East Stroudsburg Area SD

District Level Plan

07/01/2016 - 06/30/2022

District Profile

Demographics

50 Vine St
East Stroudsburg, PA 18301
(570)424-8500
Superintendent: Sharon Laverdure
Director of Special Education: Kim Stevens/Marialena Casciotta/Lynda Hopkins

Planning Process

A Comprehensive Planning Committee, comprised of Superintendent, Assistant Superintendents for Curriculum & Instruction, teachers, staff, administrators, board member, parents, local business representatives, students and community members, met during the 2014-2015 and beginning of the 2015-2016 school years. The team reviewed the School Level Plans for each elementary building as required under Title I guidelines. Intermediate and High School Principals reviewed their most recent data and updated the Needs Assessment section of the plan, revising school-level guided questions identifying and prioritizing their systemic challenges. District-level guided questions were then updated and prioritized. The goals for the district were set, incorporating the mutual goals of the buildings. Student and community surveys were created to gauge perception of the district's needs. Sub-committees broke out into individual sessions to develop Action Plans/Strategies/Implementation Steps for each goal. The Action Plans were then reviewed and approved by the entire Comprehensive Planning Committee. The Comprehensive Plan was posted for 28-day review by the public in October with final Board approval on November 16, 2015.

Mission Statement

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

Mission Statement:

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

Vision Statement

The East Stroudsburg Area School District supports all students on their path to success and values their rich diversity. Our dynamic programs are delivered by high quality educators who utilize all the tools at their disposal, and collaborate with home and community, in order to deepen everyone's passion for lifelong learning.

Shared Values

The East Stroudsburg Area School District believes that:

- Each individual has the ability and opportunity to learn in a safe and supportive educational environment.

- Effective communication and adaptability is essential to the learning process.

- Diversity and understanding is a vital tenet for the success of our community.

- A positive school community must have clear and consistent expectations for all.

- All members of our community are to be treated with respect.

- School, home, and community partnerships are vital to student motivation, performance and success.

- Evaluating, adapting and utilizing technology is imperative to meet success in our society.

- Financial support of education is an indispensable investment in the future of our entire community.

- The foundation for success in all disciplines is literacy, beginning at birth and progressing throughout life.

- Curricular and co-curricular activities are vital to student motivation, performance and achievement.

- Instilling the understanding and importance of health and wellness is a vital component for all.

- Integration of career-related activities through every level of education is essential to student success.

- Continuous improvement of our educational system is our commitment to excellence.

Educational Community

East Stroudsburg Area School District is located along the Delaware River in the Pocono Mountains of Northeastern Pennsylvania. The School District spans approximately 214 square miles in northeastern Monroe County and southern Pike County. The School District is comprised of the East Stroudsburg Borough and the townships of Smithfield, Middle Smithfield, and Price, all in Monroe County and the townships of Lehman and Porter, both in Pike County. ESASD is 85 miles north of Philadelphia, and 80 miles west of New York City. Although it is found in an area that in many respects is considered rural, the District has many characteristics of a suburb and much of its population has an urban flavor. Such diversity is also evidenced in the socio-economic make-up of the community. This highly diverse populous is comprised of professionals, some of whom reside in upscale neighborhoods, a large middle class, and the economically challenged who reside in low-income housing projects and small pockets of depressed areas not more than a few blocks in size. Our proximity to urban areas and many rental opportunities has created a climate favorable to transient population. This recent phenomenon is challenging for both students and teachers. The current national economic recession has hit our area very hard. Monroe & Pike Counties have one of the highest rates of home foreclosures in the State. As a district, 54% of our students are economically disadvantaged and receive free and/or reduced priced meals through the National School Lunch Program.

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

The East Stroudsburg Area School District currently employs approximately 600 professional employees, including elementary and secondary classroom teachers, counselors, librarians, administrators and administrative support personnel. All of the professional and support personnel that are engaged in supporting the delivery of instruction are highly qualified, with 100% of the professional staff possessing Pennsylvania certification in their current teaching assignment.

Currently, there are six (6) elementary, two (2) intermediate, and two (2) high schools in the District, housing approximately 6900 students for the 2015-2016 school year. Each of these facilities provides students access to library facilities and classrooms that have access to the internet and are equipped to support students' attainment of the academic core standards. Each school has at least one full-time librarian. The delivery of instruction is also supported through the integration of technology, supported by the Director of Instructional Technology and Instructional Technology Coaches.

The school district also operates a variety of programs designed to meet the individual needs of learners, including math and literacy coaches at the elementary, intermediate, and high school levels, RTII support at the elementary level, ESL Program, SAP Programs at the intermediate and high school levels, remedial programs, and extended learning opportunities through school-day and extended day tutorial programs. The district also offers the East Stroudsburg Area Cyber Academy as an educational option. Extensive after school activities are available for all students.

Planning Committee

Name	Role
Terry Barry	Community Representative : Professional Education
Lori Barry	Middle School Teacher - Regular Education : Professional Education
Maria Bartolotta	Middle School Teacher - Regular Education
Brian Borosh	Administrator/Director of Technology
Angela Byrne	Instructional Coach/Mentor Librarian : Professional Education
Marialena Casciotta	Student Services Director/Specialist : Special Education
Carol Deane-Gardner	Special Education Director/Specialist : Special Education
Irene Duggins	Administrator : Professional Education
Daniel Eppley	Administrator
Marilyn Espinoza	Instructional Coach/Mentor Librarian
David Evans	Administrator
David Falbo	Ed Specialist - School Counselor : Professional Education
Jennifer Fuller	Elementary School Teacher - Special Education : Professional Education Special Education
Joshua Fuller	High School Teacher - Regular Education : Professional Education Special Education
Tom Grayuski	Business Representative : Professional Education
Colien Hendershot	Special Education Director/Specialist : Special Education
Diane Hinson	Parent : Professional Education
Lynda Hopkins	Student Services Director/Specialist : Special

	Education
Carole Huffman	Ed Specialist - School Counselor : Professional Education
Nadia Hussein	Student
Thomas Kalinoski	Community Representative : Professional Education
Eric Kerstetter	Building Principal
Sharon Laverdure	Superintendent
Philip Lazowski	Middle School Teacher - Regular Education
Donald LeCompte	Student
Thomas Lesniewski	Administrator
Kristin Lord	High School Teacher - Regular Education : Professional Education
Joel Lowris	Middle School Teacher - Regular Education
Maria Melchiorre	Parent : Professional Education Special Education
Sharon Ortiz	Business Representative : Professional Education
Carrie Panepinto	Middle School Teacher - Regular Education : Professional Education
Gloria Schulte	High School Teacher - Special Education : Special Education
Caren Senior	Elementary School Teacher - Regular Education : Professional Education
Michael Slesinski	Special Education Director/Specialist
Kim Stevens	Student Services Director/Specialist : Special Education
Gary Summers	Board Member
Amy Trotto	Special Education Director/Specialist
Lisa Vitulli	Middle School Teacher - Regular Education : Professional Education
William Vitulli	Administrator : Professional Education
Debra Wisotsky	Community Member/Confidential Secretary to the Superintendent
Stephen Zall	Administrator : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education

