
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Report

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(Last approved Monday, December 08, 2008)

Entity: Lehigh Area SD
Address: 1000 Union St
Lehigh, PA 18235-1700
Phone: (610) 377-4490 Ext: 1517
Contact Name: James Kraky

Educational Community

The Lehigh Area School District is located in the eastern central part of Pennsylvania, approximately 25 miles northwest of Allentown and affiliated with the Carbon-Lehigh Intermediate Unit #21. The district is comprised of 67 square miles and encompasses the borough of Lehigh Borough, Franklin Township, East Penn Township and Mahoning Township. Population is approximately 20,000 people as of the census of 2000 and the student population is approximately 2500.

Presently, there are four elementary buildings in the Lehigh Area School District, housing students in PREP-K through grade 4. The PREP-K program is a developmental kindergarten program for five year olds to address their developmental needs prior to regular kindergarten. All kindergarten programs are full day. One of the elementary schools is in the borough, East Penn Township, Franklin Township, and Mahoning Township. The middle school, grades 5-8 is located in the borough as well as the High School, grades 9-12. Student population is 96% caucasian, 2% hispanic and less than 1% each black and Asian/Pacific.

The district is primarily rural with a limited commercial and industrial base with a free and reduced lunch population ranging from 25-28%. Although this is the case, the Lehigh Area School District has continued to provide quality schools for the students. The district though, faces the challenge of community support through taxation efforts to sustain a quality program.

The Lehigh Area School District is located within the Allentown-Bethlehem-Easton labor market where many residents are employed. There has been a small percent of residents moving into the area from New Jersey, New York and Philadelphia maintaining their affiliation to their place of employment in these areas. Since the district is also adjacent to the Poconos, employment is also found in the resort areas.

Major employers located within the district's boundaries include: Blue Mountain Health System, Lehigh Area School District, Walmart, Giant Foods, discount centers, retail stores, banking institutions, restaurants, county unemployment office. Larger corporations are located in the Lehigh Valley area including, Mach Truck, Air Products, B. Braun, PPL, Alpo, Crayola, ABE Airport, Lehigh Valley Hospitals, Blue Mountain Ski Area.

Lehigh Area School District budgets and expends funds according to policies and procedures mandated by the Pennsylvania Department of Education. An annual operating budget is prepared by the administration team and submitted to the school board for approval prior to final approval before the start of the new fiscal year, as required by Act 1.

The budget for 2006-2007 was adopted in June, 2006 in the amount of \$29,585,952. with an anticipated budget for 07-08 of close to \$32,000,000. For the 06-07 budget, real estate taxes increased from 37.28 to 40.28 mills. The total value of a mill was equal to \$279,129. The median family household income reported from the 2000 census was \$35,521, slightly above the county family median income at \$35,113.

The percentage of local revenue to the total 2006-2007 budget was 60% while the percentage of state revenue was 37% and the percentage of federal revenue was 3%. The percentage of collection on real estate tax is estimated at 90%.

PERSONNEL

Lehigh Area School District sustains a strong commitment to providing our students with highly qualified state-certified professional employees to develop, deliver, and assess the curricular offerings of the district. The district currently employs 197 professionals for 2483 students which includes nurses and guidance counselors and two behavioral support therapists. The average teaching years of experience is 14.16 years with 54 % of professional staff at a master's degree level. Fifty-five support personnel assist in title programs, classrooms, computers/technology, health rooms, and special education programs. EST staff assist at the elementary level along with 4 reading specialists and four math teachers in Title programs. An ESL teacher is assigned to the ELL population K-12 and a school psychologist is part of the EST (becoming the RtI process) and testing of students who may require special education programs, out of

district placements, 504 plans, and gifted. Other personnel include plant operations (37), cafeteria personnel (34) with leadership under the direction of Chartwells and secretarial support of 23 staff members. The administrative team consists of fourteen professionals.

SCHOOL LIBRARY RESOURCES

The Lehigh Area School District presently operates one library in each of the four elementary buildings. There is one library in the middle school and one library in the senior high school. The primary goal of the library program is to supply a variety of print and non-print resources as well as equipment to meet the various needs of the students and staff. The library program strives to provide services that will enhance the curriculum, create an environment that fosters interest in books, reading, and technology. The goals are accomplished by maintaining a collection that supplements the curriculum and fulfills Chapter 4 regulations, dissemination of the library holdings to students and staff, and instruction about resources and equipment that is integrated into various curricular areas. Students attend library classes regularly at the elementary level. A collection of 14,121 books are housed at the Franklin Elementary school and 5772 at the East Penn Elementary school, Shull David 5176 and Mahoning houses 4488. There are at least 4 computers in each elementary library with a teacher workstation.

Library management at both the High School and Middle School level is done via a computerized system called Opac. PowerLibrary offers high school students the opportunity to subscribe from home. Students also use ACCESS PENNSYLVANIA to locate books from the library. Magazine Articles Summaries on CD-ROM and the print edition of the Reader's Guide to Periodical Literature are used to search for magazine articles. Other data bases are used at the MS/HS level called 2 FACTS, FirstResources, and ProQuest. Middle School and High School are in the process of reviewing information to upgrade to the Destiny computerized system. Elementary libraries are also researching Destiny, as they are not at this time automated.

Books are purchased to support and enrich subject matter across the curriculum. The High School has close to 12,000 books and subscribes to 14 different magazines and 2 daily newspapers. The High School maintains a lab of 25 computers with a teacher workstation and 10 additional computers in the library setting itself. The middle school library houses 2853 non fiction books and close to 2000 fiction books. They also subscribe to two newspapers and 33 magazines. The middle school library houses 26 computers and 2 teacher workstations. In September, 2007 a 4 wireless laptop mobile cart was added to middle school library.

The library curriculum for grades PREP-12 is board approved and librarians are in the process of mapping their integrated classes or specific classes offered to students as evidenced in the regularly scheduled classes for elementary students. The curriculum is reviewed and revised as necessary.

The district library program is staffed with four full-time librarians, two elementary librarians and two library paraprofessionals. The elementary librarians and paraprofessionals cover the program for four elementary buildings. The middle school librarian works in the library five days a week and shares a paraprofessional with the high school. The librarian at this level also assists with Study Island assessment and the mobile wireless lab for teacher use. The senior high librarian works at the high school five days a week, sharing the paraprofessional with the middle school.

CURRICULUM

All elementary students have access to equitable services and programs including full day kindergarten, strong Title I reading and math services, IST/RtI, Compass Learning, Waterford Early Learning, challenging curriculum, small group work, guided reading, a new reading series in 07-08, one on one instruction and many available resources. During the 06-07 academic year, the district implemented the use of AimsWeb in reading as a benchmark assessment to assess and implement strategies for attaining student success and purchase a wireless laptop cart that will hold up to 18 laptops to be used at one of the elementary buildings. Students have the opportunity weekly to participate in library, music, art and physical education/health. Gifted opportunities usually center around cultural events and enrichment support. Report cards are issued every nine weeks and parent conferences are held in November and spring. Kindergarten orientation is held in August as well as new student orientation. All elementary schools have a school-wide positive behavior program with positive re-inforcers as well as consequences for behavior.

Middle school uses a teaming concept that supports student success. All students are taught in the core academic subjects with many opportunities for exploratory classes in health and physical education, the arts, music, technology, family /consumer sciences, class futures. Identified gifted students use Rosetta Stone as part of their program. Study Island is used as a benchmark assessment three times a year and identifies students, as well as PSSA data, who are in need of an after school tutoring. An eight laptop wireless cart was purchased this year to be used in conjunction with the librarian and content teachers. Progress is reported every nine weeks with mid point reviews every three/four weeks and parent conferences in November and spring. Middle school orientation is held in August prior to the opening of school.

The high school operates on a block schedule of 84 minutes per block. Classes are offered as advanced placement, honors, academic and applied. Besides the math, social studies, science, English requirements, and physical education/health requirements, many opportunities exist that develop a student's creativity in the arts, including art classes, music, band, foreign languages (German and Spanish) and various other electives. There are several business classes including accounting, business law, and technology. There are three smartboards presently being used by high school staff. Dual enrollment is presently offered to senior art seminar students through the local community college (LCCC), other LCCC courses and the district will be exploring more offerings beginning September, 2008, including Introduction to Psychology. Alternative education is available for those not meeting high school standards. Students in grades 10-12 may choose to attend the Carbon Career and Technical Institute. Student progress is reported every six weeks to parents with a strong emphasis from administration to provide positive feedback weekly to parents on student success. Parent conferences are available in November and Spring. All incoming freshmen and their parents have orientation in late spring. Last year's graduating class reported that 73% would plan to attend post secondary schooling.

There are a variety of extracurricular offerings at both the middle school level and high school level including but not limited to many sports, clubs, and musical activities.

Award winning musical events have been the norm within the district in the past several years. The girls' hockey team also won the district championship in 06-07 and individual students are recognized for state and regional competitions in sporting events and musical/art talent.

All students have access to guidance/counseling services as well as health services. Certified nurses operate the SAP program at the middle school and high school level along with the counselors. An elementary school wide behavior program exists with character education classes weekly as part of the process. Curriculum is reviewed on an on-going basis that supports academic success for all, a student centered focus, maintaining progress in curriculum offerings and choices, and textbook and technology updates.

The district operates their own special education program with a host of classes at the elementary, middle school, and high school level. These include life skills, itinerant resource services, part-time to full time classes, multi-handicapped, speech, gifted, 504 services, emotional support, and behavioral/learning support. The Intermediate Unit #21 operates the multi-handicapped class for elementary age students. The percentage of identified special education students PREP-K through grade 12 is 16%.

The strengths of our students and community are:

- ~students who are interested learning
- ~supportive school board
- ~dedicated teachers who are highly qualified
- ~a variety of extracurricular offerings
- ~challenging curriculum
- ~strong partnerships with parents and community
- ~high achievement in writing as measured on the PSSA's for grade 11

Our needs include:

- ~improved academic proficiency as demonstrated in the PSSA scores in reading and math
- ~more access to technology and integration into the curriculum
- ~increase staff morale
- ~more career opportunities for career based learning such as job shadowing to make life experiences more relative
- ~increase budget for technology needs

~increase achievement of the special needs students

Under the direction of the newly appointed superintendent in July, 2007, a sense of urgency was created to move the district forward under three main goals:

- * Student Achievement- The LASD will design, implement, and evaluate a comprehensive plan to significantly improve student achievement.

