne Intermediate Unit 18. When these and the other new curricula are established and implemented, the district plans to address the issues of identifying objectives, necessary instructional time, and procedures for measurement of student mastery through staff development.

Modifications and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum. As an LEA, we strive to provide an inclusive environment for all students.

Students who qualify for special education services are provided the individualized accommodations and modifications as outlined in the IEP. These decisions are made annually when the IEP team meets. Those students who qualify for gifted programs may choose accelerated classes as well as planned enrichment activities. All staff has been involved in professional development opportunities related to least restrictive environment, instructional strategies, and curricular modification with assistance from LIU 18.

Grade level and as well as content area meetings are held weekly to discuss areas of student need and implementation of accommodations and modifications.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Building Supervisors

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

Administrative Walkthrough observations and Learning Walks have been incorporated at each building level. All teachers are encouraged to teach using SAS and effective classroom strategies to deliver instruction on a daily basis. Lesson plan reviews by building-level administration reflect specific ways that a teacher implements the anchors in his/her classes. As previously noted, the lack of consistency with which the various standards are addressed is one of the main concerns of the administrative walkthroughs.

District administrators will continue to receive professional development on the Walkthrough protocol. They will also debrief after Walkthroughs in order to gain inter-reliability. The LEA also had participated as a pilot for the new Teacher Effectiveness Instrument. A recipient of the Race to the Top Grant, the LEA will be implemented the new Teacher Effectiveness Instrument across the district in the 2012-2013 school year. The following year, the LEA will comply to the new regulation to use the Danielson Model for all teachers. Using a differentiated supervision plan, reviewed by PDE, the LEA will allow tenured teachers to choose among self-directed, team-focused, or clinical supervision. A minimum of 25% of the staff of each building will rotate through the clinical mode every four years. Additionally, an assistant principal has been assigned to special assignment to oversee that initiatives for the district are implemented with fidelity in each of the buildings.

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

The LEA previously was part of the Penn Literacy Coaching initiative, which placed six literacy and math coaches at the high school level to instruct all teachers various instructional strategies to increase student achievement. However, the grant was exhausted and with the lack of funding, the coaches were absorbed in classroom level positions. Each department chair has been trained, enabling them to educate their teachers on a wide range of strategies. The department chairs will be used as an educational resource for all teachers. At this time, department chairs have access to evaluate and review their teachers' lesson plans, but it is not mandated. That is forthcoming at the high school level; however, due to scheduling difficulties, the department chairs are seldom able to visit the middle school staff to share their expertise.

Responsiveness to Student Needs

Elementary Education – Primary Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Structured grouping practices are used to meet student needs.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

It is advised that gifted students' instruction, as well as all instruction, is differentiated in order to best meet the needs of the students. Gifted instruction is delivered in a "pullout" fashion, whereby students are seen on a regular basis in a small group setting during their special subject

periods. To meet the needs of all our students (K-3), we have adapted a Response to Instruction and Intervention model. Students in grades K-2 use DIBELS Next for a universal screener and for progress monitoring; students in the grade three use the Scholastic Reading Inventory for a universal screener and the Scholastic Phonics Inventory for progress monitoring, in the event that the student has not benchmarked to grade level at the start of third grade. All students (1-3) use the STAR (Accelerated Math) assessment for a universal screener and progress monitoring. Based upon the appropriate screener and data, the teacher structures groups to meet individual student needs. Every day, at least forty minutes for literacy and 30 minutes for math are devoted for intervention, enrichment, and acceleration. This time is known as MILE minutes--Motivated, Inspired Learning Everyday. Teachers across classrooms and grade levels work together to re-group students so that all students receive the appropriate instruction level so that all students may show at least one year's growth. For Tier Two students, teachers deliver strategic interventions or System 44 (grade 3). For Tier Three students, additional instruction is intensified through Special Education teachers, ESL teachers, highly-qualified paraprofessionals, speech teachers, or other specialists.

Elementary Education – Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

It is advised that gifted students' instruction, as well as all instruction, is differentiated in order to best meet the needs of the students. Gifted instruction is delivered in a "pullout" fashion, whereby students are seen on a regular basis in a small group setting during their special subject periods. To meet the needs of all our students (4-6), we have adapted a Response to Instruction and Intervention model. Students in grades 4-6 use the Scholastic Reading Inventory for a universal screener and for progress monitoring, in the event that the student has not benchmarked to grade level at the start of his/her grade. All students (4-6) use the STAR (Accelerated Math) assessment for a universal screener and progress monitoring. Based upon the appropriate screener and data, the teacher structures groups to meet individual student needs. Every day, at least forty minutes for literacy and 30 minutes for math are devoted for intervention, enrichment, and acceleration. This time is known as MILE minutes--Motivated, Inspired Learning Everyday. Teachers across classrooms and grade levels work together to re-

group students so that all students receive the appropriate instruction level so that all students may show at least one year's growth. For Tier Two students, teachers deliver strategic interventions or READ 180. For Tier Three students, additional instruction is intensified through Special Education teachers, ESL teachers, highly-qualified paraprofessionals, speech teachers, or other specialists.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Given the number of students in the classes and the structure of the school day, flexible instructional time is difficult to achieve. Our middle schools are departmentalized so that students follow a strict bell schedule, similar to a secondary school. Seldom are student schedules changed due to academic reasons. The LEA does provide READ 180 to seventh and eighth grade students who struggle with reading comprehension. In some middle school buildings, System 44 is available for those students with decoding difficulties, but System 44 is not currently available for all students in all buildings. For math, students do receive differentiation through the Accelerated Math program, based upon the individual STAR data. Overall, however, most instruction and assessment is whole group for the core subject areas. It is advised that gifted students' instruction, as well as all instruction, is differentiated in order to best meet the needs of the students. Gifted instruction is delivered in a "pullout" fashion whereby students are seen on a regular basis in a small group setting during their special subject periods.

High School Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of

	district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Each of the listed instructional practices is implemented, but to what extent each classroom uses these practices is unknown. Given the number of students in the classes and the structure of the school day, flexible instructional time is difficult to achieve. The high school utilizes a block schedule model, in that students take four courses per semester. Often the electives are limited due to staffing. Many students are encouraged to take double math courses during their sophomore through junior years. The LEA has created a STEM magnet school for those students who qualify academically. These students receive instruction through hybrid learning and Blended Schools. Beginning in 2013-2014, these students will attend a separate building away from the high school campus. Currently, there are 165 students enrolled in the magnet school. As in all school levels in the Hazleton Area School District, it is advised that gifted students' instruction, as well as all instruction, is differentiated in order to best meet the needs of the students. At the high school level, gifted students are not pulled from their classes; however, they meet with their gifted instructors as the students' schedules permit (i.e. when the students are finished with their classwork early, if there is a substitute in one of their classes, etc.). At the high school level, the gifted instructors meet with the students routinely whenever there is an upcoming competition or project.

Recruitment

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

The LEA recently instituted an informational employment fair in hopes of attracting highly qualified candidates to add to its pool of available applicants. Teachers are hired based on the District hiring policy and must meet the Pennsylvania qualifications for obtaining a teacher certification. Building administrators, at the approval of the Assistant to the Superintendent, assign teachers to their position based upon their certification and strengths. However, teacher placement is not based upon the needs of students performing below proficiency or at risk.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	10.00	10.00	10.00	10.00	10.00	10.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00	70.00	70.00	70.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Physical Education	1.00	1.00	1.00	1.00	1.00	1.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Total Courses	28.00	28.00	28.00	28.00	28.00	28.00

2014 Graduation Specifics

Reading

- Local Assessments aligned with State Standards

Writing

- Local Assessments aligned with State Standards

Mathematics

- Local Assessments aligned with State Standards

2015 and beyond Graduation Requirement Specifics

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology

- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

Biology or Chemistry

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government or World History

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Local Assessments

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

Methods and Measures

Summative Assessments	EEP	EEI	ML	HS
Teacher Developed CBE	X	X	X	X
Textbook Assessment	X	X	X	X
PSSA		X	X	X
PASA	X	X	X	X
Evaluation of Portfolios of Student Work				X
Other Standardized Tests	X	X	X	X
Scientific Experiments			X	X
Works of Art	X	X	X	X
Musical, Theatrical or Dance		X	X	X
Written Work by Students	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
WIDA-ACCESS (English Proficiency Exam)	X	X	X	X
Benchmark Assessments	EEP	EEI	ML	HS
Teacher Developed CBE	X	X	X	X
Textbook Assessment	X	X	X	X
Scholastic Reading Inventory (SRI)		X	X	X
Study Island		X	X	X
DIBLES Next	X			
STAR	X	X	X	
Formative Assessments	EEP	EEI	ML	HS
Teacher developed CBE's	X	X	X	X
Textbook Assessment	X	X	X	X
Written work by students	X	X	X	X
Progress Monitoring	X	X	X	X
Evaluations of Portfolios of student work				X
Exit Tickets			X	X
Response Cards	X	X	X	
Works of Art, Musical, Theatricals or Dance	X	X	X	X
Demonstration, performances, products and projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Please Do Now /At the Bell Activity	X	X	X	X
Post Exit ELL Monitoring	X	X	X	X
Scientific Experiments		X	X	X
Diagnostic Assessments	EEP	EEI	ML	HS
GRADE	X	X		
GMADE	X	X		

Textbook Assessments	X	X	X	X
Real Great Reading	X			
QPS Quick Phonics Screener	X			
Running Records			X	
Textbook Assessment	X	X	X	X
DIBELS Next	X			
STAR	X	X	X	
Classroom Diagnostic Tool			X	X

Validation of Implemented Assessments

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

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

Teachers on all levels utilize textbook assessments which are aligned to the PA State Standards in addition to developing their own assessments. At the high school level, teachers are required to submit various assessments including all midterm and final assessments to their respective department supervisors.

Development and Validation of Local Assessments

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

Presently, the LEA does not have a process for independently and objectively validating locally administered assessment every six years. As the LEA moves to develop and implement a solid curriculum aligned to the PA Common Core Standards, assessments will be validated through curriculum review process.

Collection and Dissemination

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

The LEA accesses eMetric, PVAAS, and Success for All websites to review, analyze, and interrupt data. Each building has identified data analysis as one of its systems to be addressed through an action plan. Data teams will be established at the building, developmental level, and grade level so that teachers and administrators will be better at making data informed decisions. Professional development through the local IU has been scheduled to help these teams to collect, analyze and disseminate data. At the beginning of the school year, PSSA results are available for parents. At the elementary/middle school level the results are sent to the parents; at the high school level they are disseminated to the students. Teachers receive standardized test scores (PSSA, DIBELS Next, SRI, STAR, etc) via grade level leaders, technology, and/or department chairs. Working with the instructional coach, elementary/ middle schools are developing data walls for all students so that grade level teachers are able to view and celebrate individual student achievement. The high school data team is used to analyze high school data and disseminate it to teachers during professional development time.