- History
- Science and Technology and Engineering Education

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

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

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

Explanation for any standards checked:

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

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.
Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research.
Benchmarks, Diagnostic, Formative, Summative Assessments outlined: Universal screener for DIBELS NEXT K-5 in Reading and Dibels Math K-1 given 3 times a year; NWEA testing for grades 2-5 given 2-3 times a year; Pacing Guides and monthly assessments in Reading and Math grades 2-5, data meetings and student intervention meetings held once every 6 weeks by grade level; monthly grade level chair meetings and monthly building grade level meetings, common planning times by grade level for meetings, Professional Learning Communities. Daily enrichment and intervention period in all elementary schools for all grade levels. Research-based strategies and programs selected based on data scores, diagnostics, and progress monitoring. Progress monitoring for at-risk students weekly, strategic students bi-weekly, and on-level students monthly. Formal Response to Instruction and Intervention (RTII) process in all schools, all grade levels K-5.
Transitioning to Understanding by Design (UbD) model and Universal Design for Learning (UDL) with integration of Core Math and Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM)

related activities and project based and inquiry based learning.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.
Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research.
Benchmarks, Diagnostic, Formative, Summative Assessments outlined: Universal screener for DIBELS NEXT K-5 in Reading; NWEA testing for grades 2-5 given 2-3 times a year; Classroom Diagnostics (CDTs) for science, math, reading, writing/ELA. Pacing Guides and monthly assessments in Reading and Math grades 2-5, data meetings and student intervention meetings held once every 6 weeks by grade level; monthly district and building grade level meetings, common planning times by grade level for meetings, monthly grade-level chair meetings, Professional Learning Communities. Daily enrichment and intervention period for math and reading in all elementary schools for all grade levels. Research-based strategies and programs selected based on data scores, diagnostics, and progress monitoring. Progress monitoring for at-risk students weekly, strategic students bi-weekly, and on-level students monthly. Formal Response to Instruction and Intervention (RTII)/Multi-Tiered System of Support (MTSS) process in all schools, all grade levels K-5.
Transitioning to Understanding by Design (UbD) model with integration of Core Math and Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.
Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research.
Benchmarks, Diagnostic, Formative, Summative Assessments outlined: Universal screener for DIBELS NEXT for at risk students in grade 6; DIBELS DAZE for all grade 6 students, Study Island Reading and Math benchmarks 3 times a year; CDTs in grades 6-8 given 2 times a year for all students and 3 times a year for all 6th grade students and at risk students; unit assessments in all contents; data meetings and student intervention meetings held once every 6 weeks in grade 6 and 7 through a formal Response to Instruction and Intervention. Bi-weekly progress monitoring for at-risk and strategic students and monthly for monitored students. Weekly grade-level team meetings; monthly department and grade level meetings, monthly department chair meetings, common planning times by grade level for meetings, Professional Learning Communities. Daily Personal Academic Improvement Period (PAIP) for all grades 6-8; remedial Math and Reading classes for students not proficient on PSSA (Math and Reading Edge). Research-based strategies and programs selected based on data scores, diagnostics, and progress monitoring. Progress monitoring for at-risk students weekly, strategic students bi-weekly, and on-level students monthly. Transitioning to Understanding by Design (UbD) model with integration of Core Math and Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

All curricula aligned to eligible content as well as state and/or national content standards; English language arts, Technology (21st Century Skills), Career Education and Work Standards etc. are integrated throughout all curricula content areas.
Curriculum revision on a 6 year cycle with ongoing evaluation and revisions based on data and research.
Benchmarks, Diagnostic, Formative, Summative Assessments outlined: CDT for Reading and Math in grades 9-11; Classroom Diagnostics in Math, Reading, and Biology given 2-3 times a year; common mid-terms and/or finals in core content areas; bi-weekly department meetings; weekly 9th grade team meetings at the North high school; Professional Learning Communities, monthly department chair meetings.
Transitioning to Understanding by Design (UbD) model and Universal Design for Learning (UDL)with integration of Core Math and Core English Language Arts as well as Next Generation Science Standards and Science, Technology, Engineering and Math (STEM) related activities and project based and inquiry based learning.

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

This narrative is empty.

Modification and Accommodations

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

The district has a gifted program K-12; courses are leveled to ensure all students have access to a standards-aligned general education curriculum; advanced placement courses are offered at the high school. Instruction is differentiated and scaffolded to provide both enrichment and remediation based on the students' progress and needs. Read, Write, Gold; Dragon Naturally Speaking; and other software programs are used to level the playing field and provide accommodations or modifications for all students; especially IEP and English Language Learners. Inclusion classes make the general education curriculum available to students with IEPs; supplemental support classes follow the general education curriculum at a slower pace.
Student helpers and instructional aides are provided as needed based on academic or social/emotional needs. Components of a well-designed lesson plan must include modifications and/or accommodations, as well as formative assessment strategies, re-teaching strategies, and enrichment based on multiple intelligences and learning styles.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Building Supervisors

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

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

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

All strategies were checked.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

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

This narrative is empty.

Recruitment

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

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

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.50	3.50	3.50
Electives	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Unit Tests	X	X	X	X
PSSA, PASA, PSSAM		X	X	X

Mid-terms and finals			X	X
SATs, Keystone Exams, AP Exams, PSATs				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next Reading	X	X		
DIBELS Math	X			
NWEA Measures of Academic Progress (MAPS)	X	X		X
Study Island Benchmark Assessments			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quizzes	X	X	X	X
Demonstrations, Performances, Products, and Projects	X	X	X	X
Exit Tickets			X	X
Progress Monitoring (DIBELS, Aims Web, Curriculum-Based)	X	X		
Written Work	X	X	X	X
Text Book assessments	X	X	X	X
Teacher-developed assessments	X	X	X	X
Monthly Common Math and Reading Assessments	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools		X	X	X
Really Great Reading Assessments	X	X		
Quick Phonics Screener	X	X		

Validation of Implemented Assessments

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

Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

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

Development and Validation of Local Assessments

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

The District is opting to use the Keystone Exams for accountability.

Collection and Dissemination

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

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

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

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

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

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

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

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

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

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

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

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

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

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

Programs, Strategies and Actions

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

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

Through our School-Wide Positive Behavior Program Initiative, we will be introducing more programs to address students in the advance tiers for behavior. Data will be reviewed and best practice protocols will be put into place to address the needs of these students.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

East Stroudsburg Area School District provides information to promote awareness of our gifted education program via the district website, www.esasd.net. A digital version of our gifted support brochure, as well as gifted programming options and national gifted standards can all be accessed by parents on-line.