- * Develop and reinforce a student-centered environment fostered by all district personnel that promotes success for all.

- * To promote the most effective, up-to-date technology to maximize benefits to our school and community.

Mission

The Lehigh Area School District's mission is:

Partnering with students, families, and community to provide opportunities for life-long success through academic excellence and individual growth in a safe and supportive environment.

Vision

The District's vision is: Educating together to prepare our students for life's journey. Based upon this vision, the district, in conjunction with the Carbon County Career Technical Center, continually strives to educate all students in collaboration with parents and community members. We are a community of learners where learning is highly valued. Educators strive to maintain and improve instructional programs that meet with high expectations for all. The key to our high expectations is to continue learning the best instructional practices, along with technologies, that will assist our students to be successful contributing members in society. The district will strive to implement technology that will enhance instruction, motivate students and engage the community to create best instructional practices. Our vision continues to support the utilization of strategies that will maximize time and efforts of both staff and our students. Needless to say, we pride ourselves in our continuous dedication and commitment to maximizing individual growth that supports Educating together to prepare our students for life's journey.

Shared Values

Lehigh Area School District Shared Values:

1. Every student has the right to learn in a safe, supportive environment.
2. All students, regardless of diverse backgrounds and needs, are capable of learning and must be respected as individual learners developing skills appropriate to their fullest potential.
3. Learning is a life-long process that begins within the family and is encouraged through the partnership of all shareholders.
4. High standards and expectations, incorporated with varied extra-curricular programs, provide for a well-rounded education.
5. Excellence in education requires time, effort, effective communication, and cooperation by the educational community as well as the community at large.
6. To make responsible career and life choices, all students must learn to communicate, collaborate, problem solve, develop higher level thinking skills, and use technology efficiently.
7. The development of a strong work ethic is necessary to enable students to become self-directed and life-long learners.
8. Students learn best from highly qualified, caring and well-trained educators.
9. Through a positive work environment and focused efforts, our employees will make strong contributions to the District's operational success.
10. The educational system must continuously re-examine its purpose, financial commitment, programs, curriculum, and direction in

order for a democratic society to flourish.

Goals

The District will engage in various planned strategies and activities that support the following goals:

ACADEMIC PROFICIENCY:

As measured by the PSSA, PASA, and/or district assessments, an increasing percentage of district students will be proficient by 2014 in core subject areas (reading, writing, math, science, and social studies) leading to successful academic transitions from elementary to middle school to high school and beyond.

HIGHLY QUALIFIED EFFECTIVE STAFF:

All students will learn from caring and highly qualified, effective staff.

HIGH SCHOOL GRADUATION PLAN:

Graduation rate will meet a 92% threshold and/or show growth through 2014; wherein, students will have a well-defined plan for life-long learning.

STUDENT SERVICES PLAN:

All students will have available to them developmentally appropriate services in the areas of guidance counseling, nursing, wellness and health, psychological assessments, and home visitations.

UTILIZATION OF TECHNOLOGY FOR ACADEMIC PROFICIENCY, COMMUNICATION, AND MANAGEMENT:

All students and employees will use technology as a means to achieve academic proficiency and increase operational efficiencies.

DISTRICT OPERATIONS:

District operations will run in a safe, efficient, effective, and fiscally responsible manner that supports the district's vision, mission, and shared beliefs.

SCHOOL AND COMMUNITY RELATIONS:

LASD will design and implement a communication and public relations plan that continuously fosters positive relationships among all staff, students, and the community.

PARTICIPATION RATE OF ELIGIBLE STUDENT POPULATION:

The participation rate of eligible students in grades completing the mandatory federal, state, and local assessments in Lehigh Area School District will continue to reach 95% and above annually through 2014.

Goal: Academic Proficiency

Description: As measured by the PSSA, PASA, and/or District assessments, an increasing percentage of district students will be proficient by 2014 in core subject areas (reading, writing, math, science, and social studies) leading to successful academic transitions from elementary to middle school to high school and beyond.

Goal: District Operations and Safety

Description: District operations will run in a safe, efficient, effective, and fiscally responsible manner that supports the district's vision, mission, and shared beliefs.

Goal: High School Graduation Plan

Description: Graduation rate will meet a 92% threshold and/or show growth through 2014; wherein, students will have a well defined plan for life-long learning.

Goal: Highly Qualified, Effective Staff

Description: All students will learn from a caring, highly qualified, and effective staff.

All administrators will remain current on state and federal regulations and exhibit effective management and leadership skills.

Goal: Participation Rate of Eligible Student Population

Description: The participation rate of eligible students in grades completing the mandatory, federal, state, and local assessments in Lehigh Area School District will continue to reach 95% and above annually through 2014.

Goal: School and Community Relations

Description: LASD will design and implement a communication and public relations plan that continuously fosters positive relationships among all staff, students, and the community.

Goal: Student Services Plan

Description: All students will have available to them developmentally appropriate services in the areas of guidance counseling, nursing, wellness and health, psychological assessments/services and home visitations.

Goal: Utilization of Technology for Academic Proficiency, Communication, and Management

Description: All students and employees will use technology as a means to achieve academic proficiency and increase operational efficiencies.

Academic Standards

ACADEMIC STANDARDS

The Pennsylvania Academic Standards describe the knowledge and skills while students will be expected to acquire and demonstrate in the Lehigh Area School District. The district shall provide for the attainment of the academic standards as described in chapter 4, Section 12 of the PA Code. The guiding standards of reading, writing, speaking, listening, mathematics, science and technology, arts and humanities, family and consumer sciences, history and career education will be the steering wheel that guides district programs and curricular development. Within the development of the district curriculum through curriculum mapping, the PA Standards are addressed as well as reading, math and science anchors in order to address these anchors within the other content areas. The district engages each curricular area for review and alignment. The district curriculum, based upon the standards, serves as the measure of student achievement with benchmark guidelines at each grade level , PREP-12.

Curriculum mapping has been undertaken during the 07-08 academic year with all district personnel. Elementary staff is completing reading, middle and high school staff are designing their content and reading maps. During the life of this strategic plan, the district will continue to map, revise curriculum and assessments in order to ensure alignments with PDE approved standards/anchors in the following content:

Reading, Writing, Speaking, Listening:

Reading - The application of phonemic awareness, phonics, and word study, vocabulary, fluency, and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language; and learning how to search a variety of texts to conduct research.

Writing- Narrative, informational, and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

Speaking and Listening- Participation in conversation and formal speaking presentation.

Mathematics:

The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason, communicate mathematically, and utilize modern and effective technology in mathematical concepts and skills.

Science and Technology:

Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics, and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.

Environment and Ecology:

Environment and Ecology is concerned with the interrelationships among components of the natural and human-made world. These components incorporate the disciplines of ecology, resource management, agriculture diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations that protect, control and manage the environment to meet societal needs for long term sustainability.

Social Studies:

History- Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics, and civic studies of major developments in the history of Pennsylvania, the United States and the World.

Geography- Study of relationships among people, places, and environments, of geographic tools and methods, characteristics of place, concept or region and physical processes.

Civics and Government- Study of the United States Constitutional democracy, its values and principles, study of the Pennsylvania Constitution and government including the study of principles, study of operations and documents of governments, rights and responsibilities of citizens, how governments work and international relations.

Economics- Study of how individuals and societies choose to use resources to produce and distribute consumer goods and services. Knowledge of economic reasoning and basic economic concepts, economic decision making, economic systems, Pennsylvania and the US economy and international trade.

Arts and Humanities:

Study of dance, theater, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production performance or exhibition of work.

Career Education and Work:

Understanding career options in relationship to individual interests, aptitudes, and skills including the relationship between changes in society, technology, government, and economy and their effect on individuals and careers. Development of knowledge and skills in job seeking and job-retaining skills and , for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

Family and Consumer Sciences:

Understanding the role of consumers as a foundation for managing valuable resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

Health, Safety, and Physical Education:

Study of concepts and skills which affect personal, family, and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

World Language:

Ability to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

In addition to the district curriculum, Lehighton offers vocational programs in conjunction with the Carbon County Career Institute. Vocational programs and competencies include programs of study in Building Trades, Automotive Technology, Electronics, Food Management, Cosmetology, Health Care and Business Education.

Graduation Requirements

GRADUATION REQUIREMENTS

In order to graduate from the Lehighton Area High School students must successfully complete areas I, II, III, and IV as presented in the table below.

Area I- Course Completion

All students must successfully complete 28 credits in the following pattern of courses.

Course Area	Credits
Language Arts	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Wellness	1.0
Fitness	1.0
Independent Living	1.0
Advanced Word Processing	1.0
Arts and Humanities	2.0
Electives	8.0

Area II- Student Project

All students must successfully complete, as defined by the assessment criteria, a student project by the end of the first semester of their senior year. Each student is required to complete an educational project related to the student's area of career interest and academic pathway which combines essential learning activities, and is designed to be comprehensive and of the highest quality, both in scope

and breadth. By 12th grade, students are required to submit and present a completed project summarizing their conclusions, project steps, and self-evaluation.

Area III- Successful Achievement of PA Academic Standards

Each student must successfully master the PA Academic Standards and Assessment Anchors in the core academic areas of English, math, science, and social studies. Starting with the graduating class of 2014, to ensure students demonstrate proficiency in all the core areas, there will be a menu of ways to show they have mastered the necessary skills. These options include:

- * Passing the new Graduation Competency Assessments.
- * Passing the Pennsylvania System of School Assessment.
- * Passing an Advanced Placement or International Baccalaureate test.
- * Passing a local assessment that independent evaluators certify is equivalent to Graduation Competency Assessments.

Area IV- Academic Experience

Students will select from one of the following to complete the fourth required area for graduation.

1. College or Dual Enrollment Course
2. Job Shadowing
3. Community Service
4. Distance Learning Course
5. Internship

Strategic Planning Process

The purpose of Strategic Planning is to use input from a cross section of the school district community, including parents, teachers, students, administrators, board members, business partners, and community representatives. The planning committee was constructed to facilitate the development of the vision, mission, set of beliefs and high priority using data and perceptions of the school culture through Victoria Bernhardt's surveys.