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.

K-2 teachers use DIBELS Next data via grade level data teams to review individual student data. The results are used to categorize students as benchmarking, strategic, or intensive. Based on the universal screener, students are provided additional intervention in addition to their core curriculum. Likewise, teachers in grades 3-8 use Scholastic Reading Inventory to screen and progress monitor student achievement in reading comprehension. Students in grades 3-6 have additional reading instruction an average of 40 minutes per day for intervention for those below grade level, enrichment for those at grade level, and acceleration for those above grade level, all based on specific skill data for each student through the PSSA, SRI, and theme tests that align to their core reading instruction. For math, teachers use STAR data as part of the Accelerated Math program. This web-based program prints individualized practice sheets and test for students from grade one level to Calculus. The teachers then use the data to group students into appropriate teams for small group instruction. This program is available for 1-8 grade teachers. At the high school level, teachers will use the CDT data to instruct students, particularly in Keystone Exam courses. All this data is used for Child Study Teams, to identify students who may have a learning or behavioral disability. At the high school level, information from students' 8th grade PSSA math results is used to determine need for a math remediation course. And the students' 8th grade SRI data are used to determined those eligible for READ 180 in ninth through eleventh grades.

Assessment Data Uses

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

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

The LEA is moving forward in aligning data analysis and instructional strategies. Administrators and teachers are able to access the data from DIBELS Next, STAR, SRI, PSSA, PVAAS; however, they are confused as how to change their instructional practices based upon the data for individual students. Often the textbook is the main source of instruction. Teachers are beginning to utilize multi-resources and media as they move to implement the PA Common Core Standards. This is particularly true at the elementary/middle school levels. In providing interventions, teachers are triangulating data from a multiple data-base, including national, state, and local assessment. Data is reviewed and discussed during daily staff development time, co-planning periods, and strategic intervention time to identify where students need improvement. Data teams have been established at the developmental and grade levels allowing all instructors to make better data-informed decisions. All buildings are being trained on the new PVAAS system and how to use it to its full advantage.

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

One of the systems identified by the high school comprehensive planning team is System 2--Best practices in ALL classrooms. The staff and administration see that instruction does need to improve based upon the data from individual students. An action plan has been developed to address this issue. Professional development on how to incorporate data-informed instruction is needed for all teachers. Often, at the secondary level whole-group instruction dominates the chosen teaching strategy. With department chairs working with their teachers, the LEA plans to move from a traditional format of instruction to a more individualized model. Again, the Comprehensive Plan for the high school addresses this issue.

Distribution of Summative Assessment Results

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

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

The LEA utilizes its website to provide links to the PDE and AYP websites where stakeholders can obtain information necessary for help in understanding summative assessments. Staff members are available during Parent-Teacher Nights, PTA meetings, and individual parent-teacher conferences for discussion and explanation of the summative assessments. Upon receiving the PSSA results, all schools send letters to parents of students who have taken the tests notifying them of their child's results. The local newspaper routinely publishes the PSSA results of all local schools. All dates for state tests are published on the the School Calendar several months before the school year begins.

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

At the present time, Course Planning Guides and Student Handbooks do not address summative assessments. Both of the these documents are more informative of the course selection process and school board policies, rather than annual updated information. The LEA does not utilize newsletters, mass emails or phone calls due to cost and the lack of technology to which all families in the district may access.

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.

First, the LEA has opted to utilize a Schoolwide model for its Title IA funding beginning in the 2012-2013 school year. This allows the LEA to use the resources for all the students in the six Title I buildings. In the two non-Title I buildings, other federal funding has been used to give all students equal opportunity to intervention programs such as System 44 and Read 180 for literacy and Accelerated Math for math. Additionally, the LEA has adopted a Response to Instruction and Intervention model for grades K-6 for the 2012-2013. Each day students will receive an average of 40 minutes of additional reading, writing, listening, and speaking instruction as an intervention for those below grade level, enrichment activities for those at grade level and acceleration for those above grade level. System 44 will be available for students in third grade and READ 180 for students in grades 4-9 as an intervention in addition to at grade level instruction. All students in grades 1-8 will have access to Accelerated Math for individualized practice sheets and assessments so that their math skills will grow. Also, science and social studies teachers grades 3-8 have received professional development on the PA Common Core so that they may incorporate more literacy and math skills into their content related courses. This training is slated for the secondary teachers mid-January, 2013. To assist the building level administrators implement and oversee these programs, an assistant principal has been assigned to visit each building regularly to meet with data teams, teachers, and the principals so that all students across the district will receive an equitable education.

Programs, Strategies and Actions

Elementary Education – Primary Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Placement of School Resource Officers
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct

- Student, Staff and Visitor Identification Systems

Elementary Education – Intermediate Level

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

Middle Level

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

High School Level

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

Explanation of strategies not selected and how the District Plans to address their incorporation:

The LEA has implemented an anti-bullying program and curriculum created by Dr. Allan Beane at all levels. First, all employees have been required to complete a two hour training on harassment and anti-bullying. All students are required to complete a 37 lesson curriculum on anti-bullying throughout the 2012-2013 school year. This curriculum will be implemented at various times of the day and year depending on the level of the students. When possible, it will be integrated into the core curriculum for literacy and social studies. This program will contain elements of conflict resolution and dispute management. Four of the elementary/ middle schools do use a school wide positive behavior program. These four buildings have seen a great need for such a program. The other elementary/middle schools have not as of yet based upon their discipline data. At the secondary level, little research supports such a model. Clear expectations and rules are posted throughout the non-school wide positive behavior program school; however, the full curriculum and reward systems are not established. At each building on the high school campus, metal detectors have been installed and are utilized daily. Additionally, at least one security guard is present at each of the buildings, which are equipped with numerous cameras. At the high school campus, a full time SRO (State Police Trooper) is on duty. There are two SRO's that are shared among the elementary/middle schools to aid the security guards for unlawful acts. Teams of staff members from each building have been appropriately trained in safety issues and restraining procedures so that all may be safe. Copies of the district's and buildings' crisis plans are available at each building for each building's crisis team to view and implement with fidelity.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

1. Teacher or parent referral
2. Guidance Counselor administers the Kauffman Brief Intelligence test as a screener for further testing.
3. Based on results, the Gifted Written Report is completed including academic data, teacher and parent information.
4. School Psychologist administers the WSC II.
5. Based on Gifted Matrix, School Psychologist determines if student scores in the range to be considered Gifted.
6. IEP completed by the Teacher of the Gifted.
7. Parent/School meeting for the signing of the IEP.

Developmental Services

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

Explanation of developmental services:

The LEA has a guidance curriculum; however, it is not presently implemented. Due to time and staff restraints, the LEA is not able to do individual student planning. However, each building and level has a Student Assistance Program to identify students at risk of failing due to outside circumstances, such as family life, drug/alcohol use, mental health, or personal issues.

Diagnostic, Intervention and Referral Services

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

Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

While the LEA does not offer small group counseling via its own staff, services from an outside agency does provide services on campus and at community based sites.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Due to the lack of definition of "support system," the LEA is not certain if it has such a program.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EI	ML	HS
Course Planning Guides			X	X

Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education – Primary Level

- More than once a month

Elementary Education – Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

At the primary and intermediate levels, teachers themselves provide the interventions under the RTII model, particularly the literacy and math teachers. The teachers meet with specialists such as physical

therapists, speech teachers, school psychologist, and outside agencies, like Northeast Counseling, during their daily staff development time or planning periods. The LEA has a well-organized eight week process for each elementary/ middle school's Child Study Team to identify students with academic and/or behavioral issues. The team is comprised of a school administrator, the school counselor, the classroom teacher(s), and the school psychologist. Data is collected and reviewed after the first four weeks and after the eighth week to determine if the student warrants further testing. At the middle school level, the teachers meet during staff development time for CASP meetings with parents, administrators, a school psychologist, special education supervisors, outside agencies representatives, and the school counselor as to best serve the student's needs academically and behaviorally. At the secondary level a similar procedure is followed with the grade level assistant principal attending the meeting.

Community Coordination

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

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

The Hazleton Area School District operates the Early Intervention Program county wide for Luzerne/Wyoming counties. In addition, the HASD provides opportunities for Pre-K Counts with partnerships in community daycares and Head Start programs county-wide.

Many after school programs promote parent involvement involving diversity, reading programs, and parenting sessions in the early childhood centers. As students move to school age programs, tutoring and afterschool programs are provided as per building principal.

Preschool Agency Coordination

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

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

2. Address pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.
3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Hazleton Area School District is responsible for providing preschool services for students with special needs in Luzerne/Wyoming counties. The district in collaboration with the Office of Child Development and Early Learning (OCDEL) participate in the Local and State Inter-agency Coordinating Council to insure the child find and public awareness activities are provided to all families and preschools in Luzerne/Wyoming Counties. An annual agreement is available on file in the school district administration building.

The district oversees four Pre-K Counts programs within the district and supports three community preschool programs within the community. These programs have been blended into an early childhood center to promote inclusive opportunities for early intervention students.

Through the coordination between the preschool age programs and the LEA's kindergarten program, transition from one to the other is addressed on an individual basis so that the LEA can best serve the student with disabilities. He/she receives the necessary services to meet his/her needs so that he/she can be successful in the least restricted environment.

Materials and Resources

Description of Materials and Resources

Elementary Education – Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

With the recent transition to Schoolwide Title I initiative, funding is now allocated equally among all students in the Title I buildings. For the non-Title I buildings, other federal funding is used to provide equal access to all students across the district, resulting in all buildings having equitable resources and materials. All academic resources have been aligned to the academic standards; however, new 21st

Century materials, particularly technology and Internet access, are needed to implement the PA Common Core Standards at all levels.

Elementary Education – Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

With the recent transition to Schoolwide Title I initiative, funding is now allocated equally among all students in the Title I buildings. For the non-Title I buildings, other federal funding is used to provide equal access to all students across the district, resulting in all buildings having equitable resources and materials. All academic resources have been aligned to the academic standards; however, new 21st Century materials, particularly technology and Internet access, are needed to implement the PA Common Core Standards at all levels.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

With the recent transition to Schoolwide Title I initiative, funding is now allocated equally among all students in the Title I buildings. For the non-Title I buildings, other federal funding is used to provide equal access to all students across the district, resulting in all buildings having equitable resources and materials. All academic resources have been aligned to the academic standards; however, new 21st Century materials, particularly technology and Internet access, are needed to implement the PA Common Core Standards at all levels.