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

Gifted Assessment Screening Recommendations:

Screening:

Group screening

- **all second graders**

- **use the Otis Lennon Scholastic Aptitude Test**

- **Score of 120 + would lead to individual screening**

Individual Screening

- **Guidance counselor would administer the KBIT**

- **Score of 125 + on either subtest and**
  NWEA scores in proficient range or above in at least one area would lead to a PTE

- **Exceptions would be discussed with school psychologist prior to issuing PTE**

Kindergarten and First Grade

Teacher recommendation would lead to Permission to Screen for screening

Parent request would lead to Permission to Evaluate

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

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

Gifted Identification Process:

A Permission to Evaluate is issued with the following:

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

The Information for Parents: "What does gifted mean?" form and Parent input for Gifted form are given at the time the Permission is Issued.
Once a Permission to Evaluate is signed by the parent, the student is placed on the appropriate school psychologist's testing list.

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

- PSSA scores with the assumption that the child should score in the proficient range or above

- NWEA scores. The child's obtained scores will be compared both with gifted scores as per handout and grade level scores with the assumption that the child should score at least on grade level.

- Review of records including performance in school through the years, standardized test results, grades for this and past years, areas of special ability/competence, intervening factors such as bilingual ability, recent move to the USA from another country, medical/health issues, trauma, lack of schooling in another country, homelessness

- Teacher input form will be reviewed and summarized

- Parent input form will be reviewed and summarized

- Chuska Scales for Rate of Acquisition and Retention will be reviewed and reported

- IQ test will be administered and analyzed. The WISC-IV or Stanford-Binet V will be used as the routine tests with the student needing a score of 130 (126+ when other factors indicate gifted ability)

- Achievement will be assessed through use of the WIAT III with the examiner administering the Reading Decoding, Reading Comprehension, Numerical Operations, and Math Reasoning subtests. The student needs two areas with scores of at least 126 or more

- Interests/Activities/Special Abilities will be reviewed and summarized

- Recommendations will be made regarding eligibility and needs of student

-

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

Gifted programming at the elementary level is intricately balanced. Identified gifted students in K-5 curriculum are provided differentiated instruction on an individualized basis according to their GIEP. Through collaboration with the student's regular education teacher, gifted programming is delivered by the gifted support teacher in a pullout or inclusive setting, and by the regular education teacher in the regular education setting. In all aspects, students' individual giftedness is reviewed and addressed in their annual Gifted Individualized Education Plan (GIEP). Identified gifted students in grades 3-4 will also complete a "passion project" which allows them to work independently and foster research skills. Grade 5 students complete a service learning project of their choice, as well. Students identified as displaying exceptional giftedness in the math area are considered for rapid pacing in the curriculum. This is determined on an individual basis based on individual achievement, MAP scores, and teacher input. Pre-algebra readiness testing is done at the conclusion of fifth grade to determine students accepted for rapid pacing as they transition to the intermediate grade levels. Additionally, a monthly forum known as the "IF Institute" is provided for gifted students in grades 2-5. The mission of the Institute is the collaboration of identified gifted students with their intellectual peers, emphasizing lifelong learning, problem-solving, and critical thinking.

Gifted programming at the intermediate level is multi-faceted and includes a combination of both pull-out and push-in instruction. Gifted programming is designed to provide both enrichment and acceleration when appropriate. Identified gifted students in grades 6-8 are provided differentiated instruction on an individualized basis according to their GIEP. Through consultation and collaboration with the student's regular education teacher, programming for these students may be delivered in a pull-out or push-in model. The students' individual giftedness is reviewed and addressed in their annual Gifted Individualized Education Plan (GIEP). Students identified as displaying exceptional giftedness in the math area can be considered for rapid pacing in the math curriculum. An accelerated curriculum track for identified gifted students provides integration of STEM (Science, Technology, Engineering, and Math) concepts to the curriculum. Through differentiated instruction in the regular education classroom by the regular education teacher, attention is given to the individual needs of each student in all core subject areas. Students are challenged to utilize higher level thinking skills, 21st Century skills and are provided with rapid pacing

The East Stroudsburg High School gifted education program is based on Dr. Joseph Renzulli's the Triad Model of Gifted Education, Dr. Paul's Critical Thinking Model, and Dr. Van Tassel Baska's the Integrated Curriculum Model. It is designed to respond to gifted learner's characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes, and product development, and interdisciplinary concepts, issues, and themes. Through differentiated instruction in the regular education classroom by the regular education teacher, attention is given to the individual needs of each student in all core subject areas. Honors Seminar is a component of the East Stroudsburg High School Gifted Program. The William and Mary gifted curriculum is integrated into the program and deals with the concepts of changes in nature, in knowledge, in history, and in human life. Student course goals may include:

• Creating a course of study that is based on the student's individual interests.

• Learning transitioning strategies - high school to college to career opportunities.

• Examining current gifted research in order to promote self-understanding and increase the cognitive and affective development.

• Networking with other gifted and high achieving students, and creating Service Learning Projects Freshman Gifted Seminar is an interdisciplinary STEM (Science, Technology, Engineering, and Mathematics) based course that incorporates the 21st Century skills.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning				X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website	X	X	X	X

Meetings with Community, Families and Board of Directors				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Response to Instruction and Intervention Model with team meetings once every 6 weeks K-7 and during building grade level or department meeting time. In grades K-5,

grade level teams meet once in a six-day cycle for academic and behavioral concerns. Teachers have common planning times.

Community Coordination

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

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

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

Preschool Agency Coordination

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

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

The District sponsors an in-home mentoring program (SMILES) and healthy start screenings both in the home at district literacy events through Title I funding and Pocono Alliance for children birth to 5. The district's School-Readiness Task Force meets regularly with community partners through the Keystones to Opportunity Grant.   The District has partnered with Pocono Medical Center Nurse Family Partnership to address the needs of parents and children birth to age 3. MHDS also provides support for

families and children through the Keystones to Opportunity Grant. The District has an established transition plan that will be strengthened through meetings with the early childhood partners established through the KTO grant.   Based on kindergarten screenings, the district offers a summer Quick Start Program for students at risk. Through the KTO grant we are now providing training and technology to early childhood partners, as well as a Teach Me to Read at Home program for parents. The District also offers a parent Kinderversity program. Early childhood providers attend monthly kindergarten grade-level meetings and participate in district professional development if applicable.   The District also provides calendars to parents at Kindergarten screenings. The calendars include developmentally appropriate school-readiness activities. The District currently houses Head Start Programs for both Pocono Services for Family and Children and Scranton-Lackawanna Developmental Services in four of our elementary schools. We are partnering to secure funding to provide additional programs at one of our other elementary schools.

5/26/15

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

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

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district

	classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

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

Elementary Education-Intermediate Level

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

	50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

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

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms

Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

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

High School Level

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

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

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

Professional Education

Characteristics

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

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

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

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

Annual Review of District and Building Goals.
Annual review of Professional Development programs and workshops.
Review of Needs Assessment Data.
The Assistant Superintendents for Curriculum and Instruction meet with Building level administrators, Department and Grade Level Chair people, School Improvement Teams and other District Department Directors to determine changes needed to meet the District's Goals and Objectives.
The District addresses and recognizes State mandated educational requirements by offering appropriate trainings.