The planning committee consisted of people involving a cross representation of the community. Preliminary planning began in December 2007 with the first meeting held on December 10, 2007 meeting through September, 2008. In order to insure this cross section of community members, all staff within the district were asked to recommend other staff members, parents, business partners, students, community representatives, board members as well as seeking volunteers in the district newsletter. Through this process, several people were recommended as well as volunteers stepping up to the plate to assist with this process. Especially impressive, were the numbers of students who wanted to volunteer as well as being recommended by their teachers. Board members were made aware of this process at open board meetings as well as an invitation to participate in the process itself. Subsequent meetings were held: January 29, 2008, March 17, 2008 and May 15, 2008.

From the planning committee, smaller teams were organized to work on the various aspects of the plan, including Academic Standards (chapter 4), Students Services(chapter), Professional Development, Induction , Special Education, Technology and School Improvement. Several of these groups had already been diligently working together on plans, including induction, professional development, technology, and school improvement so this transition opened the door for further participation. The professional development committee met on January 17, 2008, February 26, 2008 and April 17, 2008. The induction committee met beginning in September, 2007, November 14, 2007 January 16,2008, February 15,2008, April 8, 2008 and May 16th, 2008. Academic standards and assessment met on March 19, 2008, April 7, 2008, April 28, 2008. Educational technology met on April 21, 2008, April 24,2008, and May 12, 2008.

The Strategic Plan will be revisited yearly by administration to insure progress is being made with district goals and vision with a formal review at the mid point by the planning committee in 2011.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Andrew Yenser	school board	Board Member	School Board
Bonnie Cortese	secretary	Other	Administration
Colleen Hoppes	teacher	Elementary School Teacher	Administration
Deana Bokan	parent	Parent	Coordinator of Curriculum
Donna Austin	pre-school	Other	Coordinator of Curriculum
Duane Eidem	board member	Board Member	School Board
Evelyn Semanoff	school board	Board Member	Administration
Gary VanNorman	administration	Administrator	Principal
Gloria Bowman	District Adminstration	Administrator	Superintendent
James Kraky	District Administrator	Administrator	School Board
Jamie Albert	Head Start	Other	Coordinator of Curriculum
Janelle Sheckler	student	Other	Payroll Secretary
John Stemler	social studies teacher	Middle School Teacher	Principal
Julie Solt	teacher	Middle School Teacher	Volunteer
Kelli Costenbader	guidance counselor	Ed Specialist - School Counselor	Principal
Kyle Smith	parent	Parent	Administration
Michael Reenock	teacher	Secondary School Teacher	Volunteer
Nicholas Brogno	psychologist	Ed Specialist - School Psychologist	Supervisor of Special Services
Patti Ebbert	teacher	Elementary School Teacher	Volunteer
Rachel Sverchek	student	Other	Coordinator of Curriculum
Sandra Kokinda	community	Community Representative	school board
Scott Rehrig	community	Community Representative	Teacher
Shaun McElmoyle	Assistant Supervisor Special Services	Administrator	Supervisor of Special Services
Stephen Ebbert	assistant middle school principal	Administrator	volunteer

Goals, Strategies and Activities

Goal: Academic Proficiency

Description: As measured by the PSSA, PASA, and/or District assessments, an increasing percentage of district students will be proficient by 2014 in core subject areas (reading, writing, math, science, and social studies) leading to successful academic transitions from elementary to middle school to high school and beyond.

Strategy: Science achievement

Description: At least 70% of students in grades 4, 8, and 11 will be proficient in Science, as measured by the annual state-wide PSSA assessment.

Activity: A. Alignment of curriculum and differentiated instruction

Description: Throughout the curriculum mapping process and alignment to state standards, staff will identify areas to incorporate more technology and differentiated instruction into the science curriculum that will enhance student achievement.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 10/13/2008 Finish: 10/8/2012	\$3,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21	- School Entity - Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge in the science standards and also in utilization of technology and differentiated instruction in the science curriculum and instruction.	Technology has been proven to aid in the instruction of the sciences and mathematics.	<i>For classroom teachers, school counselors and education specialists:</i> - Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. - Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
Classroom teachers	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	Science and Technology
Follow-up Activities	Evaluation Methods	
- 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	Student PSSA data	

Status: In Progress — Upcoming

Date Comment

6/9/2008 Middle school and science departments are presently creating and writing their maps and will align their cross-grade level maps beginning in 08-09.

Strategy: Benchmark assessments/Reporting Systems

Description: District staff will be trained on use of Aimsweb universal screener and use data to provide differentiated instruction as well as review report card systems.

Activity: A. Staff training on AimsWeb universal screener.

Description: Elementary and middle school special education staff will be trained on use of universal screener in reading and math and interpretation of data to help decision making for instruction.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 9/4/2007 Finish: 4/14/2008	\$8,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective administration and use of benchmark assessments	Research has proven that it is very important for teachers to have an idea of the success that their students are achieving in order to gauge the effectiveness of their instruction.	<i>For classroom teachers, school counselors and education specialists:</i> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - School counselors	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5)	- Reading, Writing, Speaking & Listening - Mathematics
Follow-up Activities	Evaluation Methods	
- Analysis of student work, with administrator and/or peers - Peer-to-peer lesson discussions	- 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	

Status: In Progress — Overdue

Date	Comment
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6/11/2008 All elementary staff have been trained during the 07-08 school year on the use of Aimsweb universal screener for reading. A brief training on the use of Aimsweb was presented during the 07-08 school year to the special education staff at the middle school.

Activity: B. Study Island

Description: Middle school students and staff will continue using Study Island benchmark reading assessments to assist with instructional delivery and high school staff will research possible use of Study Island benchmarks at this level.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$10,100.00
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Study Island will continue to be used at the middle school level for grades 5-8 as a benchmark assessment and an after school tutoring program. High School, at this time, will use Achieve 3000 for the 08-09 school year with the potential to review Study Island at a later date.
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Activity: C. Data analysis teams

Description: Data analysis teams will be created on-site for elementary, middle school, and high school in order to interpret data that supports differentiated instruction.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 9/19/2007 Finish: 5/19/2010	-
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Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1.00	9	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Lehigh Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Between local and state assessments, the district has ample data available to guide instruction. With the proper analysis of the data, teachers will have a general idea of the instruction that is necessary in their own classroom.

Research shows that effective instruction is data driven.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
● Classroom teachers ● Principals / asst. principals ● School counselors	● Early childhood (preK-grade 3) ● Middle (grades 6-8) ● Elementary (grades 2-5) ● High school (grades 9-12)	● Reading, Writing, Speaking & Listening ● Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> ● Student PSSA data ● Standardized student assessment data other than the PSSA |
|--|---|

Status: In Progress — Upcoming

Date Comment

6/11/2008	During the 07-08 school year, district administrators have reviewed data pertinent to their level and will begin creating teams on sight that will support data review and training. Elementary and middle school teams will be created first with high school at a later date.
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Activity: D. Data Warehouse Collection System

Description: Form a committee of staff and district administrators to research present student management systems in use as well as other available systems to collect, analyze, and interpret data.

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

6/11/2008	At this time, no progress has occurred.
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Activity: E. Report card committee/elementary

Description: A committee will be created at the elementary level (with cross grade level representation from middle school) to re-align the existing report card that will best reflect skills across the grade levels.

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

6/11/2008	At the end of the school year of 07-08, elementary administrators facilitated grade level discussions about concerns regarding the elementary report card presently being used. The primary grades reported the definite need to upgrade the existing report card; upper intermediate desired to review middle school grading system with the intent to have a better flow into that grade level span. Six teachers expressed a desire to be part of a committee.
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Strategy: Curriculum Review Process

Description: District instructional and administrative staff will revise and implement a new curriculum process that involves the mapping concept.

Activity: A. Staff training on alignment of curriculum to standards/anchors

Description: All district staff will be trained and provided support on how to map content, skills, resources, activities, assessments and essential questions in order to align district curriculum to the PA standards and eligible reading and math assessment anchors.

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 4/26/2007	\$5,600.00
	Finish: 5/30/2009	

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21	- School Entity - Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will understand the importance of aligning the curriculum to the state standards and anchors. They will also make sure that all standards and anchors are being addressed in the proper grade and/or subject.	In order for students to meet the benchmarks for PSSAs, the school district must be teaching the proper materials at the appropriate time.	<i>For classroom teachers, school counselors and education specialists:</i> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Date	Comment
6/11/2008	Alignment training was touched upon through the mapping process in the 07-08 academic year with the CLIU 21 facilitating that discussion.

Activity: B. Staff curriculum mapping

Description: All staff will map their course content, skills, activities, assessments, resources and align their maps to PA standards and eligible reading and math anchors using a district made template on staff computers.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 9/11/2007 Finish: 5/12/2015	\$1,700.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	18	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unity #21	- School Entity - Intermediate Unit	Approved

Knowledge and Skills

Educators will gain the skills necessary to efficiently map their curriculum(a). They will also be instructed on how to properly read their maps for planning and for alignment purposes.

Research and Best Practices

Without proper alignment of curriculum, the district cannot be certain that all required information is being taught.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
● Classroom teachers ● School counselors	● Early childhood (preK-grade 3) ● Middle (grades 6-8) ● Elementary (grades 2-5) ● High school (grades 9-12)	● Reading, Writing, Speaking & Listening ● Science and Technology ● Arts & Humanities ● Civics and Government ● Environment and Ecology ● Health, Safety and Physical Education ● World Languages ● Kindergarten Early Learning Standards ● Mathematics ● History ● Career Education and Work ● Economics ● Family and Consumer Sciences ● Geography

Follow-up Activities

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

Evaluation Methods

- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date Comment

6/11/2008 The elementary reading maps are approximately 40% completed and the middle school and high school maps are about 70% completed.

Activity: C. Curriculum mapping software for an efficient technology based environment.

Description: Various curriculum mapping software programs will be researched and potentially purchased that could serve the staff more efficiently during the mapping process.

Person Responsible Timeline for Implementation Resources

Gloria Bowman

Start: 1/1/2009

\$40,000.00

Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
6/11/2008	Progress has not been made at this time.