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

The numerous interventions that are available to students take place during regular classroom instructional time resulting in a lack of accessibility to the core curriculum. At the middle school level, there are limited resources for differentiation beyond the classroom textbook series. There are no leveled readers in the literacy program outside of the READ 180 program, which serves a limited number of students. The texts are not necessarily at reading grade level. Many of the texts are over ten years old, particularly in the math and science areas.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The science curriculum has many resources to use in the classroom and laboratory settings. The English department has numerous materials available through its texts and chapter books. The social studies curriculum allows for many resources.

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

Where the high school is weak is in the areas of technology and PA Common Core Aligned texts and supplemental materials.

SAS Incorporation

Elementary Education – Primary Level

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

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

Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

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

While the full staff has received professional development numerous times on the SAS portal, most teachers do not use the materials and resources available on SAS. The LEA has various materials and resources that the teachers use. Most use the PA standards aligned textbooks or a prescribed program such as READ 180 as the guide to their instruction. As the LEA develops a core curriculum aligned to the PA Common Core Standards, there will be links to the SAS portal so that teachers will be able to access the materials and resources on SAS easily. At the primary level, not all of the content areas are directly addressed; the focus is on reading and math. While social studies and science content areas teach literacy, they are not directly addressed.

Elementary Education - Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
Economics	Not Applicable
English Language Arts	Implemented in less than 50% of district classrooms

Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Not Applicable

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

While the full staff has received professional development numerous times on the SAS portal, most teachers do not use the materials and resources available on SAS. The LEA has various materials and resources that the teachers use. Most use the PA standards aligned textbooks or a prescribed program such as READ 180 as the guide to their instruction. As the LEA develops a core curriculum aligned to the

PA Common Core Standards, there will be links to the SAS portal so that teachers will be able to access the materials and resources on SAS easily. At the intermediate level, not all of the content areas are directly addressed; the focus is on literacy, math, and an overview of social studies and science.

Middle Level

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

Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

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

While the full staff has received professional development numerous times on the SAS portal, most teachers do not use the materials and resources available on SAS. The LEA has various materials and resources that the teachers use. Most use the PA standards aligned textbooks or a prescribed program such as READ 180 as the guide to their instruction. As the LEA develops a core curriculum aligned to the PA Common Core Standards, there will be links to the SAS portal so that teachers will be able to access the materials and resources on SAS easily.

High School Level

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

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

	district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

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

While the full staff has received professional development numerous times on the SAS portal, most teachers do not use the materials and resources available on SAS. The LEA has various materials and resources that the teachers use. Most use the PA standards aligned textbooks or a prescribed program such as READ 180 as the guide to their instruction. As the LEA develops a core curriculum aligned to the PA Common Core Standards, there will be links to the SAS portal so that teachers will be able to access the materials and resources on SAS easily.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

The LEA utilizes various forms of technology to enhance education. The supporting core (or infrastructure) consists of a wide area network (WAN), which is established over leased public fiber, linking each district building and associated networking hardware (routers, switches, and internal cabling/fiber). Each district school relies on a combination of wired and wireless technology to connect computing devices to the network. The district utilizes an IP based phone system and only makes minimal use of copper based POTS telephone lines. POTS lines are only used for dedicated emergency circuits and a few dedicated translation phones. Nearly all the district's phones are routed over the district WAN so that all calls are placed and received over a centralized fiber connection to the service provider.

Telecommunications Services:

The LEA owns a Cisco VoIP telephone system that provides centralized phone service via the district WAN. The WAN fiber is leased from two providers; one to connect district schools and building and a

second to connect the district with Luzerne Intermediate Unit (LIU). The LIU provides the district connection to PAUNET and they also host our e-mail server.

The district has contracted with an ISP to provide an 80MB internet service to the district's central hub. This service is then allocated to the various district schools over the WAN.

The district utilizes cell phones and data phones for key district personnel. The service provider was selected from state contract and service is contracted on a month-by-month basis.

Hardware:

In addition to the infrastructure hardware used to create the WAN and provide network connectivity throughout the district, several other computer servers are utilized. These servers house the district's SIS system, Food Services system, Financial system, help desk system, HVAC control system, Substitute management system, and other systems necessary for efficient district operations. Computer access is provided to students and staff primarily through the use of laptop computers and thin client devices. Other classroom technology utilized within the district consist of interactive whiteboards, projectors, student response devices (clickers), handheld computer devices, and printers.

Software:

The district utilizes several types of software to aid in the education of our students. This includes an SIS system with a parent portal to keep parents informed about their student's progress. Our curricular software consists of both local based and Web based produces and includes Dibels, Study Island, Gmade & Grade, Scholastic Read 180 & System 44, Blended Schools, among others. The 2012/2013 school year will see the introduction of a blended learning environment within the district's high school. Software systems that include standards based content will be utilized as tools by the teachers and students involved in the program.

Strengths and Weaknesses

One strength of the district's technology is the stability and robustness of the infrastructure. Every district school has wireless coverage allowing for flexibility in the movement of computers and computer carts. Another strength is the reduction in cost and the increase of throughput resulting from the centralization of internet connectivity and voice service.

On the weakness side, the major complaint of both staff and students is the inability to access certain web sites such as youtube.com. This is a result of internet filtering and district policy to block any potentially harmful sites. We do have a procedure in place that allows for the request to access and the unblocking of legitimate sites. Another area of concern is that student computers are outdated and some programs do not run smoothly due to the lack of memory and/or battery life. The LEA is replacing the staff's and administrator's computers so that the current lap tops will be used by students.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

As previously stated, the district's infrastructure is very stable and robust enough to support future growth. In order to improve education, the district is concentrating on the following areas: technology access, instructional delivery, and user support.

Technology Access:

In order to increase student access to technology, the LEA has initiated a virtual desktop implementation (VDI). This will allow the district to substitute less expensive thin client computing devices in place of new desktop and laptop computers. Additionally, the VDI will allow the continued use of older computing equipment which, while still functional, does not meet minimum software requirements. The final benefit of VDI is that technology staff can support the thin clients in a centralized manner thus reducing response time and increasing standardization.

Instructional Delivery:

The LEA is piloting a STEM magnet school program in the 2012/2013 school year. This program will have the majority of student instruction delivered in a hybrid learning environment which blends traditional instruction with online learning. This method of delivery will place many new demands on the district's technology including deploying and managing tablet style computing devices, increased internet access, additional software systems, and enhanced audio/video systems with lecture capture.

Tablet style computing devices will be distributed to magnet school students in a 1-to-1 assignment. These devices will enable students to access online courseware and electronic text books anytime and anywhere. In order to support these devices and courseware, the district's wireless network is being upgraded to support the newest standards and the core and edge switches at the district's high school are scheduled to be upgraded during the 2012/2013 school year. The WAN bandwidth is also being upgraded from 1GB to 10GB. This will allow the support of increased internet and network use.

Two new buildings were recently purchased. One building will house the new magnet high school and is scheduled to be completed for the start of the 2013/2014 school year. The second building will be a K-8 school and is scheduled to be completed for the start of the 2014/2015 school year. Both of these buildings will be equipped with the latest in wireless technology along with the building infrastructure required for its support. Telecommunication and internet services will be provided through the district's centralized system. The magnet school will also see the integration of A/V and lecture capture devices into the building's network.

User Support:

The VDI project, discussed above, is partially aimed at increasing the supportability of computing devices and users. A second area to address support is the implementation of a district help desk and help desk system. This system allows staff to initiate support calls via phone, e-mail, or the web. These requests are then routed to the proper technician as to be addressed in the most timely and efficient manner.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EI	ML	HS
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X			
Instructs the leader in managing resources for effective results.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X			
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.				

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

Professional development has been content area specific for each department. There have been overviews of SAS, formative assessment, and writing across the curriculum. Teachers have been trained in the Penn Literacy Initiative. Often specific departments such as ESL and Special Education have worked independently for professional development for its own teachers. Administrators have received direct professional development in analyzing data for DIBELS Next with the K-2 teachers.

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

Professional development has lacked a clear focus over the past years. At times it was district wide and other times building centered. There has been little follow through from one initiative to another. Much professional development has been current with topics such as differentiated instruction, standards aligned system, and data collection. However, there has not been a unifying thread throughout the professional development plan. Currently, the LEA has developed a three year plan focused on the following topics identified by the building level comprehensive plans: Best practices (differentiated

instruction and literacy across the curriculum), an RTII model, and data collection, data, and interpretation to improve student achievement. For our administrators, professional development is planned for PA Common Core Standards, the new Educators' Effectiveness Instruments, in addition to the professional development for the teachers, counselors, and other specialists.

Strategies Ensuring Fidelity

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- District level has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are developed that support implementation of strategies identified in the District Level Plan.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The LEA's three year professional development plan has been developed based upon the needs assessments from each building's comprehensive plans. The school comprehensive planning committees analyzed student achievement data to identify the areas most in need of improvement. From these areas, the central office administrators, working with the local intermediate unit, developed a three year plan to focus on best practices, PA Common Core Standards, RTII, and data analysis. Each action plan for the District Level Plan includes professional development elements to address the teachers' and administrators' needs. Each professional development session is evaluated by the participants with a Likert Scale and open ended questions.

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

Often building administrators are scheduled for professional development different than that of the teachers. They are invited to attend the teachers' professional development, but they have attend to other building or district needs. Until recently, there has not been a clear follow through from one professional development training to another so that teachers are held accountable to implement the

initiative. The LEA's three year professional development addresses this so that there is continuity. With our newly formed data teams, we will use student data to determine educators' learning priorities.

Induction Program

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

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

The LEA's Induction Program was designed to offer support and information to all newly hired teachers in their first year of employment with the district. The topics covered have been selected that will provide the teachers with the information that is necessary to ensure their success in the classroom. In order to perform their jobs effectively, inductees must be familiar with the Standards Aligned System, school-wide and district-wide initiatives, practices, and procedures.

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

The LEA's Induction Program addresses the all of the strategies listed.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Review of inductee lesson plans.
- Standardized student assessment data other than the PSSA.
- Student PSSA data.

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

The topics addressed in the District's Induction Program have been selected in order to best prepare the inductees for their initiation into the classroom. While inductees are involved in their initial teaching experiences, they are formally evaluated biannually as per PDE requirements in addition to periodic walkthrough observations.

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

Currently the LEA does not utilize a survey of its inductees; in the future, it will incorporate a formal survey to better address the needs of the inductees. Information obtained from previous inductees will also be included. Current inductees will be required to submit evidence of utilization of the addressed topics. There will also be an increased emphasis on the Standards Aligned System and research-based instructional models.