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

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
6/12/2015 Majority of staff trained.
The LEA plans to conduct the required training on approximately:
8/18/2015
8/26/2015

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA plans to conduct the training on approximately:
3/7/2016

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
3/7/2016

Strategies Ensuring Fidelity

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

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

The Assistant Superintendents for Curriculum and Instruction meet with Building level administrators, Department and Grade Level Chair people and other District Department Directors to determine changes needed to meet the District's Goals and Objectives. Classroom Walkthroughs will be used by building and district level administrators. Google Docs Survey System will be implemented and evaluated by the professional development team on an ongoing basis.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

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

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

All areas listed above were checked.

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

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

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

The building level administrators can request district coaches to work with new and tenured staff on an as needed basis.
Dialogue at the District Administrative level will continue on how to increase observations of new teachers by mentors or curriculum coaches.
Require new teachers to observe various lessons taught by mentor and/or other colleagues within the first two months of the school year.
Develop a survey for new teachers to be administered after the three day Induction session and again at the end of the first year.

Mentor Characteristics

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

- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

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

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

The Assistant Superintendents for Curriculum and Instruction and the Coordinators of Professional Development will draft a mentor training program by March 2016. The program will be presented to district and building administrators during the March Administrative Team Meeting. Changes will be incorporated for a final review in April.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Coordinators of Staff Development and the District Superintendent collaborate at the end of each school year in preparation for the upcoming New Teacher Induction Program.

Items discussed include new District initiatives or mandates that must be incorporated. A review of the previous year program is completed to determine if topics covered were beneficial and met the needs of the new employees.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **1407**

Identification Method

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

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

ESASD uses the discrepancy model to determine whether students are eligible to receive special education services under specific learning disability. Federal regulations do not prohibit the use of the ability- achievement discrepancy approach. Our school psychologists utilize standardized assessments for ability and achievement testing to determine whether there is at least a 15 point gap between the child's intellectual ability and achievement scores.

Enrollment

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

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

The school district has a large special education population compared to the state population. However, the school district percentage has consistently been decreasing in comparison to the state percentage, which has consistently been increasing:
2011-2012: LEA- 19.4; State- 15.2
2012-2013: LEA- 19.3; State- 15.3
2013-2014: LEA- 19.2; State- 15.4

The district has a significantly large enrollment of students with Other Health Impairments when compared to the state. The district requires documentation from a physician in order to consider eligibility as a student with an Other Health Impairment. However, the district continues to monitor this area and work towards minimizing the discrepancy between the district and the state population percentages:
2011- 2012: LEA- 25.9; State- 10.1
2012-2013: LEA- 24.1; State- 11.2
2013-2014: LEA- 23.2; State- 12.3
- The district has been successful in continuing to decrease the number of students identified with OHI while the state has been increasing in the number of students identified with OHI.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

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

Incarcerated Students Oversight

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

Students who are incarcerated receive an education from the host school district in the facility for which they are housed. ESASD, upon acknowledging student residency on the

PDE-4605 form, is responsible for reimbursing the host school district for such educational services. The school district collaborates with juvenile or adult probation, MH/DS, and other applicable agencies during the period of incarceration to help ensure students are appropriately programmed for while incarcerated, and upon their return to school.

Least Restrictive Environment

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

ESASD aims to ensure that, to the maximum extent appropriate, students with disabilities are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on **what**
will be provided for a student before questions of **where**
it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:

- *Can appropriate education (determined by the IEP team) be achieved in the regular class with services already there?*
- *Can the regular class be modified by providing supplementary aids and services in order to achieve appropriate education?*
- *Can appropriate education be achieved in next, more restrictive setting with services currently there?*
- *Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?*

- *Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?*

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

Currently ESASD professional staff development initiatives have included trainings in the areas, including but not limited to, inclusionary practices and differentiated instruction in efforts of increasing our capacity for meeting students' needs within their LRE. The school district has also been phasing School Wide Positive Behavior Support into district school buildings. At this time, all district buildings are implementing the Universal Level of SWPBS, with continuing plans for phasing in Check-In/Check-Out as well as other tiers of support. The district also continues to propose plans to expand our Project FAME (Family Advocacy for Mental Health in Education) from the elementary levels through the secondary levels. Currently, this program services all six elementary schools utilizing two part time social workers, which are contracted through a local agency.

The district continues to strive toward increasing each student's involvement in the least restrictive environment with supports and services to meet their individual learning needs. Through Title I and the Keystones to Opportunity grant funding, the district supports in-home mentoring program (Smiles) through a partnership with Pocono Alliance. This service assists the families within the community to access community support and services, such as Early Intervention and Head Start.

	District 2011-2012	State 2011-2012
Inside Regular Class 80% or more	55.1	62.2
Inside Regular Class Less than 40%	15.8	9.2
In Other Settings	2.3	4.5
	District 2012-2013	State 2012-2013
Inside Regular Class 80% or more	56.3	62.1
Inside Regular Class Less than 40%	12.4	8.9
In Other Settings	3.5	5
	District 2013-2014	State 2013-2014
Inside Regular Class 80% or more	60.6	62.7
Inside Regular Class Less than 40%	12	9
In Other Settings	1.2	4.8

- The district trends for Indicator 5- Educational Environments *Inside the Regular Class 80% or more* of the time have continued to increase, with larger gains when compared to the state.

- The district trends for Indicator 5- Educational Environments *Inside the Regular Class Less than 40%* of the time have continued to decrease, with larger gains when compared to the state.

- The district trends for Indicator 5- Educational Environments *In Other Settings* has followed the same pattern of the state, with an increase followed by a decrease. However,

the district continues to have fewer students in other settings when compared to the state.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

- The school district has also been phasing School Wide Positive Behavior Support into district school buildings. At this time, all buildings are implementing the Universal Level of SWPBS and the district continues to work on phasing in Check-in/Check-Out supports. At this time, four of the six elementary buildings have received training on Check in/ Check out supports.
- Special Education staff, including teachers and paraprofessionals, are trained on de-escalation and Crisis Prevention Institute (CPI) techniques. CPI is a researched-based program and is provided through professional development and training. Increases the educator's de-escalation skills based on research and effective practice, with attention given to behavioral interventions for struggling students.
As per the CPI training guide information sheet:
CPI's cornerstone training program, the Nonviolent Crisis Intervention® program, espouses a philosophy that focuses on providing the best possible Care, Welfare, Safety, and Security SM to staff members and those in their care. The emphasis is on prevention, de-escalation, and the use of physical intervention only as a last resort when an individual presents a danger to self or others.
- The district continues to implement Project FAME (Family Advocacy for Mental Health and Education) at the elementary school level. The district has contracted with YAP (Youth Advocate Program) for two, part-time, licensed social workers to provide Tier III level supports for elementary level students. Project FAME consists of individual and/or group counseling sessions for students (with parental consent) using data-driven, research based programs.
- The district also contracts with Monroe County Drug and Alcohol agency to work collaboratively with the Intermediate and High School level Student Assistance Program (SAP) teams to provide screenings based on SAP referrals (with parental consent) as well as support group opportunities and services for students who require additional assistance.
- The district works collaboratively with the IU20 Resolve Program to provide psychiatric services as well as counseling services by housing the School-Based Outpatient Program within the school district. The school district provides a confidential room within the administration building where families can bring their child(ren) to receive psychiatric evaluations and medication management through face to face as well as tele-psychiatry. Families can also access individual and family counseling through the Outpatient Program. This service is provided both during and after-school hours, by appointment, as arranged

between the family and the Resolve program.