Activity: D. Five year curriculum cycle

Description: A five year curriculum cycle will be developed to sustain, maintain, and improve curriculum design, vertical and horizontal alignment, textbook selections, monitor and evaluate programs, technology integration, and instructional practices.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 10/17/2007 Finish: 5/20/2015	\$31,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21	- School Entity - Intermediate Unit	Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Staff will be able to determine if the curriculum is where it needs to be, if the textbooks are adequate, and if program and teaching practices being utilized are the best that they can be.	Curriculum must be evaluated on a regular basis to check for changes, need for improvement, and to ensure use of best practices.	<i>For classroom teachers, school counselors and education specialists:</i> - Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. - Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

- Reading, Writing, Speaking & Listening
- Science and Technology
- Civics and Government
- Environment and Ecology
- Mathematics
- History
- Economics
- Geography

Follow-up Activities

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

Evaluation Methods

- Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Date Comment

6/11/2008 During the 07-08 school year, a 5-year curriculum cycle was developed. The first-year of the cycle was completed during the 07-08 school year. Year two will take place during 08-09.

Activity: E. High School Literature Series

Description: Upon review of high school language arts curriculum, staff have had no opportunity to provide a consistent literature based program to all high school students; therefore, a new literature series will be purchased for 2008-2009

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 6/23/2008 Finish: 8/15/2008	\$35,000.00
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Status: Complete

Date Comment

6/11/2008 The school board approved the purchase of a high school literature series, McDougal-Littel, for the 08-09 school year at the May, 2008 board meeting.

Strategy: District wide School Improvement team

Description: K-12 district administrators will meet every 6-8 weeks to monitor progress of academic proficiency, best practices, professional development activities, to insure increase in student achievement and a student centered learning environment.

Activity: A. Established district school improvement team

Description: District wide administrative team/school psychologist will continue to meet bi-monthly to monitor activities that will support the increase in student achievement in a student centered learning environment and support on-site staff throughout the district.

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 9/13/2007 Finish: 9/10/2009	\$5,400.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	9	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District	School Entity	Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administrators will be able to assess the accomplishments being made in order to maintain AYP status at the elementary level and high school level and achieve AYP status at the middle school level.	Team work by staff from all academic levels is necessary to achieve the goal of academic proficiency.	<i>For school and district administrators, and other educators seeking leadership roles:</i> - Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making. - Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. - Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Principals / asst. principals - Superintendent / asst. superintendents	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Mathematics
Follow-up Activities	Evaluation Methods	
Analysis of student work, with administrator and/or peers	Student PSSA data	

Status: In Progress — Upcoming

Date Comment

6/9/2008 The district wide administrative team was established during 07-08 to review a K-12 continuum that will address student achievement data that will drive instruction. Next year, the team will focus on creating onsite data analysis teams and assist staff with interpretation of data that will improve instruction.

Strategy: Increase math achievement

Description: Students will gain 2-4% yearly in math evidenced by PSSA's, PASA, local/district assessments.

Activity: A. Additional math support

Description: All elementary students in grades 2, 3, and 4 will receive twice a week additional math activities instructed by Title staff and classroom teacher that concentrates on basic operations, problem solving, open answer problems, and higher order thinking skills.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$882,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	The Title I math teachers have been servicing all grade 2-4 students twice a week. This program will continue through the 08-09 school year.
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Activity: B. High school strategic math program

Description: High school students will be placed in strategically sequenced math classes addressing the specific math standards/anchors prior to PSSA testing in grade 11.

Person Responsible	Timeline for Implementation	Resources
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Kelli Costenbader	Start: 1/1/2009 Finish: Ongoing	\$30,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	In conjunction with the math department and guidance office, students have been and will continue to be placed in appropriate math courses based on the PSSA anchors and standards.
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Activity: C. Implement Consistent use of Math Vocabulary

Description: Each grade level and course content will implement consistent use of math vocabulary using the high frequency terms from the PA standards.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 4/12/2008 Finish: 12/31/9999	\$2,100.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Knowledge and Skills	Research and Best Practices	Not approved Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: In Progress — Upcoming

Date	Comment
6/11/2008	At the middle school and high school level, teachers received posters which displayed high-frequency math vocabulary. When the middle school and high school teachers work to map and align their curriculum, high-frequency vocabulary will be stressed. Through the Title I math program, the elementary students are exposed to the high frequency math vocabulary. Elementary staff have not yet begun to map the math content as the focus during the 07-08 and upcoming year is reading.

Activity: D. Use of differentiated instruction

Description: District will hold in-service events to increase awareness of differentiated instruction methodologies. The goals of these events will be to create student-centered classroom environments, to include special education students and staff with the mainstream population, and to increase math proficiency across all grade levels.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 10/13/2008 Finish: 4/11/2011	\$3,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21 Trained Teachers	- School Entity - Intermediate Unit - Individual	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers will gain knowledge in differentiating instruction to teach mathematics in order to achieve success with all students.

It has been proven that students learn in many different fashions. The only way all students will experience success is if teachers differentiate their instruction to reach the learning styles.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
● Classroom teachers	● Early childhood (preK-grade 3) ● Middle (grades 6-8) ● Elementary (grades 2-5) ● High school (grades 9-12)	● Mathematics
Follow-up Activities	Evaluation Methods	
● Creating lessons to meet varied student learning styles	● Student PSSA data	

Status: In Progress — Upcoming

Date Comment

6/11/2008 The IST team has been trained in the RtI model during the 07-08 school year and elementary staff have had Differentiated Instruction training. This model will continue over the next several years and consistently reinforced throughout grade level meetings, team meetings, and in-service trainings. Administrators will have the opportunity to observe differentiated instruction lessons through classroom observations.

Strategy: Increase student reading achievement

Description: Students in district will make 2-4% gains in reading achievement as measured on PSSA, PASA, district/local assessments.

Activity: A. Special Education Intervention Activities

Description: Elementary and middle school students receiving special education services will receive additional reading instruction using lower leveled readers from the newly purchased reading series at least 2-3 times per week as well as differentiated instruction and inclusive practices within the regular education setting. Use of SRA reading and math are designed core programs for individual and small group work.

Person Responsible	Timeline for Implementation	Resources
Gretchen Laviolette	Start: 5/2/2008 Finish: 10/13/2008	\$5,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	15

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21	- School Entity - Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to integrate the regular education reading program into the special education curriculum.	The SRA program has proven to be effective with the special education students. However, with the use of the leveled readers, it is anticipated that the students will see more success.	<i>For classroom teachers, school counselors and education specialists:</i> - Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. - Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
Classroom teachers	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5)	Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Student PSSA data	

Status: In Progress — Overdue

Date	Comment
6/11/2008	Middle school students receiving special education services had been using lower leveled readers through McDougal Littell during the 07-08 school year. This will continue for 08-09 with elementary students also participating in this model.

Activity: B. Targeted assistance

Description: Using Aimsweb reading benchmark assessments at elementary level and Study Island benchmark assessments, students needing reading assistance will participate in Rtl, Title services, after school tutoring using Study Island remediation, instruction that is differentiated to meet their needs.

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 1/1/2009	\$1,605,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Students at the middle school will continue use of Study Island as a benchmark assessment and an after school tutoring program. Rtl has also begun at the elementary level and will continue, concentrating on the interventions for targeted assistance in 08-09. The Title elementary program is extremely strong and supportive of offering instructional activities to increase student achievement. This will continue as this staff is very dedicated to improving instruction.
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Activity: C. Implement Language Arts skills and strategies

Description: Staff will receive specific training and tools to improve Language Arts skills and develop effective strategies.

Person Responsible	Timeline for Implementation	Resources
Gretchen Laviolette	Start: 10/13/2008 Finish: 1/12/2015	\$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Department Chairs	- School Entity - Individual	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn skills and strategies that pertain to the language arts curriculum.	Instruction using best practices is important in teaching language arts.	<i>For classroom teachers, school counselors and education specialists:</i> - Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. - Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	

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

Status: In Progress — Upcoming

Date Comment

6/11/2008 At this time, the strategy has not been started.

Activity: D. Use of differentiated instruction

Description: District will hold in-service events to increase awareness of differentiated instruction methodologies. The goal of these events will be to create student-centered classroom environments, include special education students and staff with the mainstream population, and increase reading proficiency across all grade levels.

Person Responsible	Timeline for Implementation	Resources
Gretchen Laviolette	Start: 10/13/2008 Finish: 10/14/2013	\$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21 Trained Teachers	● School Entity ● Intermediate Unit ● Individual	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to differentiate instruction in order to reach all learning styles.	Students learn by all different methods. Instruction must be adapted in order to meet the learning styles.	<i>For classroom teachers, school counselors and education specialists:</i> ● Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
● Classroom teachers	● Early childhood (preK-grade 3) ● Middle (grades 6-8) ● Elementary (grades 2-5) ● High school (grades 9-12)	● Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
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- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Student PSSA data
- Review of participant lesson plans

Status: In Progress — Upcoming

Date Comment

6/11/2008 The IST team has been trained in the RtI model during the 07-08 school year and elementary staff have had Differentiated Instruction training. This model will continue over the next several years and consistently reinforced throughout grade level meetings, team meetings, and in-service trainings. Administrators will have the opportunity to observe differentiated instruction lessons through classroom observations.

Strategy: Increase writing achievement

Description: Students will gain 1-3% yearly in writing proficiency as measured on the PSSA's and/or teacher assessment rubrics.

Activity: A. Elementary writing samples

Description: All third and fourth graders will be required to submit quarterly writing samples to elementary reading specialists using a rubric and conferencing techniques.

Person Responsible Timeline for Implementation Resources

Gretchen Laviolette	Start: 1/1/2009 Finish: Ongoing	\$4,500.00
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Status: In Progress — Upcoming

Date Comment

6/11/2008 The K-4 and 5-8 language arts department chairs met in April, 2008, to discuss bridging the writing gap between upper elementary into middle school. Writing samples were designed for May, 2008, for grades 2, 3, and 4, and have been scored using a teacher-made rubric. The results were shared with administrators and middle school staff. Quarterly writing samples will be completed by grades 2-4 during the 2008-2009 school year. The elementary administrative staff will enforce the use of the reading/writing workshops provided by the Houghton-Mifflin reading series in at least grades 3 and 4.

Activity: B. Writing prompts

Description: Elementary and middle school department chairs will meet to define writing prompts to aid in elementary and middle school instruction to improve writing skills between these two levels.

Person Responsible Timeline for Implementation Resources

Gloria Bowman	Start: 5/19/2008 Finish: 5/17/2010	\$1,000.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	3	5
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Lehigh Area School District Knowledge and Skills

● School Entity Research and Best Practices

Approved Designed to Accomplish

Staff members will prepare writing prompts for the elementary and middle school students.

Writing skills must be taught and mastered at an early age.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
● Classroom teachers ● Principals / asst. principals ● Superintendent / asst. superintendents	● Middle (grades 6-8) ● Elementary (grades 2-5)	● Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
● Analysis of student work, with administrator and/or peers ● Lesson modeling with mentoring	● Review of written reports summarizing instructional activity	

Status: Complete

Date Comment

6/11/2008 The K-4 and 5-8 language arts department chairs met in April, 2008, to discuss bridging the writing gap between upper elementary into middle school. Writing samples were designed for May, 2008, for grades 2, 3, and 4, and have been scored using a teacher-made rubric. The results were shared with administrators and middle school staff.

Activity: C. Use of differentiated instruction

Description: District will hold in-service events to increase awareness of differentiated instruction methodologies. The goals of these events will be to create student-centered classroom environments, to include special education students and staff with the mainstream population, and to increase writing proficiency across all grade levels.

Person Responsible	Timeline for Implementation	Resources
Gretchen Laviolette	Start: 10/13/2008 Finish: 10/14/2013	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21 Trained Teachers	● School Entity ● Intermediate Unit ● Individual	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to differentiate writing lessons in order to meet all students and their different learning styles.	Differentiated instruction is necessary to reach all students and their different learning styles.	<i>For classroom teachers, school counselors and education specialists:</i>

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
● Classroom teachers	● Middle (grades 6-8) ● Elementary (grades 2-5)	● Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
● Analysis of student work, with administrator and/or peers ● Creating lessons to meet varied student learning styles	● Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. ● Student PSSA data ● Classroom student assessment data ● Review of participant lesson plans	

Status: In Progress — Upcoming

Date	Comment
6/11/2008	The IST team has been trained in the RtI model during the 07-08 school year and elementary staff have had Differentiated Instruction training. This model will continue over the next several years and consistently reinforced throughout grade level meetings, team meetings, and in-service trainings. Administrators will have the opportunity to observe differentiated instruction lessons through classroom observations.

Strategy: Use of district budget to support student achievement

Description: The board will review and utilize information regarding data from economy, student and program data to support funding issues within the budget.

Activity: A. District budget funding and activities

Description: The board will continuously re-examine the effectiveness of committee work/structure in regard to Act 1 in order to carefully plan and use data for funding concerns regarding student achievement.

Person Responsible	Timeline for Implementation	Resources
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Not Currently Assigned	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	This activity will be performed annually as has been done in the past.
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Goal: District Operations and Safety

Description: District operations will run in a safe, efficient, effective, and fiscally responsible manner that supports the district's vision, mission, and shared beliefs.

Strategy: District Operations

Description: District operations will be run efficiently through the use of a well-trained maintenance and custodial staff.

Activity: B. District/community agencies communication

Description: Through bi-yearly Safe Schools/Drug Free Advisory Council meetings, communication with local law enforcement agencies, EMA, and other key stakeholders will dialogue and review, enforce, and evaluate scheduled practiced emergency procedural drills held within the district as well as welcome updates to EOP plans.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$600.00
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	The Safe Schools Advisory Council was established in 2006/2007 and has met bi-yearly since then. The Advisory Council will continue to meet and invite representatives from various agencies pertaining to safe schools.
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Activity: C. Safety Forms and procedural reviews

Description: A district reporting form will be created to address building and safety issues and reviewed for proper procedural safeguards on a quarterly basis during regular scheduled on site safety meetings.

Person Responsible	Timeline for Implementation	Resources
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Not Currently Assigned	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008 Onsite safety committees have been meeting quarterly over the last several years. However, no consistent reporting form to the supervisor of buildings and grounds has been established as of yet.

Goal: High School Graduation Plan

Description: Graduation rate will meet a 92% threshold and/or show growth through 2014; wherein, students will have a well defined plan for life-long learning.

Strategy: Alternative Enrollment Opportunities

Description: A variety of educational opportunities are available for all types of learners.

Activity: A. Enrollment opportunities

Description: More opportunities will be made available to high school students for dual enrollment, online learning, alternative approaches to education, Ap courses, honors classes.

Person Responsible	Timeline for Implementation	Resources
Kelli Costenbader	Start: 1/1/2009 Finish: Ongoing	\$28,000.00

Status: In Progress — Upcoming

Date	Comment
6/11/2008	During the 07-08 school year, 18-19 students participated in dual enrollment opportunities either at the High School or at the local community college site as well as online. An additional class will be offered at the high school in 08-09 that will support dual enrollment and offered by district staff. In the past only one on site class was available. In 08-09 two classes will be offered.

Activity: B. Exploration of Project 720

Description: In conjunction with the HS guidance department, curriculum department and school board, the district will explore opportunities to apply for the Project 720 grant to offset cost of alternative enrollment opportunities.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
6/11/2008	This activity has not been started.

Strategy: Culminating Project for graduation

Description: District leadership to review requirements for graduation project

Activity: A. Graduation Project

Description: High school administrators in conjunction with advisors for projects/guidance counselors will review policy requirements, timelines, checklists to ensure fidelity of quality of project.

Person Responsible	Timeline for Implementation	Resources
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Gary VanNorman

Start: 9/15/2008

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Finish: 6/3/2009

Status: In Progress — Upcoming

Date	Comment
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6/11/2008	This activity has not been started.
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Strategy: Graduation requirements

Description: Through alignment of curriculum to standards and anchors, graduation requirements will be reviewed over the next several years.

Activity: A. Required credits

Description: High school department chairs and administration will continue to review graduation requirements aligned to PA standards with potential changes for additional credits recommended for graduation beyond the present 28 credits required.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$3,500.00
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Through the curriculum mapping process over the 07-08 school year, discussion has occurred with science and social studies committees regarding the possible need to increase credits required for graduation in both of these areas.
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Goal: Highly Qualified, Effective Staff

Description: All students will learn from a caring, highly qualified, and effective staff.

All administrators will remain current on state and federal regulations and exhibit effective management and leadership skills.

Strategy: Capable leadership and effective management skills

Description: Administrators and staff will exhibit educational leadership and strong personnel management skills.

Activity: A. Professional Enhancement

Description: Administrators will continue to read professional journals and books. Their participation in leadership retreats and conferences will support on-going learning.

Person Responsible	Timeline for Implementation	Resources
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Not Currently Assigned	Start: 10/16/2007 Finish: 7/15/2014	\$5,535.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	6	15
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Superintendent Knowledge and Skills	Individual Research and Best Practices	Approved Designed to Accomplish
Administrators will gain effective management and leadership skills.	Administrators must be both managers and leaders in order to run effective schools and have students achieve academic proficiency.	<i>For school and district administrators, and other educators seeking leadership roles:</i> - Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>culture of teaching and learning</u>, with an emphasis on learning. - Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Principals / asst. principals - Superintendent / asst. superintendents	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)
Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Peer-to-peer lesson discussions - Journaling and reflecting	- Review of written reports summarizing instructional activity - Portfolio

Status: In Progress — Upcoming

Date	Comment
6/11/2008	All administrators have been required to read two books during the 07-08 school year and participate in professional book discussions. A retreat will be held July 15th and 16th of 2008 and will address Habits of Highly Effective People. This mode of operation will continue under the direction of the superintendent.

Activity: B. Data Analysis

Description: All staff and administration will participate in professional development that will enhance their knowledge in

collecting, analyzing, and interpreting data to improve instruction K-12.

Person Responsible	Timeline for Implementation	Resources
Gloria Bowman	Start: 9/11/2008 Finish: 6/12/2014	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District Carbon-Lehigh Intermediate Unit #21	- School Entity - Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administrators and staff will gain skills in collecting, organizing, and, most importantly, analyzing data.	Data is a useful tool to analyze achievement.	<i>For school and district administrators, and other educators seeking leadership roles:</i> - Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Principals / asst. principals - Superintendent / asst. superintendents	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)
Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Peer-to-peer lesson discussions	Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Next school year (08-09), the district will explore opportunities to read and be trained on understanding data.
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Strategy: Employ paraprofessionals of highly qualified status.

Description: All paraprofessionals of the district will hold the status of highly qualified.

Activity: B. Newly Hired Paraprofessionals

Description: The preference of the district when hiring paraprofessionals will be that the applicant possesses at least a two-year degree.

Person Responsible	Timeline for Implementation	Resources
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Gretchen Laviolette	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	At this time, there has been no change for hiring of paraprofessionals due to no interviews scheduled.
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Strategy: New Employee Selection and Induction

Description: The district will utilize best practices with the selection of all staff and will conduct an induction/mentor program to aid in a successful transition for new staff.

Activity: A. Staff Selection

Description: The district will utilize best practices during the hiring process of all staff that promises the best staff will be employed.

Person Responsible	Timeline for Implementation	Resources
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Gretchen Laviolette	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Administrators are tuned to the skills of qualified teachers who employ best teaching practices, use of technology, student relationships, differentiated instruction, use of standards, as evidenced during the interview process.
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Strategy: Observation/Evaluation of Personnel

Description:

Activity: B. Plan and Design Observation/Evaluation System

Description: Upon review of existing district observation/evaluation systems and the state system, the committee will develop a newly designed observation/evaluation system for all personnel that will address specific requirements (academic achievement, effective teaching practices, student-centered environment, professionalism, use of assessments, etc).

Person Responsible	Timeline for Implementation	Resources
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Gretchen Laviolette	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Not started at this time.
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Strategy: Remain current on state/federal policies and procedures

Description: All administrators and staff will remain current on federal and state regulations affecting educational practices.

Activity: A. Professional Reporting

Description: After attending professional development workshops and conferences, as well as required readings, all staff will be responsible for reporting to fellow colleagues at least twice per year.

Person Responsible	Timeline for Implementation	Resources
Aaron Sebelin	Start: 9/3/2008 Finish: 5/7/2014	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	180
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to effectively relay information to peers. They will use this knowledge to share new information with their colleagues.	School law and teaching strategies change rapidly. Colleagues will help each other to stay abreast of the changes, additions, deletions, etc.	<i>For classroom teachers, school counselors and education specialists:</i> Empowers educators to work effectively with <u>parents and community partners</u>.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)
Follow-up Activities	Evaluation Methods
- Peer-to-peer lesson discussions - Journaling and reflecting	Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
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6/11/2008	Through newly established principal's advisory committees at each level, professional reporting will be discussed that will require professional staff to participate in selected readings over the next several years to enhance their profession.
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Goal: Participation Rate of Eligible Student Population

Description: The participation rate of eligible students in grades completing the mandatory, federal, state, and local assessments in Lehigh Area School District will continue to reach 95% and above annually through 2014.

Strategy: External intrinsic to encourage participation

Description: Develop student interest in participating and doing their best on state assessments and other assessments through positive re-inforcement and other external rewards for motivation.

Activity: A. Provide activities that appeal to students

Description: Individual schools will provide appropriate activities that appeal to the student population to understand the importance of the tests and doing their best as supported by building sight administrators and staff.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$5,750.00
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	All levels provide snacks, PSSA review, communication to parents that encourage attendance and participation during the PSSA testing window. High School offers other incentives such as free parking passes , prom tickets if students score advanced and proficient as well as opportunities for early dismissals.
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Strategy: Supportive environment for test taking

Description: To encourage participation, school, teachers, family, and other adults will support student effort.

Activity: A. Accommodations

Description: Appropriate accommodations will be in place for eligible students in order to maximize success including small group testing, utilization of specialists and other support personnel, appropriate scheduling, additional time etc.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	All IEP students are accommodated, as required by the law, and other students in need of additional time, small group environment are provided with these accommodations.
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Activity: B. Increase home communication

Description: Through various means, including district newsletter, website, parent letters, school board recognition of students, etc. parents and other members who are important to a student are made aware of the importance of assessment taking and achieving to the student's best ability.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/11/2008	The district is committed to on-going communcaiton with studenta and parent/guardians of the imprtance of the PSSA tests.
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Goal: School and Community Relations

Description: LASD will design and implement a communication and public relations plan that continuously fosters positive relationships among all staff, students, and the community.

Strategy: Means of Communication

Description: To maintain open lines of communication with staff, students, parents, and community through various means.

Activity: A. Implementation of communication means

Description: The district will continue to communicate with all stakeholders using the updated district website, research software programs that communicate academic performance to parents, district newsletter, building level informational packets, postcards, and media.

Person Responsible	Timeline for Implementation	Resources
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Not Currently Assigned	Start: 1/1/2009 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	In collaboration with district staff and onsite staff, various means of communication with the community will continue throughout the school year and calendar year.
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Activity: B. Community, Staff and Student Surveys

Description: Periodic surveys will be sent via, website, district newsletter, building based and activity based paper screeners for input regarding programs, initiatives to enhance programs, fundraising activities, new ideas, etc.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	Through administrative staff meetings and the school improvement district wide team, discussion will be ongoing that will support the need to survey parents and the community at various times throughout the school year to promote input regarding specific concerns and other school related projects.
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Activity: C. Explore and strengthen connection with local pre-schools and day care providers

Description: The district will continue developing connections with local pre-school programs/day cares to assist incoming kindergarten students for the school environment through contact with providers, bi-yearly meetings, and with an established go to person such as curriculum coordinator/an elementary principal/guidance counselor

Person Responsible	Timeline for Implementation	Resources
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Gretchen Laviolette	Start: 1/1/2009 Finish: Ongoing	\$320.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	During the 08-09 school year, elementary principals and curriculum coordinator, as well as guidance counselors, will begin the process of establishing bi-yearly meetings with local pre-schools.
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Strategy: Community engagement through tutoring/mentoring

Description: Community stakeholders will be invited to participate in an organized tutoring/mentoring program throughout the district.

Activity: A.Partner with community based stakeholders to support academic and social student initiatives

Description: Community stakeholders will be invited to participate in a tutoring/ mentoring program that will support academics and social initiatives through a program that offers training and necessary supports for program success.

Person Responsible	Timeline for Implementation	Resources
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Aaron Sebelin	Start: 1/1/2009 Finish: Ongoing	\$1,600.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	Contact will be made with the county retired teacher's association as well as parents/grandparents/community members that will enhance and promote a systematic school tutoring/mentoring program.
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Strategy: Human Resources Personnel

Description: A human resources hire will be reviewed by district administration.

Activity: A. District review of need for human resources personnel

Description: District administration and school board will review needs of community and district that could lead to hiring an individual in this capacity to serve the district and the community within a public relations role.

Person Responsible	Timeline for Implementation	Resources
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Not Currently Assigned	Start: 1/1/2009 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	Under the direction of the superintendent and review of district needs, the school board will be informed of the advantages of a human resources personnel staff member. Under his direction, it is anticipated that the school board will recognize the need and hire said personnel by 2010.
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Goal: Student Services Plan

Description: All students will have available to them developmentally appropriate services in the areas of guidance counseling,

nursing, wellness and health, psychological assessments/services and home visitations.

Strategy: Bullying Prevention

Description: Current district policy will be reviewed with district leadership on preventing bullying within the district.

Activity: A. Character development programs

Description: District wide initiatives will be explored to provide character development programs/ peer mediators/peer buddies K-12 to address bullying issues, social and personal respect for peers and responsibilities that promote good choice making and a healthy and safe environment.

Person Responsible	Timeline for Implementation	Resources
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Gloria Bowman	Start: 1/1/2009 Finish: Ongoing	\$4,500.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	Elementary selected staff have been invited to participate in training using Positive Action through a county wide safe schools grant (June 19, 2008) as well as the middle school assistant principal. As we move forward, to address this concern, counselors and administrators will research programs and supports to address these issues.
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Strategy: Collaboration/Communication

Description: District Administrators will support and create opportunities for professionals to dialogue regarding programs, policies, procedures, and record keeping that will enhance existing student services.

Activity: A. Comprehensive K-12 guidance program

Description: Time will be allotted for all counselors to meet in order to design a comprehensive K-12 that focuses on personal/social/career/academic goals

Person Responsible	Timeline for Implementation	Resources
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Kelli Costenbader	Start: 1/1/2009 Finish: Ongoing	\$9,500.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	Guidance counselors will meet every other month during the school year and at least once during the summer months for the purpose of developing their K-12 program. This collaboration will be under the supervision of the building principals.
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Activity: C. Wellness Advisory Council

Description: District Administrators will designate professional staff that will be responsible for actively participating in the Wellness Advisory Council. Written and verbal communication about the content of each meeting will be required.

Person Responsible	Timeline for Implementation	Resources
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Kelli Costenbader	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	During the 2008/2009 school year, the Wellness Advisory Council will be revitalized and will include selected personnel from within the district.
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Strategy: Drug/Alcohol Awareness/prevention

Description: District leadership and staff will review current curriculum for drug and alcohol awareness implementation and design activities that will support a systematic approach to awareness.

Activity: B. Prevention/intervention activities

Description: Research based activities will be reviewed that can incorporate such activities that will encourage abstinence of drugs, alcohol, nicotine as well as acceptance of individual and social responsibilities.

Person Responsible	Timeline for Implementation	Resources
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Kelli Costenbader	Start: 1/1/2009 Finish: Ongoing	\$4,100.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	As part of their bi-monthly meetings, the guidance counselors will research and develop programs that will help promote to the students a drug/alcohol/nicotine free lifestyle.
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Goal: Utilization of Technology for Academic Proficiency, Communication, and Management

Description: All students and employees will use technology as a means to achieve academic proficiency and increase operational efficiencies.

Strategy: Technology department staff needs

Description: Technology staff needs will be reviewed annually in order to support updated equipment, programs and curricular needs.

Activity: A. Hire Additional Technology Personnel

Description: Additional staffing, as proposed in the 08-09 budget year and potential subsequent years, is needed in order to oversee all technologies and equipment to maintain and upgrade the school's technology needs as well as other technology curriculum needs.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 8/25/2008 Finish: 8/25/2008	\$105,000.00
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Status: In Progress — Overdue

Date	Comment
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6/18/2008	The position of Technology Director has been posted/advertised with anticipation of hiring by September, 2008.
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Activity: B. Elementary Technology Positions

Description: A technology curriculum will be developed to support the Pennsylvania State Standards. To successfully implement the program additional staffing will be needed at all elementary buildings.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 1/1/2009 Finish: Ongoing	\$296,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	During the 2008/2009 school year, an elementary principal and the elementary technology department chair, along with other elementary staff, will work to develop a K-4 technology/computer curriculum. The committee will create the curriculum based on the state standards. Once the curriculum is created, approval will be requested by the school board. The need for an elementary computer teacher will also be promoted to the board for approval for the 2010/2011 school year.
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Activity: C. Technology Integrator Positions

Description: The district will review the need to continuously support the integration of technology at all levels through the hiring of additional staff.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 1/1/2009 Finish: Ongoing	\$286,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	The only position that has been created and filled for the 2008/2009 school year is the Classrooms for the Future coach. After the 2008/2009 school year, the need to continue this position, or one like it, will be researched.
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Strategy: Technology Equipment

Description: Purchase necessary equipment and software programs that will support emerging technologies.

Activity: B. Modernization of the Technology Environment

Description: Computer labs will be updated and the older computers will be allocated to classrooms. Existing computers will consistently be evaluated for latest memory, updates and software packages. Mobile labs will be purchased to support instruction and curriculum. The district will continue to add additional equipment for video conferencing, virtual field trips, and school to school program sharing to supplement student instruction and staff development.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 1/1/2009 Finish: Ongoing	\$391,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	As the district continues to move forward with technology, new computers, hardware, and equipment will be purchased as the budget allows.
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Activity: C. Researching New Software Applications

Description: Staff will research innovative technology opportunities that will enhance the curriculum, instruction and alignment

with the Pennsylvania State Standards. Research will be conducted on various curriculum mapping software available to align our curriculum with Chapter 4 Standards, Assessment Anchors and Eligible Content.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 1/1/2009 Finish: Ongoing	\$25,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	Compass Odyssey had been used in the Title 1 program during the 2007/2008 school year. It has been purchased for the 2008/2009 school year for use in all elementary computer labs. Other software will be researched and purchased as needed and available.
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Strategy: Utilizing Enhanced Technology in Classrooms

Description: Staff will advance their technological skills and have available technology equipment that will support student learning.

Activity: A. Computer Availability

Description: Computers will be available to all students and staff in the classrooms, computer labs or via mobile computer labs. Update computer labs and allocate the computers from the labs to appropriate classrooms. Technology staff will continue to update existing computers with latest memory, updates and software packages. Purchasing of mobile labs to support instruction and curriculum.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 1/1/2009 Finish: Ongoing	\$510,000.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	All teachers have at least one computer available to them in their classroom, many have two. During the 2008/2009 school year, the goal will be to make at least 2 computers available in each classroom, one for teacher/student use and the other for student use.
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Activity: B. Creation of an E-learning Curriculum

Description: Create an e-learning program that mirrors those traditionally required for course credit. Form a partnership with area colleges that will support our curricular needs. Communicate with surrounding colleges regarding e-learning opportunities that will service our student population and the community.

Person Responsible	Timeline for Implementation	Resources
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June Potts	Start: 1/1/2009 Finish: Ongoing	\$19,500.00
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Status: In Progress — Upcoming

Date	Comment
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6/18/2008	At this point of time, no progress has been made on writing an e-learning program.
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Measurable Annual Improvement Targets

Measurable Annual Improvement Targets

The Lehigh Area School District will strive to reach high quality achievement through constant monitoring of implementation of assessments, staff development, and improved parental involvement. The District will begin by assessing and analyzing students to identify below basic, basic, proficient, and advanced levels of achievement. Working in collaboration, all teachers will explore best practices in data based assessments in reading, writing, math, and science to continue to improve curriculum development.

The following are the District's measurable annual improvement targets:

By the year 2014, all Lehigh Area School District elementary students will demonstrate increased academic proficiency in writing, reading, science and math skills as evidenced by the following measures:

- Improve grades 3 and 4 PSSA scores in reading by 3% per year in order to target 100% proficiency by 2014.
- Meet Adequate Yearly Progress (AYP) targets in science based on the science PSSA scores for the general population.
- Increase grades 3 and 4 PSSA scores in math by 4% per year in order to target 100% proficiency by 2014.
- Increase the academic proficiency in reading and math of elementary special education students by 6% per year in order to target 100% proficiency and /or reach safe harbor by 2014.

By the year 2014, all Lehigh Area School District middle school students will demonstrate increased academic proficiency in writing, reading, science and math skills as evidenced by the following measures:

- Improve grades 5-8 PSSA scores in writing by 4% per year in order to target 100% proficiency by 2014.
- Improve grades 5-8 PSSA scores in reading by 5% per year in order to target 100% proficiency by 2014.
- Meet Adequate Yearly Progress (AYP) targets in science based on the science PSSA scores for the general population.
- Improve grade 5 PSSA scores in writing by 3.5% per year in order to target 100% proficiency by 2014.
- Improve grades 5-8 PSSA scores in math by 5% per year in order to target 100% proficiency by 2014.
- Increase the academic proficiency in writing, reading, and math of the middle school special education students by 8% in order to target 100% proficiency and/or reach safe harbor by 2014.

By the year 2014, all Lehigh Area School District high school students will demonstrate increased academic proficiency in writing, reading, science and math skills as evidenced by the following measures:

- Improve grade 11 PSSA scores in writing by 4% per year in order to target 100% proficiency by 2014.
- Improve grade 11 PSSA scores in reading by 5% per year in order to target 100% proficiency by 2014.
- Meet Adequate Yearly Progress (AYP) targets in science based on the science PSSA scores for the high school population.
- Improve grade 11 PSSA scores in math by 5% per year in order to target 100% proficiency by 2014.
- Increase the academic proficiency in writing, reading, science, and math of the high school special education students by 10% per year in order to target 100% and/or reach safe harbor by 2014.

Curriculum, Instruction and Instructional Materials

The Lehigh Area School District offers planned instruction and assessment as required by Chapter 4 of the Pa School Code. The district is committed to ongoing, collaborative curricular revision and has undertaken the process of curriculum mapping in order to align all core content areas with the standards as well as eligible reading and math content anchors. This process has become a major part of the strategic plan that allows staff to reflect more frequently how the students are performing and how their content sits in the process of learning. An hour a month is devoted to the mapping process as well as several Act 80 days and in-service days to refine the mapping process as well as offer needed training sessions supported by Intermediate Unit 21 and district staff. Middle school and high school teachers are required to list content standards in their lesson plans; elementary staff are now required to list the reading and math standards in their plans as of the 2007 school year. Administrators observe classroom instruction to ensure that all students are learning the required skills and receive the necessary supports and materials to teach effectively to the standards.

Progress toward the achievement of the standards will be assessed regularly and through a variety of strategies that include but not limited to: classroom-based assessments, standardized assessments, benchmark assessments, portfolios, report cards, checklists, rubrics, student projects, etc. Instructional practices include differentiated instruction and assessments, research based practices, data to drive instruction, flexible grouping, inclusionary practices, team teaching, and after school tutoring.

Instructional materials are selected through a collaborative model with department chairs, respective committee members, and the curriculum department. Materials are analyzed against the district curriculum, standards, appropriateness of reading levels, scope of materials, technology usefulness and integration, best practices in instructional techniques, and adaptability to student needs including ESL, special education and gifted. As the process evolves, communication with district administration, staff and board members occurs. Funding resources for new textbooks are generated from district budget. Supplemental materials are often provided through federal and state grants and other sources of dollars.

During the 2007-2008 school year, a new reading series was adopted for elementary students (Houghton Mifflin) and middle school students (McDougal Littell) and middle school grades 5 and 6 adopted the MacMillan McGraw Hill math series. There is now a continuum of series in reading and math at both the elementary and middle school levels.

Assessments and Public Reporting

The Lehigh Area School District continuously strives to establish authentic assessments that support the academic standards that will facilitate the improvement of student achievement. Assessments also used as a tool for communication with school personnel, parents, and the community that measures how our district is performing. As assessments are conducted, the results of performance will be forwarded to parents as well as the press to show the district's rate of progress. Assessments are both formative and summative in determining proficiency towards the standards and assessment anchors. This past year, at the elementary level, a benchmark assessment for reading using AimsWeb is administered with PREP-4 grade students. The goal in subsequent years is to include special education students at the middle school and high school levels to assist with progress monitoring. Elementary teachers have easy access, through technology, immediate availability of their students' results that will enable them to implement and monitor student progress for increased achievement. Middle school students, grades 5-8, have been using Study Island as both an assessment tool and remedial tool since 2006.

Current District Assessments include:

<u>Grade</u>	<u>Test</u>	<u>Type</u>	<u>Date</u>
Kindergarten	Readiness Screener	Determines if student enters regular Kdg. or PrepK	May

Grade 2	TerraNova Achievement Test	Reading, Lang. Arts, Math Achievement	Spring
Grade 2	InView Test of Ability	Ability Testing	Spring
Grade 3 through 8, & 11	PSSA	Reading & Math	Spring
Grades 4, 8, 11	PSSA	Science	Spring
Grades 5, 8, 11	PSSA	Writing	Late Winter
Grade 7	Gates-McGinnitie	Reading	Late Spring
Grades 10 — 12	ASVAB	Military	Late Winter/Early Spring
Grades 10 — 11	PSAT	Reading, Language Arts, Math	Fall

NOTE: PASA is the alternative testing for severely disabled students

Gates-McGinnitie Reading Test will be administered to Gr. 8 students for the first time in the Spring of 2008 to determine reading levels for high school.

During the 2006-07 academic year, the district added ACT Plan 10 for all 10th graders, which compares how well our students are doing with other 10th graders in the nation. During 2007-08, a universal screener, AIMSweb, was initiated for PrepK — Grade 4 as a benchmark assessment (three times per year) in the area of reading. We are planning to add Middle School special needs students in January 2008 to this process to track data.

Other assessments include: Waterford for PrepK and At-Risk Students in Grades K & 1st, Compass Learning for Grade K - 4 (two times per year), Study Island for Middle School (three times per year), Curriculum Based Assessments — all levels, Middle school — Glencoe Math Assessments that determine math level of students in grades 6 — 9 (especially for algebra), Reading assessments — Grades 7 or 8, Portfolios, student projects, Title I Assessments, writing samples, report cards, oral presentations, teacher-made tests, and graduation projects.

Targeted Assistance For Struggling Students

The Leighton Area School District has consciously designed various programs that support students who are having difficulty achieving the academic standards. The programs are multi-facted to address subgroup and general population needs. The various programs offered are listed below. A district wide commitment has been made to raise student achievement across the board from the administrative team and professional/support staff. The High School will be researching after school tutoring programs as well as use of Study Island and/or Achieve 3000 at this level. Financial commitment to the process, from curriculum mapping, professional development, supportive programs during school and after school, differentiating instruction is a priority that is derived from district budget, federal and state grants, county grants and community and economic development grants.

1. full day kindergarten
2. elementary homework clubs

3. after school tutoring through LCCC/SHINE
4. Title I reading and math support services (PREP K-4)
5. Developmental kindergarten program called PREP K
6. Response to Intervention Team support
7. Mentoring Programs
8. Parent Volunteer Program
9. Psychological and Social Services
- 10.Reduced class size (PREP-K-3)
- 11.Title I reading and math summer camps
- 12.Summer School for Middle School students (grades 5-8)
- 13.Student Assistance Programs for Middle School and High School
- 14.Alternative Education Program
- 15.After school tutoring using Study Island for Middle School
- 16.Specifically designed courses for students not achieving proficiency
- 17.Elementary school-wide positive behavior support system

Support for Struggling Schools

Over the past four years, all of the elementary schools have made AYP progress. Students who are at risk are offered services through the IST process, which is moving to the RTi model. An extremely strong title program in reading and math is offered at the elementary level. The Middle School is presently in School Improvement II, primarily due to the special needs population. Intensive services are being provided at this level, including fidelity to one hour per day using SRA reading for special needs students, additional reading group time three times per week for this group, additional reading time for ESL students and lower socio-economic students, after school tutoring program using Study Island that is supported with accountability block grant and school improvement money. Progress reported at mid-point using Study Island benchmarks in reading is indicating great improvement for 7th and 8th graders but not as great an improvement for 5th and 6th grade students. At the high school level, ACT Plan 10 is now administered to all 10th graders to assist with their potential career plans and monitor predictability for the 11th grade PSSA's. The high school has been in a warning status one time over the past four years. Writing at the high school level is an identified strength.

The district has also formed a district wide school improvement team consisting of central office administrators, on site building principals and assistant principals and the district-wide school psychologist. The team holds meetings every other month and has implemented the following initiatives:

- *elementary PSSA meetings with 3rd and 4th grade staff that center upon student achievement
- *elementary produced researched based best practices in reading, designed by reading specialists, and provided to all staff with some training and modeling
- *new reading series, Houghton Mifflin, with lower leveled readers, provided to special needs groups and extensive training on use of series with all staff
- *reading specialists, produced and designed best practices in reading at the upper grade level and high school level, and provided to every middle school staff member and high school staff member with some training at department chair meetings, as well as presented to the school board
- *new reading series, McDougall Littell, at the middle school level, with laminated posters for reference to specific practices in reading in content areas posted in content area classrooms
- *laminated posters with high frequency words and math terms for reference in respective middle school classrooms
- *laminated posters for reading, math, and high frequency words for content area high school teachers
- *offerings of additional dual enrollment classes at the high school level

Qualified, Effective Teachers and Capable Instructional Leaders

Qualified, Effective Teachers and Capable Instructional Leaders

The Lehigh Area School District employs one hundred ninety-seven (197) professional staff members. The average years of teaching of this group is fourteen (14.16). Fifty-four percent (54%) of the teachers have their Master's Degree, and all of the teachers are "Highly Qualified". The student to professional staff ratio is 12.6 to 1 district wide. The Lehigh Area School District is comprised of six buildings. There are four K-4 elementary schools, one 5-8 middle school, and one 9-12 high school.

The administrative staff is comprised of fourteen (14) individuals. In addition to the superintendent, the administrative staff includes; a Director of Curriculum, Instruction, and Grant Writing, Business Manager, Assistant Business Manager, Supervisor of Grounds/Maintenance, Athletic/Activities Director, two High School Principals, Middle School Principal, Assistant Middle School Principal, Elementary Principal, Assistant Elementary Principal, Special Services Supervisor, and an Assistant Special Services Supervisor. In addition, there are Fifty-five (55) support staff members, thirty-four (34) cafeteria workers, forty two (42) plant operations/maintenance workers, and twenty-three (23) secretaries employed by the Lehigh Area School District.

The Lehigh Area School District always strives to employ highly qualified teachers as defined by the Pennsylvania Department of Education (PDE). All professional employees that are recommended for employment by the district are required to experience a rigorous and comprehensive interview process. Every teacher is certified in the area they teach by the Pennsylvania Department of Education.

The Lehigh Area School District constantly engages in comprehensive and extensive staff development for all professional employees. Staff development revolves around improving instructional strategies, enhancing technology in the classroom, and increasing student achievement by all teachers. The resources included in staff development are; IU #21, Pennsylvania Training and Assistance Network (PaTTAN), webinars, Lehigh Carbon Community College, independent facilitators, our own staff members, local police, Emergency Management, and the Pennsylvania Department of Education. Each year, budget resources are allocated to assist with this effort.

Parent and Community Participation

Lehigh Area School District values the input and participation of parents and community members in the district's process of decision making. Various opportunities for participation include the following:

Parent Teacher Organizations (PrepK-8)	Classroom Tutors
Classroom Volunteers	Choral and Band Programs
Parent /Teacher Conferences (PrepK-12)	Open House Events
Title I Parent meetings and workshops	Senior Night Party
Title I Parent Advisory Council	Co-curricular and extracurricular activities
Safe Schools/Drug Free Advisory Council	School Holiday Activities
Booster Organizations	Task Force Initiatives
Back To School Nights	Work Study Partnerships/local businesses
Parent chaperones for field trips	Classroom Career speakers
Local PSEA Book Swap	Scholarship Programs
SAP and IST Teams	Sporting Events

Strategic Planning Committees	School Wide Behavior Program (Elementary)
Coaching and Advisorships	Art and Theater Events
Buildings and Ground Committee	Wellness Committee
Personnel Committee	Finance and Negotiations Committee
Grandparents Reading Program (PrepK-4)	Community Service Activities
Veteran's Day Activities	Pre-school transition meetings
Head Start Visitations Head Start visitations	

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Alternative education	District operates and alternative education program at the High school level for students who have been expelled or suspended from school.	Student Services
Assitive Technology	The district utilizes CLIU #21 for programming and training of devices for our students. We also utilize PATTaN for short term loans on devices. The devices we currently have in use are: Vantage Computerized talker, Tech Talk, AlphaSmarts, head switches, jellybean switches, big mac switches, adapted computer programs and computer access switches and touch screens. We currently are using the Kurzweil program for our high school students. These devices assist our students in accessing the general education curriculum and help them meet the needs of their IEP's in the general education classroom.	Special Education
Behavior Support Services	LASD currently has 2 full time behavioral support interventionists that work with special education students in the regular education classroom. They also provide support to special and regular education teachers to maintain student success in the regular education setting.	Special Education
Business Partnerships	Local business partnerships such as restaurants, banks, WBRE (weather forecasting), PenTele Data (technical services), Walmart, Giant, Health Works, Jimmy's Gym, etc that support school endeavors, athletics, booster organizations.	Other

Carbon Career Technical Institute	CCTI provides a comprehensive program for district students in grades 10-12 as well as on sight classes	Other
Carbon County Drug and Alcohol	Agency to assist in SAP services.	Student Services
Carbon Lehigh Intermediate Unit #21	Provides staff development support, instructional materials , transportation of special needs students, technology support services, and transitional services for incoming students.	Other
Carbon Lehigh Intermediate Unit #21	Provides staff development to support delivery of inclusive practices and assists in training of co-teaching and Least Restrictive Environment Calculations.	Special Education
Carbon Monroe Pike MH/MR	Services available to students to SAP program.	Student Services
Career Day	An annual career day occurs for High School students. In addition students have the opportunity to participate in visits to Carbon County Career and Technical Institute, Lehigh Carbon Community Colleges and other colleges and programs.	Student Services
Chartwells Food Services	Contracted food service supplying nutritious food to students and staff.	Other
Children and Youth of Carbon County	C and Y provides services to building principals, students, and staff to maintain safety for families.	Student Services
Computer Labs	All elementary students have access to a computer lab (15 computers per lab) using the software program Compass Learning and middle school students have access to Study Island.	Other
County agencies	Children and Youth, MH/MR, D/A , CareNet are available as a resource to students and community	Other
Emergency Medical Services	Blue Mountain Health System available and Lehighon Ambulance services	Other
Full Day kindergarten	Full day kindergarten has been in place since 2000-2001 with a heavy emphasis on literacy. A developmental kindergarten program is offered for students who may not be ready for the rigors of regular kindergarten. The Waterford early learning reading program is offered to primary students at risk for reading problems.	Other
Guidance and Counseling	All students have access to developmental counseling, group programs, career services, and consultation, those identified as gifted services. The district employs 6 full time certified counselors: 2 at the elementary level, 2 at the middle school level and 2 at the high school level.	Student Services
Holiday Educare	A program for needy students district wide at Christams time that is supported by local business partnerships, banks, Carbon County realtors.	Other
Instructional Support Services	All elementary have access to IST services if needed. Two IST teachers are employed full time with two paraprofessionals. The district is moving into an RTi model and has begin benchmark screening using AimsWeb.	Student Services

Lehigh Carbon Community College	Dual enrollment opportunities, Right from Start program, Shine program (after school elementary program), staff development for CPR/AED training.	Other
Local and state police	Provides assistance in crisis management and the DARE program	Other
Local colleges such as East Stroudsburg, Kutztown, Misericordia, DeSales	District has developed a long standing commitment to training student teachers and use of facilities for college classes.	Other
Multi-disciplinary Evaluation Team	Formalized process and structure to facilitate evaluation of students who need specially designed for individual instruction.	Other
Occupational therapy, physical therapy, orientation and mobility services, audiological services and vision therapy provided by the Carbon Lehigh Intermediate Unit #21	These services are provided in the regular education classroom to assist students in adapting to their regular education environment. Therapists use various techniques and devices to help our students access the general education curriculum, such as FM Systems and Alphasmarts.	Special Education
Occupational therapy, vision therapy, physical therapy, bus transportation	CLIU#21 contracted services for students who need these services	Student Services
Other federal and state grants	Title II, Title V, Title III, Title IV (Safe Schools) and accountability funds support staff development, classroom size reduction, technology, reading, math supplies, DARE program, after school tutoring services, contracted clinical psychologist services, other services for students.	Other
Paraprofessional Staff	The District currently employs 30 paraprofessionals that work in both regular education and special education settings.	Special Education
Parent Teacher Organizations	Supportive parent teacher organizations at all elementary buildings and middle school who are actively engaged in supporting a variety of programs educational for students and staff.	Other
Professional organizations	Support from local unions, ASCD, IRA for research, information, Book Swap for students/parents.	Other
Psychological services	Students/families, staff have available on site school psychologist and services of a contracted clinical psychologist.	Special Education
Psychological services	Students/families, staff have available on site school psychologist and services of a contracted clinical psychologist.	Student Services
School Health Services	All students have available to them either certified school nurses or licensed practical nurses. The district employs three certified school nurses and three LPN's. All nursing services are on site.	Student Services

School Libraries	Every school in the district has a library; wherein, elementary library classes are taught once a week for students in PREP-K-4 by two certified elementary librarians. The middle school program is supervised by the middle school librarian using Power Library Study Island, and other data bases with students and staff. The librarian is working with middle school content staff to assist with incorporating the wireless mobile laptop cart into lessons as well as train staff in Power Library and technology. The High school librarian serves as a resource person to staff and students and the management system is also done through a computerized program. Books, magazines, newspapers are available in all libraries as well as computers.	Other
Special Education Teachers	The district currently employs 26 special education teachers. We are currently moving towards a more inclusive environment by providing more services in the regular education classroom.	Special Education
Speech services	The district employs 2 full time speech therapists and contracts with the IU#21 for an additional therapist.	Student Services
Student Assistance Program	Both the middle school and high school have Student Assistance Programs comprised of guidance counselors, building principals, nurses, teachers, and psychologist. These teams are trained and provide support to students and families.	Student Services
Study Island after school tutoring	Students at the middle school have available to them an after school tutoring program using Study Island for remediation in reading.	Student Services
Title I funds	Title I funds provide reading and math services at the elementary level.	Other
Title I reading and math services for elementary students	District employs 4 reading specialists, four paraprofessionals, and four math teachers using Title I funds. Services are provided both in class, out of class, and whole class PSSA preparation.	Student Services