Mentor Characteristics

- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- The selection of mentors is the responsibility of the building principals.

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

Currently, there is no policy pertaining to selection of mentors, resulting in no consistent process for their selection.

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

The LEA understands the need for mentors to obtain similar certifications and assignments as their mentees. The building administrators are responsible for appropriately placing inductees with similarly certificated mentors. Whenever possible, the LEA will train potential mentors in all areas that will benefit the newly appointed-teachers.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Assistant to the Superintendent monitors the Induction program by selecting the topics and the speakers of the training sessions. He also oversees the inductees' progress through the program by way of the Teacher Induction Program Checklist which records the inductee's attendance at all meetings, peer observations, and lists activities which display any activities that have enhanced the inductee's professional relationships with fellow peers. In the event that an inductee is unable to attend one of the informational sessions, he or she must attend the session the following year. Formal notification is given of completion of the Induction program.

Recording Process

- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.

Special Education

Special Education Students

Total students identified: 1218

Identification Method

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

The Hazleton Area School District supports the “discrepancy model” in all schools for the identification of students with Specific Learning Disabilities. A discrepancy is determined when there is a significant difference between a child’s cognitive abilities and standardized achievement. Measurement of cognitive abilities is gained through valid and highly reliable tests of intellectual ability, such as the Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale — Third Edition (WAISIII), Wechsler Preschool and Primary Scale — Third Edition (WPPSI-III), or Stanford-Binet — Fifth Edition (SB-V). Achievement is measured through the use of an individually norm-referenced achievement test such as the Wechsler Individual Achievement Test — Second Edition, Woodcock-Johnson Test of Achievement-III, or other valid and highly reliable norm-referenced tests of achievement. In addition to demonstrating a statistically significant discrepancy in one or more areas of academic achievement, the student must also be deficient in one or more areas as defined by the Federal regulations: (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem-solving). Deficient is defined as either: 1) at or below the 10th percentile when using individually norm-referenced achievement tests as defined above, or 2) two or more grade levels below a student’s age or grade level standards. Lastly, the following disabilities or conditions must be ruled out through record review, observational data, medical documentation, screening data, or as reported by the student’s parent or caregiver before a Specific Learning Disability may be considered: visual, hearing, or motor disability, mental retardation, emotional disturbance, environmental or economic disadvantage, lack of appropriate instruction in reading or mathematics, and limited English proficiency.

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>

Based on data, identification of students with disabilities is not disproportionate with regard to race and ethnicity when compared to all students.

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?
 1. Students residing within the boundaries of the Hazleton Area School District are provided FAPE. Based on the student's most recent IEP, an educational placement is determined.
 2. Student placement is based on the most recent active NOREP. Within 30 days, the student's program is evaluated to determine if his/her needs are being met. Revisions are made based on data. If the student is transferred from outside PA, an evaluation is completed to determine eligibility.
 3. Based on the need for a specialized educational environment, students may at times attend a school other than the neighborhood school.

Incarcerated Students Oversight

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

The Hazleton Area School District attends monthly meetings of all Special Education Director's from IU#18. This forum provides an excellent opportunity to share information and remain current with regard to local, state, and federal regulation changes. Two of the district representatives in attendance at the monthly sessions include Wilkes-Barre Area and Tunkhannock Area School Districts, locations where county prisons are housed. The Directors from these districts have developed protocol for updating IU member schools on the status of incarcerated students. They are also accessible for dialog about individual cases. In addition, the Hazleton Area School District Child Accounting Coordinator receives on-going correspondence and billing for students who are incarcerated. Every incarcerated student is reviewed by the Coordinator with the Director of Special Education to determine present or past eligibility. If necessary, contact can be made with the host district of the correctional facility to inform them of the student's right to special education services. When appropriate, Hazleton can participate in the evaluation and IEP process.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Hazleton Area School District (HASD) follows a protocol to ensure that all students with disabilities are educated in the Least Restrictive Environment (LRE). Prior to identification for special education services, teachers, students, guidance and/or parents are involved in pre-referral services that include: School-wide Title 1, Child Study Teams, CAASP and CARE teams. Once a student is identified through the referral process for special education services, consideration is given first to the general education environment to afford students with disabilities the opportunity to be educated with their non disabled peers. This determination is facilitated through the IEP process and the information regarding SDI, goals, and student progress is shared with team members via weekly co-planning sessions. *Students transitioning from Early Intervention (EI) programs are evaluated to determine the appropriate level of support within the LRE as outlined above in the procedures for school age students. The Hazleton Area School District provides a full continuum of programs/services for students with disabilities: K through 21. Most students attend their neighborhood schools with the exception of the low incidence classes (autism, life skills, multiple disabilities, partial hospitalization programs). Although these programs are offered within the typical setting of a school, they may not be the neighborhood school. Students continue to have access to the general curriculum with supports and modifications in place. Community-Based Instruction is scheduled for students to generalize skills and interact in the community. The HASD participated in a three year LREmini-grant program, Membership, Participation, and Learning, sponsored by PDE/BSE. A team consisting of parents, teachers, administrators, and therapists attended training session at PaTTAN located in King of Prussia. All teachers were provided with professional development training in the areas of academic and behavioral accommodations and modifications. The entire paraprofessional staff received training in implementing the specially designed instruction component of the IEP which specifies the accommodations and modifications. Intensive training was provided by LIU 18 on use of the supplemental aids and services tool kit. Two special education teachers participated in an intensive professional development opportunity sponsored by LIU 18. The training focused on methods to modify the curriculum so that student with significant disabilities could be included in the general ed classes. Following a "train the trainer model", this information will be shared with the faculty.

For those students who require more intensive interventions, careful consideration is given to their placements so that their individual needs will be addressed. The HASD utilizes a school/family liaison to interact and communicate with the families of students who are currently educated outside the school

district. Transportation is provided. The HASD is proposing to add licensed social workers to the professional staff to ensure students have a successful transition back to their home school when the time is appropriate.

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.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. 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. 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.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into body of the IEP. HASD maintains a partnership with Northeast Counseling Inc. to support positive behavior initiatives. Psychological services are offered to students for counseling, evaluations, and referrals to various agencies.

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.

When an IEP team identifies a student who is experiencing difficulty accessing the curriculum, supplemental supports and services are considered, implemented, and progressed monitored for effectiveness. In extreme situations, a CASSP team is organized where representatives of various agencies come together to discuss areas of need and offer support for the students.

For those students who are experiencing difficulty accessing regular education, the following programs/ supports are currently in place:

- Highly qualified paraprofessional staff
- Support in regular education classrooms
- School-based mental health
- Built-in collaboration time
- PLATO web-based interactive curriculum for interventions
- Alternative education program
- Credit recovery program
- District run cyber school
- Truancy Elimination Plan

Strengths and Highlights

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

The Hazleton Area School District offers a full continuum of special education services, most in neighborhood schools. Continuum of scientifically-researched based reading programs, interventions, and strategies, K-12.

- Summative and formative assessments aligned with district assessments
- Progress monitoring
- Daily staff development time for collaboration
- Continuum of placement options for students with mental health issues
- School Based Behavioral Health programs
- School-wide Positive Behavior Support program K-3
- Model Verbal Behavior classrooms
- Verbal Behavior Support
- Applied Behavior Specialist support
- Life Skills curriculum aligned to Alternate Standards
- Community Based Instruction
- Community recreational opportunities for students with multiple disabilities
- Standards based IEP development
- VITAL House- Vocational Independent Training for Adult Living -school operated facility in the community for adult training
- Data Analysis for IEP development and intervention strategies
- PreK program
- Early Intervention Services
- Response to Intervention model in place
- PDE/BSE minigrant - Membership Participation, and Learning
- Partnership with Include Me from the Start

Assurances

Safe and Supportive Schools Assurances

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
United Charities	Nonresident	Hazleton Area School District	8

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Behavioral Health Associates	Other	Mental Health with educational component	5
St. Joseph's Center	Special Education Centers	Full time residential/ multihandicap support	1
Alternative Learning Center - LIU 18	Other	Behavioral support - grades 6-12	3
New Story - Wyoming, PA	Other	Day treatment program operated by non-profit - Behavioral and Autistic support	2
New Story - Berwick, PA	Other	Day treatment program operated by non-profit - Behavioral and Autistic support	4
HMS	Approved Private Schools	5 day residential facility for students with cerebral palsy	1
Western School for the Deaf - Scranton Facility	Approved Private Schools	APS - Day program for students with deafness	2
Western School for the Deaf	Approved Private Schools	5 day residential program for students with deafness	1
Pressley Ridge	Approved Private Schools	Residential facility for students with primary diagnosis of ES and secondary DHIS	2
Devereux	Approved Private Schools	Residential facility for students with primary diagnosis of ES	4
Becon Light	Other	Mental Health with	1

Youngsville Residential Treatment Center		educational component -residential	
Childrens Service Center	Other	Day program- mental health placement	4
Educare	Other	Full time day program for students requiring Emotional and/or Autistic Support	1
Bradley Center	Other	Residential treatment facility for student needing full time ES support	1
Children's Home, Reading,PA	Other	Residential facility for court placed students	1
Royer-Greaves	Approved Private Schools	Full time residential program for students diagnosed with Visual Impairments/Blindness and ID	1
Youth Services Agency	Other	Alternative Education day program	4
Kids Peace	Other	Residential facility for students with primary diagnosis of ES	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
Arthur Street	An Elementary School	A building in which General	Supplemental (Less Than 80%	Emotional Support	6 to 7	4	0.5

	Building	Education programs are operated	but More Than 20%)				
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 7	2	0.33
Arthur Street	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 7	1	0.17

Program Position #2*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	5	1

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 13	24	1

Justification: Speech and language services are delivered on an individualized basis where the age range

would not exceed 3 years.

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	4	0.66
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.17
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.17

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.15
Freeland	An Elementary	A building in which	Itinerant	Deaf and Hearing	7 to 7	1	0.07

	y School Building	General Education programs are operated		Impaired Support			
Arthur	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.07
Heights-Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.07
Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.07
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 17	7	0.5
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 16	1	0.07

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	20	0.91
Justification: Speech and language services are provided on an individualized basis where the age range does not exceed 3 years.							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 15	2	0.09

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	10	0.72
Drums	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.14
Drums	An Elementary School Building	A building in which General Education programs are	Full-Time Special Education Class	Learning Support	13 to 13	1	0.07

		operated					
Drums	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.07

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	14	0.87
Drums	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	2	0.13

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	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	8	1

Program Position #10*Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	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 9	8	1

Justification: Self contained program that delivers specialized instruction, including but not limited to ABA and Verbal Behavior Project.