The District Policy on Behavior Support is Policy 113.2

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.   The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

For review of the complete policy:

http://moodle.esasd.net/moodle/mod/resource/view.php?id=71512

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. *If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.*
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

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

appropriate program for the student.

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

The district works collaboratively with other agencies, such as MH/DS, Children and Youth, juvenile probation, and the Drug and Alcohol Commission for students, in order to provide appropriate programming for difficult to place students and works collaboratively with the agencies and the families to provide a smooth transition back to the public school setting, when appropriate.
* The district continues to look for opportunities to expand capacity by continuing to house CIU20 operated programs/ classes within school district buildings. The district continues to provide students with specialized programming needs the opportunity to attend school within their home district.
* The district continues to look for opportunities to expand Project FAME (Family Advocacy for Mental Health and Education) into the intermediate and secondary schools.

Strengths and Highlights

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

- East Stroudsburg Area School District (ESASD) offers a broad spectrum of services for students with disabilities in district schools.

- ESASD works cooperatively with Colonial Intermediate Unit # 20 (CIU # 20) and other facilities to provide all students with a Free and Appropriate Public School Education (FAPE).

- ESASD has a full complement of professionals (3 Directors of Pupil Services, 4 Supervisors of Special Education, 1 Out of District Educational Consultant, 91 Special Education Teachers, 79 Paraprofessionals, 79 Student Aides, 2 Full Time and 1 Part Time Speech and Language Teacher) on staff at all levels to help determine students' needs and ensure delivery of services.

- ESASD contracts with CIU # 20 to provide psychological, psychiatric, speech & language, occupational therapy, physical therapy, hearing, vision, and other evaluations and related services for students.

- Additional resources are contracted as needed.

- ESASD is diligent in meeting its child find responsibilities under Individuals with Disabilities Education Act, providing public notices and networking with local hospitals, nonpublic schools, medical offices and daycare facilities. Notices are also published in local newspapers and student handbooks, and are posted in all district school buildings as well as the district website.

- ESASD provides Response to Intervention and Instruction (RTII) services for at-risk elementary students, as well as Student Assistance Programming (SAP) and Child Study Team Support (CST) for at-risk intermediate and high school students.

- ESASD provides specialized transportation to meet individualized student needs.

- ESASD works cooperatively with applicable agencies to provide transition programming focused on post-secondary outcomes for students age 14 (and earlier if appropriate) through 21, based on individual student needs.

- ESASD works cooperatively with CIU #20 Early Intervention Coordinators and other agencies to transition eligible students into school-aged programming.

- ESASD provides eligible students with frequent opportunities for participation in Special Olympics.

- ESASD pursues and utilizes professional development opportunities offered through Pennsylvania Training and Technical Assistance Network and CIU #20, as well as conferences, in order to stay current with best practices as well as maintain Highly Qualified requirements for district staff.

- ESASD meets, and often exceeds, requirements for attempting to elicit parent participation in team meetings; the district utilizes email, US mail, and delivery of documents as well as transportation to and from meetings by school security.

- ESASD uses a data collection tool and special education document writing tool, which has led to improvements in the accuracy of data reporting.

- ESASD continues to have a large special education student population, which has led to continued reliance on IU classes located within our district as well as other district schools. ESASD has made efforts to increase the special education program capacity, within the district, including hosting additional IU classes for students.

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

setting. Subsequently, IEP teams address transitioning back to an appropriate home-school placement through the IEP process.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
PATH	Other	Alternative Education for Disruptive Youth (AEDY)	5
Lehigh Learning Academy	Other	Emotional Support	1
Colonial Academy	Other	Emotional Support	19
Colonial Academy	Other	Autistic Support	2
East Stroudsburg Area SD	Other	Instruction in the Home	1
Bethlehem Area SD- Thomas Jefferson Elementary	Neighboring School Districts	Hearing Support	1
Stroudsburg Area SD- Stroudsburg Middle School	Neighboring School Districts	Autistic Support	5
Stroudsburg Area SD- Stroudsburg Jr High School	Neighboring School Districts	Physical Support	1
Pocono Mountain SD- Clear Run Elementary School	Neighboring School Districts	Multiple Disabilities Support	4
Pleasant Valley SD- PV Intermediate School	Neighboring School Districts	Therapeutic Emotional Support	4
Pleasant Valley SD- PV Elementary	Neighboring School Districts	Physical Support	2
Bethlehem Area SD- Liberty HS	Neighboring School Districts	Hearing Support	1
Stroudsburg Area SD- High School	Neighboring School Districts	Life Skills Support	1
Pocono Mountain SD- Clear Run Elementary School	Neighboring School Districts	Therapeutic Emotional Support	1
Pleasant Valley SD- PV High	Neighboring	Therapeutic Emotional	4

School	School Districts	Support	
Stroudsburg Area SD- High School	Neighboring School Districts	Emotional Support	1
Easton Area SD- Paxinosa Elementary	Neighboring School Districts	Therapeutic Emotional Support	1
Northampton Area SD- Moore Elementary	Neighboring School Districts	Therapeutic Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.5
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.25
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	4	0.25

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #3 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
> > *Type:* Class
> >
> > *Implementation Date:* August 25, 2014
> >
> > *Average square feet in regular classrooms:* sq. ft.
> >
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> >
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	19	1

Program Position #4 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
> > *Type:* Class
> >
> > *Implementation Date:* August 25, 2014
> >
> > *Average square feet in regular classrooms:* sq. ft.
> >
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> >
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	17	1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	0.75
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	1	0.25

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: ClassandPosition

    Implementation Date: August 25, 2014

    Average square feet in regular classrooms: sq. ft.

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

    Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.75
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	1	0.25

Program Position #11 - Proposed Program

    Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: Class

    Implementation Date: August 25, 2014

    Average square feet in regular classrooms: sq. ft.

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

    Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.5
JT Lambert Intermediate	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.5

Program Position #12 - Proposed Program

    Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.5
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	7	0.5

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 625 sq. ft. (25 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	8	1

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	16	1

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #16 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
JT Lambert Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 15	5	1

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	13	1

Program Position #18
Operator: Intermediate Unit
PROGRAM SEGMENTS

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

Program Position #19 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	16	1

Program Position #20 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	20	1

Program Position #21

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	18	1

Program Position #24

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

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

Program Position #25 - Proposed Program

> *Operator:* Intermediate Unit
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 25, 2014
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	39	1
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #26

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

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

Program Position #27

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

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

		operated						

Program Position #28 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.7
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	8	0.3

Program Position #29 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

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

Program Position #30

    Operator: School District

    PROGRAM SEGMENTS

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

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

Program Position #31

    Operator: School District

    PROGRAM SEGMENTS

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

Program Position #32 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.7
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	2	0.3

Program Position #33

    Operator: School District

    PROGRAM SEGMENTS

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

Program Position #34 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	4	0.7
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	5	0.3

Program Position #35 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

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

Program Position #36 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.7
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	6	0.3

Program Position #37 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 2014

        Average square feet in regular classrooms: sq. ft.

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

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehman Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	20	1

Program Position #38

    Operator: School District

    PROGRAM SEGMENTS

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

Program Position #39

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

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

Program Position #40 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Class

            Implementation Date: August 25, 2014

            Average square feet in regular classrooms: sq. ft.

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

            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	9	1

Program Position #41

        Operator: School District

        PROGRAM SEGMENTS

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

Program Position #42

        Operator: School District

        PROGRAM SEGMENTS

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

Program Position #43

        Operator: School District

        PROGRAM SEGMENTS

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

Program Position #44
    Operator: School District
    PROGRAM SEGMENTS

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

Program Position #45
    Operator: Intermediate Unit
    PROGRAM SEGMENTS

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

Program Position #46 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
        Type: Class
        Implementation Date: August 25, 2014
        Average square feet in regular classrooms: sq. ft.
        Square footage of this classroom: sq. ft. (feet long x feet wide)
        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	9	1

Program Position #47 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	0.7
East Stroudsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	5	0.3

Program Position #48
   Operator: School District
   PROGRAM SEGMENTS

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

Program Position #49
   Operator: School District
   PROGRAM SEGMENTS

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

Program Position #50
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg	A Senior	A building in	Supplemental	Learning	15 to	20	1

| High School South | High School Building | which General Education programs are operated | (Less Than 80% but More Than 20%) | Support | 19 | | |

Program Position #51 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 25, 2014
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

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

Program Position #52

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

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

Program Position #53 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* February 13, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg	A Senior	A building in	Supplemental	Learning	15 to	13	1

| High School South | High School Building | which General Education programs are operated | (Less Than 80% but More Than 20%) | Support | 19 | | |

Program Position #54 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: Class

            Implementation Date: August 25, 2014

            Average square feet in regular classrooms: sq. ft.

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

            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.75
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	1	0.25

Program Position #55 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: Class

            Implementation Date: August 25, 2014

            Average square feet in regular classrooms: sq. ft.

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

            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

      PROGRAM SEGMENTS

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

Program Position #56

      Operator: School District

      PROGRAM SEGMENTS

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

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 13, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.3
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	7	0.7

Program Position #59 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: February 13, 2015

          Average square feet in regular classrooms: sq. ft.

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

          Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

      PROGRAM SEGMENTS

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

Program Position #60 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: August 24, 2015

          Average square feet in regular classrooms: sq. ft.

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

          Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

      PROGRAM SEGMENTS

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

Program Position #61 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: August 25, 2014

          Average square feet in regular classrooms: sq. ft.

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

          Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

      PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

		Type		Type	Range		
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	1	0.7
J. M Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	7	0.3

Program Position #62

Operator: School District

PROGRAM SEGMENTS

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

Program Position #63 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 10	11	1

Program Position #64

Operator: School District

PROGRAM SEGMENTS

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

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

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

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

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

Program Position #67 - Proposed Program
>> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Position
>>> *Implementation Date:* September 24, 2014
>>> *Average square feet in regular classrooms:* sq. ft.
>>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	2	0.25

Program Position #68 - Proposed Program
>> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Class
>>> *Implementation Date:* February 13, 2015
>>> *Average square feet in regular classrooms:* sq. ft.
>>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	12	1

Program Position #69 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: February 13, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.5

Program Position #70

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.25

Program Position #71

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

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

Program Position #72

     Operator: Intermediate Unit

     PROGRAM SEGMENTS

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

Program Position #73 - Proposed Program

     Operator: Intermediate Unit

     PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: August 25, 2014

          Average square feet in regular classrooms: sq. ft.

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

          Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
J. M. Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	17	0.5
Justification: This speech and language teacher supports students within multiple grade levels, however, does not support students outside of the age range together at any time.							

Program Position #74

     Operator: School District

     PROGRAM SEGMENTS

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

Program Position #75 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: August 25, 2014

          Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.7
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	3	0.3

Program Position #76

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #77 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.7
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	8 to 11	5	0.3

		programs are operated					

Program Position #78 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	18	1

Program Position #79

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #80

Operator: School District

PROGRAM SEGMENTS

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

Program Position #81 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	1	0.3
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.7

Program Position #82

Operator: School District

PROGRAM SEGMENTS

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

Program Position #83 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	5	0.7
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education	Itinerant	Emotional Support	8 to 11	8	0.3

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

Program Position #84
Operator: School District
PROGRAM SEGMENTS

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

Program Position #85 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
  Type: Class
  Implementation Date: August 25, 2014
  Average square feet in regular classrooms: sq. ft.
  Square footage of this classroom: sq. ft. (feet long x feet wide)
  Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
PROGRAM SEGMENTS

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

Program Position #86
Operator: School District
PROGRAM SEGMENTS

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

Program Position #87
Operator: School District
PROGRAM SEGMENTS

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

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

Program Position #88 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 11	6	1

Program Position #89

Operator: School District

PROGRAM SEGMENTS

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

Program Position #90

Operator: School District

PROGRAM SEGMENTS

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

Program Position #91

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle Smithfield	An	A building in	Itinerant	Speech and	5 to 11	23	1

Elementary School	Elementary School Building	which General Education programs are operated		Language Support			

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

Program Position #92

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #93

Operator: School District

PROGRAM SEGMENTS

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

Program Position #94

Operator: School District

PROGRAM SEGMENTS

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

Program Position #95

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #96

Operator: School District
PROGRAM SEGMENTS

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

Program Position #97

Operator: School District
PROGRAM SEGMENTS

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

Program Position #98

Operator: School District
PROGRAM SEGMENTS

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

Program Position #99 - Proposed Program

Operator: School District
PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: August 25, 2014
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.5
Resica Elementary School	An Elementary	A building in which	Itinerant	Learning Support	5 to 8	9	0.5

	School Building	General Education programs are operated					

Program Position #100

Operator: School District

PROGRAM SEGMENTS

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

Program Position #101 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	11	1

Program Position #102

Operator: School District

PROGRAM SEGMENTS

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

Program Position #103

Operator: School District

PROGRAM SEGMENTS

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

East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	13	1

Program Position #104 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* August 25, 2014
> > *Average square feet in regular classrooms:* sq. ft.
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.5
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	11	0.5

Program Position #105

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

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

Program Position #106

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

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

		operated					

Program Position #107

Operator: School District

PROGRAM SEGMENTS

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

Program Position #108 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.3
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.7

Program Position #109

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #110

Operator: Intermediate Unit

PROGRAM SEGMENTS

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

Program Position #111 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	9	1

Program Position #112 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	11	1

Program Position #113 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Resica Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	21	1

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

Program Position #114 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #115 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%	Learning Support	5 to 8	5	0.7

	School Building	General Education programs are operated	but More Than 20%)				
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	5	0.3

Program Position #116 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.7
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	7	0.3

Program Position #117 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	5 to 11	12	1

		operated					

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

Program Position #118 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	15	1

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

Program Position #119

Operator: School District

PROGRAM SEGMENTS

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

Program Position #120 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 840 sq. ft. (30 feet long x 28 feet wide)

Explain any unchecked boxes for facilities questions: This is an Itinerant Position that is located within regular education classroom settings.

PROGRAM SEGMENTS

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

	Building	Education programs are operated					

Program Position #121 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 24, 2014

Average square feet in regular classrooms: 700 sq. ft.

Square footage of this classroom: 357 sq. ft. (21 feet long x 17 feet wide)

Explain any unchecked boxes for facilities questions: Please note, the classroom is a resource room. Students do not receive instruction in this room, they receive support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	15	0.75
East Stroudsburg High School North	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 20	5	0.25

Program Position #122 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 24, 2014

Average square feet in regular classrooms: 700 sq. ft.

Square footage of this classroom: 408 sq. ft. (17 feet long x 24 feet wide)

Explain any unchecked boxes for facilities questions: Please note, students receive support in this room, not instruction.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 20	5	0.25
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	15	0.75

Program Position #123 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: September 24, 2014
Average square feet in regular classrooms: 600 sq. ft.
Square footage of this classroom: 570 sq. ft. (19 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	10	0.75
East Stroudsburg High School South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services K-5	Elementary Level Buildings	1
Director of Pupil Services 6-8	Intermediate Level Buildings	1
Director of Pupil Services 9-12	High School Level Buildings	1
Supervisor of Special Education K-5	Elementary Level Buildings	1
Supervisor of Special Education K-5	Elementary Level Buildings	1
Supervisor of Special Education 9-12	High School Buildings	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Paraprofessional	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1

Student Aide	JT Lambert Intermediate	1
Student Aide	JT Lambert Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Student Aide	Lehman Intermediate	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	Bushkill Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Student Aide	East Stroudsburg Elementary	1
Student Aide	East Stroudsburg Elementary	1
Paraprofessional	J. M. Hill Elementary	1
Paraprofessional	J. M. Hill Elementary	1
Paraprofessional	J. M. Hill Elementary	1
Paraprofessional	J. M. Hill Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Middle Smithfield Elementary	1
Paraprofessional	Resica Elementary	1
Paraprofessional	Resica Elementary	1
Paraprofessional	Resica Elementary	1
Paraprofessional	Resica Elementary	1
Paraprofessional	Resica Elementary	1
Paraprofessional	Resica Elementary	1
Paraprofessional	Smithfield Elementary	1
Paraprofessional	Smithfield Elementary	1
Paraprofessional	Smithfield Elementary	1
Paraprofessional	Smithfield Elementary	1
Student Aide	Smithfield Elementary	1
Student Aide	Bushkill Elementary	1

Student Aide	Bushkill Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Paraprofessional	East Stroudsburg Elementary	1
Student Aide	J. M. Hill Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Smithfield Elementary	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
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Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Paraprofessional	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
Student Aide	East Stroudsburg High School South	1
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Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School South	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Paraprofessional	Lehman Intermediate	1
Supervisor of Special Education 6-8	Intermediate Schools	1
Out of District Educational Consultant	District Level	1
Student Aide	Bushkill Elementary	1
Student Aide	Bushkill Elementary	1
Student Aide	Bushkill Elementary	1
Student Aide	Bushkill Elementary	1
Student Aide	East Stroudsburg Elementary	1
Student Aide	East Stroudsburg Elementary	1
Student Aide	East Stroudsburg Elementary	1
Student Aide	East Stroudsburg Elementary	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School North	1
Paraprofessional	East Stroudsburg High School North	1

Paraprofessional	East Stroudsburg High School North	1
Student Aide	East Stroudsburg High School South	1
Student Aide	Lehman Intermediate	1
Paraprofessional	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Student Aide	Middle Smithfield Elementary	1
Paraprofessional	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1
Student Aide	Resica Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
School Psychologist	Intermediate Unit	37.5 Hours
Vision Support	Intermediate Unit	25 Hours
Hearing Support	Intermediate Unit	7 Hours
Physical Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	4 Days
Occupational Therapy	Intermediate Unit	4 Days
Occupational Therapy	Intermediate	3 Days

	Unit	
Orientation and Mobility	Intermediate Unit	45 Minutes
Licensed Social Worker- Elementary	Outside Contractor	20 Hours
Drug and Alcohol Commission Intervention Services- Intermediate/ Secondary	Outside Contractor	3 Days
Sign Language Interpreter	Outside Contractor	0.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
One to One Assistant/Paraprofessional	Intermediate Unit	37.5 Hours
Adapted Physical Education	Intermediate Unit	13 Hours
Audiologist	Intermediate Unit	2 Hours
Autistic Support- Elementary	Intermediate Unit	37.5 Hours
Autistic Support- Intermediate	Intermediate Unit	37.5 Hours
Autistic Support- Secondary	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support- Elementary	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support- Intermediate	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate	37.5 Hours

	Unit	
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Speech and Language Support	Intermediate Unit	37.5 Hours
Multiple Disabilities Support	Intermediate Unit	37.5 Hours
Physical Support	Intermediate Unit	37.5 Hours
Therapeutic Emotional Support-Elementary	Intermediate Unit	37.5 Hours
Licensed Social Worker- Elementary	Outside Contractor	20 Hours

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
There was one systemic challenge that arose in many of our elementary buildings when completing school level plans as required by Title I. This challenge will be addressed in the goals and action plans.
1. Is there a system with the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

District Accomplishments

Accomplishment #1:
In 2015, the percent of students in grades 3-8 (with the exception of grade 7) scoring proficient or advanced (66.0%) on the English Language Arts PSSA surpassed the state average (60.1%) by 5.9%.

In 2015, the percent of students in grade 3 scoring proficient or advanced (50.9%) on the Mathematics PSSA surpassed the state average (48.5%) by 2.4%.

In 2015, the percent of students in grade 4 scoring proficient or advanced (52.3%) on the Mathematics PSSA surpassed the state average (44.5%) by 7.8%.

Accomplishment #2:
The District demonstrated overall improvement in every content area tested by the 2014-2015 Keystone Exam as follows: Algebra 1 (Gr. 7-11) went from 30.92% to 34.5% proficiency, Biology (Gr. 9-11) went from 44.1% to 47.1% proficiency, and Literature (Gr. 9-11) went from 55.1% to 62.5% proficiency. The data shows that both first-time testers and re-testers have shown an increase in proficiency in the combined Winter and Spring assessment windows.

Accomplishment #3:

The District trends for Indicator 5-Education Environment, which is centered on educating all students within the least restrictive environment, has seen an increase in the past three years. At the elementary level, added supports and a change in reading curriculum has allowed students with significant disabilities to be included successfully in the regular education environment at a higher rate.

Accomplishment #4:

District has been able to maintain student programs and appropriate staffing, while being fiscally responsible to stakeholders.

Accomplishment #5:

KTO Grant Partnership. Partnership with Pocono Services for Families and Children and Scranton Lackawanna Human Development Agency to provide pre-K experiences for children. Partnership with Nurse Family Partnership, Pocono Alliance and Carbon, Monroe, Pike Mental Health and Developmental Services to provide literacy experiences for children Birth-age 3.

Accomplishment #6:

Implementation of full-day kindergarten program. Initially started through grant funding, now fully supported by the East Stroudsburg Area School District

Accomplishment #7:

Maintaining district literacy, technology and math coaches

Accomplishment #8:

Restructuring of the East Stroudsburg Area School District Cyber Academy

Accomplishment #9:

Implementation of summer free breakfast/lunch program for children under the age of 18 offered cost-neutral to the district.

Accomplishment #10:

District-wide implementation of the School-Wide Positive Behavior Support Program

Accomplishment #11:

Implementation of K-Grade 5 Online Summer Experience in the 2014-2015 school year in addition to the Grades 6-12 Online Summer School already in place

Accomplishment #12:

Implementation of Reading Wonders Series K-Grade 5

Accomplishment #13:

Exemplary level of technology available and utilized by both students and staff.

District Concerns

Concern #1:
Providing professional development, mentoring and additional supports for teachers/administrators especially those new to the district.

Concern #2:
Survey results showed that the community is not aware of programs/additional supports for newly arrived children, ESL and Special Ed.

Concern #3:
Survey results showed that students feel safe; however, they feel some students are not well-behaved and do not treat each other with kindness and respect.

Concern #4:
Survey results showed that students and staff are in need of training on conflict resolution skills.

Concern #5:
Survey results showed that students feel that adults in the school do not apply the same rules to all students equally.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

> **Aligned Concerns:**
>
> > Providing professional development, mentoring and additional supports for teachers/administrators especially those new to the district.

Systemic Challenge #2 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

> **Aligned Concerns:**
>
> > Survey results showed that the community is not aware of programs/additional supports for newly arrived children, ESL and Special Ed.

Survey results showed that students feel safe; however, they feel some students are not well-behaved and do not treat each other with kindness and respect.

Providing professional development, mentoring and additional supports for teachers/administrators especially those new to the district.

Systemic Challenge #3 *(Guiding Question #11)* Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

    Aligned Concerns:

Survey results showed that students feel that adults in the school do not apply the same rules to all students equally.

Survey results showed that students and staff are in need of training on conflict resolution skills.

Providing professional development, mentoring and additional supports for teachers/administrators especially those new to the district.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Training schedules, agendas, sign-in sheets, and walk thru documentation.

Specific Targets: New teacher surveys and mentor surveys.

Strategies:

Curriculum Alignment

Description:

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

Professional development

Standards aligned system (SAS)

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

Professional Learning Communities (PLC's)

Description:

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

SAS Alignment: Instruction, Safe and Supportive Schools

Comprehensive Literacy Plan Birth-Grade 12

Description:

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

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

Differentiated Instruction

Description:

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

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

Data-Based Decisions

Description:

Data-based decisions--continue to be necessary for instructional planning and professional development planning

SAS Alignment: Assessment, Instruction, Materials & Resources

Technology Awareness

Description:

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

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12
- Instructional time increase
- Continue to embed technology across secondary curriculum
- Expand and increase our implementation of 21st Century Teaching & Learning

SAS Alignment: Instruction, Materials & Resources, Standards

School-Wide Positive Behavior Support

Description:

All students will participate in a School-Wide Positive Behavior Support Program, decreasing discipline incident referrals by 10% so that all students are actively engaged in effective instruction

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

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Transition

Description:

The district will continue to include special education students with general education students to develop personalized learning options for students, such as virtual options and blended learning opportunities, as well as continue to look at options for students who either transfer to the district or require credit recovery to graduate within their cohort.

District staff will continue to expose students to college and career opportunities, including but not limited to:

- Elementary student visitation to the local vocational school

- Intermediate level students complete career interest inventories based on personal interests, as well as career cluster interests

- Transition Coordinators at the Secondary level will continue to plan and implement a Transition Night for students who will require community agency services to meet post-secondary goals.

- Secondary counselors will continue to present Financial Aid night as well as schedule an In-House College Fair for students who are interested in pursuing 2- and/or 4-year secondary schooling options.

- Special education case managers will continue to meet annually to discuss individual student needs to assist student transition from one grade level to the next, including case managers from the transitioning building levels (5th to 6th, 8th to 9th).

Increase our graduation rate by 2% each year. Decrease our dropout rate by 1% each year.

Review of our Graduation/Drop out Data within our School Performance Profile.

Baseline: SPP 2012-2013, Graduation Measures for students with IEPs for the district 83.56% Drop out measures for students with IEPs for the district is 14.38%.

Evidence: PIMS graduation cohort report, PennData Report

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Curriculum Alignment
- Differentiated Instruction
- Data-Based Decisions

Assess and modify curriculum to meet PA Academic Standards and align to existing curriculum, identifying gaps within and across grade levels

Description:

Mapping, Addendums to Curriculum

Target Math years 1 and 2

Improve the re-tester passing percentage on all three exams.

Realignment of process for mid-level science program in the 2016-2017 school year to reinforce concepts for the mastery of Keystone Science Exam (scaffolding of instruction).

Address academic weakness areas for State testing in each building and the SLO process.

Evaluate current resources/selection of new resources for alignment to PA Academic Standards.

Evidence: Curriculum maps, curriculum addendums, Keystone Exam data, science scope and sequence, and materials aligned to PA Academic Standards.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Differentiated Instruction

- Data-Based Decisions

Train teachers and specialists on Educator Effectiveness and continue implementation of walk-through's with the goal of administrative consistency in identifying strengths and concerns

Description:

Ongoing training on Educator Effectiveness and continued collection of walk-thru data.

Evidence: Agendas, sign-ins, lesson plans. PDE-SAS Website Resources--Act 48 hours and certificates for completion of any online course through the PDE SAS portal and integration of SAS activities and lesson plans. Walk-thru data documenting a minimum of one walk-thru per teacher/per year.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Professional Learning Communities (PLC's)

Continue to monitor and assess content literacy training

Description:

Literacy instruction is incorporated in all content areas.

Evidence: Walk-thru data

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

Continuation, modification and improvement of Professional Learning Communities (PLC's) to ensure achievement and growth

Description:

Establish protocol and procedures for effective PLCs for analyzing data. Train teacher leaders to manage PLC focus and facilitate data management. Create a schedule where PLCs meet at least three times per school year to focus on analyzing data to drive instruction.

Evidence: Anecdotal data meeting notes, meeting schedule, agenda, sign-ins, school improvement plans, intervention, enrichment activities, and progress monitoring. Faculty meetings, grade level meetings, department meetings.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Learning Communities (PLC's)

- Data-Based Decisions

Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns

Description:

Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns