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	12	0.86

Justification: Case management in an inclusive environment where the students are not grouped together for instruction.

Drums	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 8	2	0.14
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Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	A Middle School	A building in which General	Full-Time Special Education Class	Emotional Support	11 to 14	9	0.6

	Building	Education programs are operated					
Justification: Student are being introduced to gen ed environments							
Freeland	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	3	0.2
Freeland	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	3	0.2

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	25	0.92
Freeland	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.04
Freeland	A Middle School Building	A building in which General	Itinerant	Deaf and Hearing Impaired	13 to 13	1	0.04

		Education programs are operated		Support			
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Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	14	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	34	1

Justification: Speech and Language services are delivered on an individualized/small group basis where the age range does not exceed 3 years

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	14	0.93
Freeland	An	A building	Itinerant	Blind or	10 to 10	1	0.07

	Elementary School Building	in which General Education programs are operated		Visually Impaired Support			
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Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	7	0.7
Freeland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.1
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 7	1	0.1
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 6	1	0.1

Program Position #18*Operator: School District*

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	3	0.5
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemen- tal (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.17
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 18	2	0.33

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	11	0.79
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs	Itinerant	Emotional Support	18 to 18	1	0.07

		are operated					
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	2	0.14

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	14	0.82
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.06
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.06
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.06

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	0.94
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemen- tal (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.06

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	6	0.43
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemen- tal (Less Than 80% but More Than 20%)	Learning Support	15 to 19	8	0.57

Program Position #23*Operator:* School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	7	0.5
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	18 to 19	3	0.21
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	18 to 18	1	0.07
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Life Skills Support	18 to 19	2	0.14
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	18 to 18	1	0.07

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	9	0.7
Hazleton Area Career Center	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 18	3	0.22
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 15	1	0.08

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.86
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.14

		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
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	14	0.78
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemen- tal (Less Than 80% but More Than 20%)	Learning Support	15 to 17	4	0.22

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemen- tal (Less Than 80% but More Than 20%)	Learning Support	16 to 17	3	0.75
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 17	1	0.25

Program Position #28*Operator:* School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	4	0.33
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.59
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Life Skills Support	17 to 17	1	0.08

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	12	0.92
9th Grade Center	A Senior High School Building	A building in which General Education programs	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.08

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	11	0.73
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	4	0.27

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	7	0.58
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	5	0.42

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	15 to 19	6	1

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Life Skills Support	14 to 15	5	0.39
9th Grade Building	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 17	7	0.54
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.07

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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Building		Type		Type	Range		
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	13	0.93
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.07

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.7
9th Grade Center	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 15	4	0.3

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High	A building in which	Itinerant	Learning Support	14 to 16	13	0.93

	School Building	General Education programs are operated					
9th Grade Center	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 15	1	0.07

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.86
Hazleton Area High School	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 18	2	0.14

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs	Itinerant	Emotional Support	16 to 16	1	0.07

		are operated					
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	1	0.07
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	8	0.58
Hazleton Area High School	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 16	3	0.21
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	17 to 17	1	0.07

Program Position #39*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 18	14	0.93

		operated					
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.07

Program Position #40*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	5	0.5
Hazleton Area High School	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 18	5	0.5

Program Position #41*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	4	0.66
Hazleton Area High	A Senior High	A building in which	Supplemental (Less	Learning Support	16 to 16	1	0.17

School	School Building	General Education programs are operated	Than 80% but More Than 20%)				
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.17

Program Position #42*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.7
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.07
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.07
Hazleton Area High School	A Senior High School	A building in which General	Itinerant	Autistic Support	17 to 17	1	0.07

	Building	Education programs are operated					
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Program Position #43*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 17	5	0.38
Hazleton Area High School	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	15 to 19	8	0.62
Justification: Self							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	0.46
Hazleton Area High School	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 17	2	0.18

Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	2	0.18
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	2	0.18

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	10	0.66
Hazleton Area High School	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 16	3	0.2
Hazleton Area High School	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 15	1	0.07
Hazleton	A Senior	A building	Full-Time	Emotional	14 to 14	1	0.07

Area High School	High School Building	in which General Education programs are operated	Special Education Class	Support			
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Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	12	1

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	11 to 13	6	1

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are	Full-Time Special Education Class	Multiple Disabilities Support	10 to 12	5	0.83

		operated					
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	10 to 10	1	0.17

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	17	1

Justification: Speech and Language therapy is delivered individually and/or in small groups. There is never more than a 2-3 year age difference.

Program Position #50*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.84
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.08
Hazleton	A Middle	A building	Itinerant	Deaf and	12 to 12	1	0.08

Elementary/Middle School	School Building	in which General Education programs are operated		Hearing Impaired Support			
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Program Position #51*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.27
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	8	0.73

Program Position #52*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	13	0.93
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More	Learning Support	11 to 11	1	0.07

		programs are operated	Than 20%)				
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Program Position #53*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	10	0.9
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1

Program Position #54*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Terrace Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	6	0.67
Heights Terrace Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.33

Program Position #55*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Terrace Elementary /Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	10	0.9
Heights Terrace Elementary /Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.1

Program Position #56*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Terrace Elementary /Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.83
Heights Terrace Elementary /Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	2	0.17

Program Position #57*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	9	0.82
Heights-Terrace Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.09
Heights-Terrace Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.09

Program Position #58*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	6	0.6
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	3 to 5	3	0.3

		operated					
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 5	1	0.1

Program Position #59*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	8	0.68
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	2	0.16
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	2	0.16

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary /Middle	An Elementary	A building in which	Itinerant	Speech and	5 to 12	29	1

	School Building	General Education programs are operated		Language Support			
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Justification: Speech and language services are delivered individually or in small groups. The age range is not more than 3 years.

Program Position #61

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	37	1

Justification: Speech and Language services are delivered individually and/or in small groups. The age range for these groups does not exceed 3 years.

Program Position #62

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	19	0.83
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.04
McAdoo-Kelayres Elementary	An Elementary School	A building in which General	Supplemental (Less Than 80%	Learning Support	11 to 11	1	0.04

y/Middle	Building	Education programs are operated	but More Than 20%)				
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	2	0.09

Program Position #63 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2012

Average square feet in regular classrooms: 870 sq. ft.

Square footage of this classroom: 870 sq. ft. (29 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	11	0.86
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.07
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are	Itinerant	Emotional Support	14 to 14	1	0.07

		operated					
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Program Position #64 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2012*Average square feet in regular classrooms:* 864 sq. ft.*Square footage of this classroom:* 864 sq. ft. (27 feet long x 32 feet wide)**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.93
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.07

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	10	0.77
Justification: The type of service is itinerant. The student are included in the general ed curriculum, The special education services are delivered individually and/or small group so the age range does not exceed 3 years.							
McAdoo-Kelayres Elementary/Middle	An Elementary	A building in which	Itinerant	Emotional Support	6 to 10	3	0.23

	School Building	General Education programs are operated					
<p>Justification: The type of service is itinerant. The students are included in the general ed classroom.. Special education services are delivered individually and/or in small groups. The age range does not exceed 3 years.</p>							

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	3	0.6
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	14 to 14	1	0.2
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	1	0.2

Program Position #67*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle	An Elementary School	A building in which General	Itinerant	Learning Support	6 to 9	9	0.9

School	Building	Education programs are operated					
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.1

Program Position #68*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.78
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.11
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 9	1	0.11

Program Position #69*Operator:* School District**PROGRAM SEGMENTS**

Location/	Grade	Building	Support	Service	Age	Caseload	FTE
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Building		Type		Type	Range		
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	6	1

Program Position #70*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.93
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.07

Program Position #71*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	9	1

Program Position #72*Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	16	1

Justification: Speech and Language services are delivered on an individual and/or small group basis. The age range for these small groups are not more than 3 years.

Program Position #73

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	13	0.87
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	2	0.13

Program Position #74

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	9	1

		operated					
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Program Position #75*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	17	0.94

Justification: The students are included in the general ed curriculum and with age appropriate peers. Special education services are delivered in the general ed classrooms.

West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	1	0.06
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Program Position #76*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	2	0.22
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	5	0.56
West Hazleton	An Elementary	A building in which	Full-Time Special	Emotional Support	9 to 10	2	0.22

Elementary/Middle School	y School Building	General Education programs are operated	Education Class				
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Program Position #77*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	21	1

Justification: Speech and Language services are delivered on an individual and/or small group basis. Age range for small group does not exceed 3 years.

Program Position #78*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	11	0.84
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.08
West Hazleton Elementary/Middle	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More	Emotional Support	12 to 12	1	0.08

School		programs are operated	Than 20%)				
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Program Position #79*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.76
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 8	2	0.12
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 7	2	0.12

Program Position #80*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 11	5	0.71

West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	2	0.29
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Program Position #81*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	13	0.8
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15	2	0.13
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.07

Program Position #82*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary	A Middle School Building	A building in which General	Itinerant	Learning Support	12 to 13	19	0.86

y/Middle School		Education programs are operated					
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	3	0.14

Program Position #83*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 10	1	0.25
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	10 to 10	1	0.25
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.25
Hazleton Area HS	A Senior High School Building	A building in which General Education	Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.25

		programs are operated					
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Program Position #84*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 17	5	0.63
Hazleton Area High School	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 16	3	0.37

Program Position #85*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 17	2	1

Special Education Support Services

Support Service	Location	Teacher FTE
Hearing Support	All schools	1

Director of Special Education	All schools	1
Assistant Director of Special Education	All Schools	1
Supervisor of Special Education	All Schools	1
Supervisor of Special Education	All Schools	1
Psychologist	All Schools	1
Psychologist	All Schools	1
Psychologist	All Schools	1
Psychologist	All Schools	1
Licensed Social Worker	All Schools	1
65 Paraprofessionals	All Schools	1
25 Paraprofessionals	All Schools	0.5
Student Case Manager	All Schools	1
2 Physical Therapists	All Schools	1
3 Occupational Therapists	All Schools	1
COTA	All Schools	1
Vision Therapist	All Schools	1
O&M - Vision Therapist	All Schools	1
Assistive Technology Paraprofessional	All Schools	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Art/Music Therapy	Outside Contractor for the School District	10 Hours

United Rehabilitation Services	Outside Contractor for the School District	5 Days
ARCIL Anthracite Region for Independent Living	Outside Contractor for the School District	5 Days
Northeast PA Center for Independent Living	Outside Contractor for the School District	5 Days
ReDCO	Outside Contractor for the School District	5 Days
Bayada Nursing Agency	Outside Contractor for the School District	5 Days
Royer-Greaves School for the Blind - Paraprofessional Services	Outside Contractor for the School District	5 Days
Speech Therapist	Outside Contractor for the School District	2 Days
Licensed Social Worker - Step by Step Inc.	Outside Contractor for the School District	5 Days
ParaProfessional - United Charities	Outside Contractor for the School District	5 Days
YMCA -therapeutic swim	Outside Contractor for the School District	2 Hours
Bowl Arena - therapeutic phys.ed.	Outside Contractor for the School District	1 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Based on trends of Accomplishments and Concerns, Hazleton Area High School, Heights Terrace Elementary/ Middle School, and West Hazleton Elementary/Middle School were required to submit a School Level Comprehensive Plan and had similar accomplishments and concerns. Schools that were not required to submit a School Level Plan highlighted similar concerns and accomplishments. Due to change in AYP status, Valley Elementary/ Middle School and Hazleton Elementary/ Middle School will submit School Level Comprehensive Plans ninety days after receiving their building's AYP status letter.

Accomplishments

Reading

- Drums, Freeland, McAdoo and Valley Elementary/ Middle Schools state the "All Student Group" exceeded the targets (R1).
- Arthur Street Elementary and Drums, Hazleton, Heights Terrace, and Valley Elementary/ Middle Schools state at least one grade met or exceeded the NCLB Reading target of 72% proficient or advanced (R6).
- Hazleton Area High School and Hazleton, McAdoo, and West Hazleton Elementary/ Middle Schools state at least one grade met or exceeded the standard for PA Academic Growth (R7).
- Hazleton Area High School and Hazleton, Heights Terrace, and West Hazleton Elementary/ Middle Schools state within the past three years at least one subgroup reflected an increase in the percent of proficient or advanced students in Reading (R15).

Math

- Drums, Freeland, Heights Terrace, Valley, and West Hazleton Elementary/ Middle Schools state the "All Student Group" exceeded the targets (M1).
- Drums, Hazleton, Heights Terrace, and McAdoo Elementary/ Middle Schools state at least one grade met or exceeded the NCLB Math target of 67% proficient or advanced (M6).

Challenges

Reading

- Hazleton Area High School and Hazleton, Heights Terrace, and West Hazleton Elementary/ Middle Schools state the "All Student Group" was below the target in Reading (R1).

- Drums, Freeland, McAdoo, and West Hazleton Elementary/ Middle Schools state at least five grades do not have at least 81% of the students in the 70%-100% probability range of reaching proficiency (R10).
- Hazleton Area High School and Drums, Heights Terrace, McAdoo, and Valley Elementary/ Middle School state not every relevant subgroup met or exceeded the 72% Reading target (R12).
- Hazleton Area High School and Heights Terrace, McAdoo, and Valley Elementary/ Middle Schools state the proficiency gap has increased between every relevant subgroup and the "All Student Group" in Reading (R14).

Math

- Drums, McAdoo, and West Hazleton Elementary/ Middle Schools state at least four grades do not have at least 78% of the students in the 70%-100% probability range of reaching proficiency (M10).
- Hazleton Area High School and Drums, Hazleton, Heights Terrace, and Valley Elementary/ Middle Schools state not every relevant subgroup met or exceeded the 67% Math target (M12).
- Hazleton Area High School and Freeland, Heights Terrace, Valley, and West Hazleton Elementary/ Middle Schools state the proficiency gap has increased between every relevant subgroup and the "All Student Group" in Math (M14).

District Accomplishments

Accomplishment #1:

Based on the 2010-2011 PVAAS Data, the following grades showed a positive three year PA Academic Growth in Reading:

Grade 5

- +0.94

Grade 6

- +1.21

Grade 8

- +1.02

Accomplishment #2:

Based on the 2010-2011 PSSA District Report Cards, the LEA showed a positive three year trend for "All Student Group" in Reading. From SY08-09 to SY09-10, the percentage increased from 68.2% to 71.1%. From SY09-10 to SY10-11, the percentage increased from 71.1% to 71.2%.

Accomplishment #3:

Based on the 2010-2011 PVAAS Data, some grades showed a positive three year PA Academic Growth in mathematics:

Grade 6

- +5.21

Grade 8

- +0.12

Accomplishment #4:

Based on the 2010-2011 PSSA District Report Cards, the district showed a positive three year trend for "All Student Group" in Mathematics. From SY08-09 to SY09-10, the percentage increased from 69.5% to 71.6%. From SY09-10 to SY10-11, the percentage increased from 71.6% to 72.1%.

District Concerns**Concern #1:**

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

Concern #2:

- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.

Concern #3:

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
 - ELL subgroup with SH provision.
 - ED subgroup with SH provision.
 - Latino subgroup with SH provision.

Concern #4:

- R14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Reading. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

Concern #5:

- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Reading
- Grade 4-three year average (-2.83)
- Grade 7-three year average (-3.63)
- Grade 11-three year average (-15.9)

Concern #6:

Based on the 2010-2011 PSSA results:

- M10 None of the tested grades in the school have at least 78% of the students in the 70%-100% probability range of reaching proficiency.

Concern #7:

- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Math.
- Grade 4-three year average (-3.62)
- Grade 5-three year average (-1.39)
- Grade 7-three year average (-2.57)
- Grade 11-three year average (-37.9)

Concern #8:

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

Prioritized Systemic Challenges

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

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.
-

- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
 - ELL subgroup with SH provision.
 - ED subgroup with SH provision.
 - Latino subgroup with SH provision.
-

- R14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Reading. The proficiency gap has increased between every relevant subgroup and the "All Student Group".
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- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Reading
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 - Grade 7-three year average (-3.63)
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Based on the 2010-2011 PSSA results:

- M10 None of the tested grades in the school have at least 78% of the students in the 70%-100% probability range of reaching proficiency.
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- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Math.
 - Grade 4-three year average (-3.62)
 - Grade 5-three year average (-1.39)
 - Grade 7-three year average (-2.57)

- Grade 11-three year average (-37.9)
-

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #2 (System #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:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.
-

- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
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 - Grade 7-three year average (-2.57)
 - Grade 11-three year average (-37.9)
-

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

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

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

-
- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
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- R14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Reading. The proficiency gap has increased between every relevant subgroup and the "All Student Group".
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- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Reading
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 - Grade 11-three year average (-37.9)
-

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #4 (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

-
- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
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 - Grade 11-three year average (-37.9)

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

Systemic Challenge #5 (*System #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:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.
-

- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
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 - Grade 11-three year average (-37.9)

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #6 (System #8) Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

-
- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.

-
- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.

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Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

Systemic Challenge #7 (System #9) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.
-

- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
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- Grade 11-three year average (-37.9)

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #8 (*System #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

-
- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.

-
- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
 - ELL subgroup with SH provision.
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 - Grade 7-three year average (-2.57)
 - Grade 11-three year average (-37.9)

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #9 (*System #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Reading
- Grade 4-three year average (-2.83)
- Grade 7-three year average (-3.63)
- Grade 11-three year average (-15.9)

Systemic Challenge #10 (*System #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

-
- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.
-

- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
 - ELL subgroup with SH provision.
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Based on the 2010-2011 PSSA results:

- M10 None of the tested grades in the school have at least 78% of the students in the 70%-100% probability range of reaching proficiency.
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- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Math.
 - Grade 4-three year average (-3.62)
 - Grade 5-three year average (-1.39)
 - Grade 7-three year average (-2.57)
 - Grade 11-three year average (-37.9)

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

Systemic Challenge #11 (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- R1 The "All Student Group" was below the target.

-
- R10 None of the tested grades in the school have at least 81% of the students in 70%-100% probability range of reaching proficiency.

-
- R13 All relevant subgroups that did not meet the AYP target outright made AYP with the help of a special provision.
 - IEP subgroup with SH provision.
 - ELL subgroup with SH provision.
 - ED subgroup with SH provision.
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- R14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Reading. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

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- M10 None of the tested grades in the school have at least 78% of the students in the 70%-100% probability range of reaching proficiency.

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- Based on the 2010-2011 PVAAS Data, not all grades showed a positive three year PA Academic Growth in Math.
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 - Grade 11-three year average (-37.9)

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #12 (*System #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:

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Systemic Challenge #13 (*System #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Aligned Concerns:

Based on the 2010-2011 PSSA results:

- M14 Each relevant subgroup ($N \geq 40$) closed the gap in proficiency between itself and the overall student group in Math. The proficiency gap has increased between every relevant subgroup and the “All Student Group”.

District Level Plan

Action Plans

Goal #1: 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 the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Summative

Data Source: PSSA (grades 3-8), Keystone Exams for Algebra I, Literature, and Biology, PVAAS, Scholastic Reading Inventory and STAR assessment scores

Specific Targets: Students will show at least one year's academic growth each school year as measured by PVAAS, SRI and STAR.

Type: Summative

Data Source: PSAT, SAT, ACT and AP scores

Specific Targets: Student scores overall on these standardized assessments will increase by 10% over the next three years.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the

following link provides an overview of curriculum mapping:

http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

21st Century Skills Curriculum Redesign

Description:

Adopt a curriculum that aligns to the PA Common Core Standards, which address the 21st Century Skills of Collaboration, Communication, Creativity, Critical Thinking/Problem Solving, Computer/Technology, Concept-driven, and Choice/Decision Making.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Action Steps:

Appoint a Central Office Administrator to develop and align curriculum, instruction, and assessment

Description:

Appointment of a central office administrator to develop curriculum, instruction and assessment

Start Date: 7/1/2013 **End Date:** 8/22/2013

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Create a schedule of curricula writing by subject area in grades K-12 on a rotating five year schedule

Description:

A board of education approved schedule.

A adopted/reviewed/revised specific subject area Curriculum will be accessible on the LEA's webpage each year on a five year rotation plan. Every five years, a curriculum will be reviewed, assessed, and revised as needed based upon the changes to the PA standards, effectiveness as proven by standardized test data, technology advancements, and various other new educational initiatives.

Start Date: 1/2/2013 **End Date:** 3/27/2013

Program Area(s): Professional Education

Supported Strategies:

- *21st Century Skills Curriculum Redesign*

Develop curricula committees comprised of appropriate stakeholders

Description:

List of committee members (School Board members, Director of Technology, central office administrator, administrators, special education supervisors, ESL coordinator, teachers, parents, business partners, community members, college/university representatives, and students) by subject area as that particular subject area rotates into the curriculum writing cycle

Start Date: 8/23/2013 **End Date:** 8/23/2018

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

Supported Strategies:

- *21st Century Skills Curriculum Redesign*

Provide professional development on Understanding by Design for each curriculum writing committee each year

Description:

Schedule of dates and meetings of professional development activities

Agenda for professional development activities

Sign-In sheets from professional development sessions

Start Date: 10/1/2013 **End Date:** 10/1/2018

Program Area(s): Professional Education

Supported Strategies:

- *21st Century Skills Curriculum Redesign*

Review PA Common Core Standards and the curriculum frameworks developed by LIU 18

Description:

Agendas and sign in sheets from meetings discussing PA Common Core Standards and reviewing curriculum frameworks developed by the LIU 18

Start Date: 1/1/2014 **End Date:** 1/1/2018

Program Area(s): Professional Education

Supported Strategies:

- *21st Century Skills Curriculum Redesign*

Analyze multiple data sources to see necessity for new curriculum and the impact from a new subject area curriculum

Description:

Records of meetings and agendas

Data analysis reports from eMetric, PVAAS, Systems44, Read180, DIBELS Next, WIDA, Accelerated Math

Start Date: 10/30/2013 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *21st Century Skills Curriculum Redesign*

Modify the Curriculum Frameworks designed by LIU 18 to include objectives, materials, and resources that apply to the local LEA

Description:

New, PA Common Core Standards aligned curriculum to serve the local LEA in each subject area each year

Start Date: 7/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Link the LEA curricula to the SAS portal so that users can easily access the SAS components while implementing the curriculum.

Description:

Updated curricula with links to SAS in all subject areas over the course of five years.

Start Date: 8/25/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Develop scope and sequence among grade levels, buildings and content-based departments

Description:

Scope and sequence timelines developed from the newly developed curricula

Start Date: 8/28/2014 **End Date:** 6/30/2019

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

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Review and evaluate current materials including textbooks and technology hardware, software, and accessibility aligned to the PA Common Core Standards and LEA standards

Description:

Textbook and materials analysis and evaluation sheets

Start Date: 4/1/2014 **End Date:** 4/1/2018

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

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Implement the new realigned curriculum with appropriate materials and resources

Description:

Use of new textbooks; SAS; PA Common Core Standards; Lesson Plans

Start Date: 8/25/2014 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Build a curriculum map of each working curriculum

Description:

Curriculum map of each subject and grade level

Start Date: 8/25/2014 **End Date:** 6/30/2019

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

Supported Strategies:

- *Curriculum Mapping*
- *21st Century Skills Curriculum Redesign*

Evaluate new curriculum based upon various data sources: PSSA, Keystone, DIBELS Next, WIDA

Description:

Data Analysis Reports

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

Program Area(s): Professional Education

Supported Strategies:

- *21st Century Skills Curriculum Redesign*

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Summative

Data Source: SRI

Specific Targets: Increase reading grade level by 3 grades by then end of 2014-2015

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Action Steps:

Establish and administer universal screeners for Reading grades K-8 and for Math grades 1-8.

Description:

The universal screeners will be selected for Reading as DIBELS Next (K-2) and Scholastic Reading Inventory (3-8) and for Math as STAR (1-8). Copies of the universal screeners and administration guides will be distributed to the faculty. Data reports will be evidence of implementation.

Start Date: 7/2/2012 **End Date:** 8/27/2012

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

Supported Strategies:

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

Create a testing administration calendar for baseline and benchmark assessments.

Description:

A copy of the test administration calendar for each year will be distributed to faculty and posted on the district webpage.

Start Date: 7/2/2012 **End Date:** 8/17/2016

Program Area(s):

Supported Strategies:

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

Establish a protocol for administering baseline assessments to newly-enrolled students.

Description:

Baseline assessment results from SRI and STAR distributed by guidance counselors and DIBELS Next results distributed by classroom teachers to data team and relevant staff.

Start Date: 9/4/2012 **End Date:** 12/14/2012

Program Area(s): Special Education, Educational Technology

Supported Strategies:

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

Provide training for new staff and review with all relevant staff the guidelines for test administration and scoring procedures.

Description:

Teacher Induction Sign-ins

Staff Development Sign-ins and Minutes

Act 48 and Act 80 Evaluation Forms

Start Date: 8/27/2012 **End Date:** 6/3/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

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

Administer baseline and subsequent benchmark assessments in Reading and Math.

Description:

Assessment results in DIBELs Next (grades K-2 reading), SRI (grades 3-8 reading), and STAR (grades 1-8 math) distributed to data team and all relevant staff following administration.

Baseline/Benchmark 1: September 4-September 27, 2012

Benchmark 2: January 23-February 8, 2013

Benchmark 3: May 7-May 24, 2013

Start Date: 9/4/2012 **End Date:** 6/3/2016

Program Area(s): Special Education, Educational Technology

Supported Strategies:

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

Collect, analyze, and interpret baseline and benchmark data within the district data team to determine student levels of proficiency.

Description:

Data tables representing numbers/percentages of students within proficiency levels as well as numbers/percentages of students performing below grade, on grade, or above grade level. Data representation of grade level eligible content, based on assessment results, that will become instructional focus.

Start Date: 10/1/2012 **End Date:** 6/3/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

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

Determine instructional focus based on baseline and benchmark assessment data.

Description:

Evidence of instructional focus in teachers' online lesson plans.

Start Date: 10/1/2012 **End Date:** 6/3/2016

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

Supported Strategies:

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

Present district data targeting student strengths and needs and provide staff development on best practices.

Description:

Staff Development Sign-ins and Minutes

Evidence of best practices in teachers' online lesson plans

Start Date: 10/15/2012 **End Date:** 6/3/2016

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

Supported Strategies:

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

Establish a district wide area network capable of supporting current and future instructional technology and software systems

Description:

Action step will be considered implemented when network and Internet access is capable of supporting all district users.

Start Date: 7/1/2012 **End Date:** 6/30/2018

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Technology Infrastructure Enhancement/Technology Access and Training Increase

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

- Establish a district system that fully ensures 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 the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Summative

Data Source: Needs Assessment Survey & Act 48 Evaluation forms

Specific Targets: Implementation and ongoing sharing of best practices

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)

SAS Alignment: Instruction

Action Steps:

Reassemble the Act 48 Committee to meet on a monthly basis

Description:

Each building should be represented by at least one person.

Meeting Agenda, Needs Assessment, Sign-in sheets of the committee comprised of stakeholders (teachers and administrators)

Start Date: 1/2/2012 **End Date:** 6/7/2013

Program Area(s): Professional Education

Supported Strategies:

- *Substantial Professional Development*

Communication from the LEA to the Act 48 Committee concerning the LEA vision of a three year professional development plan

Description:

The LEA will focus on differentiated instruction, RTII, data analysis & interpretation, and PA Common Core Standards in Literature and Mathematics for purposes of AYP. The LEA will empower the Act 48 committee to discuss and report teacher needs assessment to central administration.

Development of the 3 year professional development plan

Start Date: 1/2/2013 **End Date:** 6/8/2013

Program Area(s): Professional Education

Supported Strategies:

- *Substantial Professional Development*

Professional Development is to be established with a rotational model of 3 workshops per Act 80 Day for multiple strands of professional development

Description:

Act 80 Day calendar and schedules of PD

Start Date: 8/26/2013 **End Date:** 6/15/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Substantial Professional Development*

Based on 3 year rotational model, teachers will select an area of focus for four Act 80 days choosing from differentiated instruction, data analysis, and PA Common Core Standards

Description:

Act 80 Day agendas, speakers, sign in sheets, and evaluation forms

Start Date: 8/26/2013 **End Date:** 6/30/2016

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

Supported Strategies:

- *Substantial Professional Development*

Focused groups as well as district-wide whole group seminars for teachers based on the needs assessment of the Act 48 Committee

Description:

Act 80 Day agendas, speakers, sign in sheets, and evaluation forms

Start Date: 8/26/2013 **End Date:** 6/12/2015

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

Supported Strategies:

- *Substantial Professional Development*

Workshops focused on subject area will be created to discuss issues and best practices among different buildings and grade levels

Description:

Act 80 days will have a 90 minute workshop focusing on subject area across buildings and grade level.

Agenda, sign-in sheets, evaluation forms

Start Date: 8/26/2013 **End Date:** 6/12/2015

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

Supported Strategies:

- *Substantial Professional Development*

Evaluation of Professional Development

Description:

Act 48 Committee and stakeholders will meet at the end of each year to discuss ideas of best practices and re-assess the needs of teachers.

Agendas, sign in sheets

Start Date: 6/7/2013 **End Date:** 6/14/2016

Program Area(s): Professional Education

Supported Strategies:

- *Substantial Professional Development*

Affirmations

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

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

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

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

Affirmed by Brian Earley on 11/28/2012

School Board President

Affirmed by Francis Antonelli on 11/28/2012

Chief School Administrator

Appendix: Professional Development Action Step Details

LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: 21st Century Skills Curriculum Redesign**

Start	End	Title	Description	Type	App.
10/1/2013	10/1/2018	Provide professional development on Understanding by Design for each curriculum writing committee each year	Schedule of dates and meetings of professional development activities Agenda for professional development activities Sign-In sheets from professional development sessions		
		Person Responsible Central Office Administrator in charge of developing and aligning curriculum, instruction, and assessment	SH 6.0 S 4 EP 15	Provider Intermediate Unit	Type IU App. Yes

Knowledge Stakeholders will gain knowledge of and implement curricula writing and goals in meeting the PA Common Core and a framework that is aligned to that which is posted on SAS.

Supportive Research Curriculum Development
Curriculum Mapping

Designed to Accomplish
For classroom teachers, school counselors and education

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

specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- Department Focused Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt/Asst Supts.
- School counselors
- Other educational specialists
- Parents

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Curriculum implementation

Evaluation Methods

- Participant survey
- Adoption and writing of curriculum

LEA Goals Addressed:

#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all

Strategy #1: 21st Century Skills Curriculum Redesign

schools for all students.

Start	End	Title	Description
1/1/2014	1/1/2018	Review PA Common Core Standards and the curriculum frameworks developed by LIU 18	Agendas and sign in sheets from meetings discussing PA Common Core Standards and reviewing curriculum frameworks developed by the LIU 18
		Person Responsible Curriculum Writing Committee Chairperson(s)	SH 4.0 S 2 EP 15 Provider LIU 18
			Type IU App. Yes

Knowledge

Stakeholders will review the PA Common Core Standards and review the Curriculum Framework designed by LIU 18. From this the committee will learn the requirements for a 21st Century curriculum framework.

Supportive Research

PA Common Core Standards for K-12

Curriculum Framework designed using Understand by Design

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

	<ul style="list-style-type: none"> Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results. 		
Training Format	<ul style="list-style-type: none"> Series of Workshops Department Focused Presentation Professional Learning Communities 		
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt/Asst Supts. School counselors Other educational specialists Related Service Personnel Parents 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	Evaluation Methods	<ul style="list-style-type: none"> Participant survey

LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: 21st Century Skills Curriculum Redesign**

Start	End	Title	Description
10/30/2013	6/30/2019	Analyze multiple data sources to see necessity for new curriculum and the impact from a new subject area curriculum	Records of meetings and agendas Data analysis reports from eMetric, PVAAS, Systems44, Read180, DIBELS Next,

WIDA, Accelerated Math

Person Responsible	SH	S	EP	Provider	Type	App.
Director of CI & A, Principals	3.0	10	15	LEA	School Entity	No

Knowledge The participants will learn the necessity for curriculum writing and the need for revision by analyzing the data from multiple sources.

Supportive Research
Data analysis
Data-informed decisions

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format • Series of Workshops

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt/Asst Supts.

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

<p>Follow-up Activities</p>	<ul style="list-style-type: none"> • School counselors • Other educational specialists • Related Service Personnel • Parents <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Journaling and reflecting 	<p>Evaluation Methods</p>	<ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity
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LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Curriculum Mapping
Strategy #2: 21st Century Skills Curriculum Redesign

Start	End	Title	Description				Type	App.
7/1/2014	6/30/2018	Modify the Curriculum Frameworks designed by LIU 18 to include objectives, materials, and resources that apply to the local LEA	New, PA Common Core Standards aligned curriculum to serve the local LEA in each subject area each year					
		Person Responsible Curriculum Writing Team Chairperson	SH 7.5	S 10	EP 15	Provider LIU 18	School Entity	No

Knowledge Stakeholders will modify curriculum framework to include objectives, materials, and resources that apply to the local LEA

Supportive Research

21st Century Skills Curriculum Redesign

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- Series of Workshops

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt/Asst Supts.
- School counselors
- Other educational specialists
- Related Service Personnel
- Parents

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area

Evaluation Methods

- Participant survey
- Review of written reports

- lesson implementation outcomes, with involvement of administrator and/or peers
- Journaling and reflecting

summarizing instructional activity

LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Strategy #1: Curriculum Mapping Strategy #2: 21st Century Skills Curriculum Redesign

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/25/2014	6/30/2018	Link the LEA curricula to the SAS portal so that users can easily access the SAS components while implementing the curriculum.	Updated curricula with links to SAS in all subject areas over the course of five years.	Curriculum Writing Team Chairperson	3.0	10	15	LEA	School Entity	No

Knowledge

Stakeholders will compare LEA curriculum with SAS curriculum. The participant will become more familiar with SAS so that may share with other teachers.

Supportive Research

Use of SAS website and LEA curriculum

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and

the skills needed to analyze and use data in instructional decision-making.

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

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

Training Format

- Series of Workshops

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt/Asst Supts.
- School counselors
- Other educational specialists
- Related Service Personnel
- Parents

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Journaling and reflecting

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

LEA Goals Addressed:

#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all

Strategy #1: Curriculum Mapping

Strategy #2: 21st Century Skills Curriculum Redesign

schools for all students.

Start	End	Title	Description				Type	App.
8/28/2014	6/30/2019	Develop scope and sequence among grade levels, buildings and content-based departments	Scope and sequence timelines developed from the newly developed curricula				School Entity	No
		Person Responsible Central Office Administrator in charge of developing and aligning curriculum, instruction, and assessment	SH 5.0	S 4	EP 10	Provider LEA		

Knowledge Develop scope and sequence between grade levels, buildings and content based departments

Supportive Research Standards aligned curriculum for the the 21st Century

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

			<ul style="list-style-type: none"> Instructs the leader in managing resources for effective results.
Training Format	<ul style="list-style-type: none"> Series of Workshops 		
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt/Asst Supts. School counselors Other educational specialists Related Service Personnel 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> Participant survey Review of written reports summarizing instructional activity

LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Strategy #1: Curriculum Mapping Strategy #2: 21st Century Skills Curriculum Redesign

Start	End	Title	Description	Provider	Type	App.
8/25/2014	6/30/2019	Implement the new realigned curriculum with appropriate materials and resources	Use of new textbooks; SAS; PA Common Core Standards; Lesson Plans	Textbook companies	Non-profit Organization	No
		Person Responsible SH 6.0 S 4 EP 775 Central Office Administrator in charge of developing and aligning				

Knowledge How to implement a Standards Aligned, 21st Century Skills Curriculum

Supportive Research 21st Century Skills Curriculum

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- Department Focused Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Paraprofessional
- Classified Personnel
- New Staff
- Other educational specialists

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

Evaluation Methods

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

LEA Goals Addressed:

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

**Strategy #1: Curriculum Mapping
Strategy #2: 21st Century Skills Curriculum Redesign**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/25/2014	6/30/2019	Build a curriculum map of each working curriculum	Curriculum map of each subject and grade level	Principals, Teachers	2.0	3	775	LIU 18	IU	Yes

Knowledge

How to track a working curriculum from mapping

Supportive Research

Curriculum mapping

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- District Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Other educational specialists
- Related Service Personnel

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of

Evaluation Methods

- Review of written reports summarizing instructional activity

administrator and/or peers

LEA Goals Addressed: #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: 21st Century Skills Curriculum Redesign**

Start	End	Title	Description					
6/1/2017	6/30/2021	Evaluate new curriculum based upon various data sources: PSSA, Keystone, DIBELS Next, WIDA	Data Analysis Reports					
		Person Responsible Central Office Administrator in charge of developing and aligning curriculum, instruction, and assessment	SH 3.0	S 2	EP 15	Provider LEA & LIU 18	Type IU	App. Yes

Knowledge Evaluation of curriculum after a three year implementation period

Supportive Research Best instructional practices, PA Common Core Standards, and SAS website

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- Professional Learning Communities
- Offsite Conferences

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt/Asst Supts.
- School counselors
- Other educational specialists
- Related Service Personnel
- Parents

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team sharing of content area implementation of the newly aligned curriculum

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

LEA Goals Addressed: #1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Provider	Type	App.
8/27/2012	6/3/2016	Provide training for new staff and review with all relevant staff the guidelines for test administration and scoring procedures.	Teacher Induction Sign-ins Staff Development Sign-ins and Minutes Act 48 and Act 80 Evaluation Forms	LIU 18, Scholastic, Accelerated Math	Combination of For-Profit Companies and Intermediate Units	Yes
		Person Responsible District Administrators and Building Principals	SH 5.0	S 12	EP 100	

Knowledge New and relevant staff will administer and score benchmark assessments with fidelity.

Supportive Research Standards-aligned assessments used to identify at-risk students and provide data for student grouping and instructional modifications.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district

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

administrators, and other educators seeking leadership roles: decision-making.

Training Format	<ul style="list-style-type: none"> Series of Workshops Department Focused Presentation 		
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors New Staff 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	<ul style="list-style-type: none"> Data Collection and Analysis 	Evaluation Methods	<ul style="list-style-type: none"> Participant survey

LEA Goals Addressed: #1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
10/1/2012	6/3/2016	Collect, analyze, and interpret baseline and benchmark data within the district data team to determine student levels of proficiency.	Data tables representing numbers/percentages of students within proficiency levels as well as numbers/percentages of students performing below grade, on grade, or above grade level. Data representation of grade level eligible content, based on assessment results, that will become instructional focus.	Data Team Coordinator	3	3	12	LIU 18	IU	No

Knowledge How to use data informed instruction for students at risk

Supportive Research

data informed instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- Series of Workshops

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt/Asst Supts.
- Other educational specialists
- Related Service Personnel

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods

- Review of written reports summarizing instructional activity

- involvement of administrator and/or peers
- Journaling and reflecting

LEA Goals Addressed:

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

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
10/1/2012	6/3/2016	Determine instructional focus based on baseline and benchmark assessment data.	Evidence of instructional focus in teachers' online lesson plans.	Data Team Coordinator and Building Principals	0.5	36	775	LEA	School Entity	No

Knowledge

How to use data to change instruction to meet individual student needs

Supportive Research

Data-informed instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- Department Focused Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA

LEA Goals Addressed:	<p>#1 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.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p>
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Start	End	Title	Description
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10/15/2012	6/3/2016	Present district data targeting student strengths and needs and provide staff development on best practices.	Staff Development Sign-ins and Minutes	Evidence of best practices in teachers' online lesson plans				
		Person Responsible	SH	S	EP	Provider	Type	App.
		District Data Team Members	0.5	36	825	District Data Team	School Entity	No

Knowledge

Data-informed student grouping and instructional decisions

Differentiated Instruction

Supportive Research

RTII

Flexible Student Grouping

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- School Whole Group Presentation
- Department Focused Presentation

Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 	Evaluation Methods	<ul style="list-style-type: none"> Classroom student assessment data

LEA Goals Addressed: #1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Substantial Professional Development**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2013	6/30/2016	Based on 3 year rotational model, teachers will select an area of focus for four Act 80 days choosing from differentiated instruction, data analysis, and PA Common Core Standards	Act 80 Day agendas, speakers, sign in sheets, and evaluation forms	Director of Curriculum, Instruction and Assessment and Act 48 Chairperson	5.0	4	801	LIU 18 representatives, LEA administrators, department chairs, teachers, guidance counselors, and organizations for profit	LIU 18 representatives, LEA administr	Yes

ators,
departme
nt chairs,
teachers,
guidance
counselor
s, and
organizati
ons for
profit

Knowledge

LEA personnel will increase their understanding of instructional strategies, data-informed instruction and analysis, and PA Common Core Standards.

**Supportive
Research**

Teachers will gain an understanding of differentiated instruction, data analysis, PA Common Core in order to better meet the needs of their students

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

emphasis on learning.

- Instructs the leader in managing resources for effective results.

Training Format	<ul style="list-style-type: none"> • District Whole Group Presentation 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

LEA Goals Addressed: #1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Substantial Professional Development**

Start	End	Title	Description
8/26/2013	6/12/2015	Focused groups as well as district-wide whole group seminars for teachers based	Act 80 Day agendas, speakers, sign in sheets, and evaluation forms

on the needs assessment of
the Act 48 Committee

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum & Instruction Act 48 Chairperson	5	4	801	LIU 18 representatives, LEA administrators, department chairs, teachers, and representatives from for-profit companies	LIU 18 representatives, LEA administrators, department chairs, teachers, and representatives from for-profit companies	Yes

Knowledge

Teachers will increase their knowledge of PA Common Core Standards and data-based instruction and analysis and incorporate this knowledge into their planning and presentation of lessons.

Supportive Research

Facilitators will provide the teachers with a variety of classroom-based skills and strategies and information of data-based instruction and analysis.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- District Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans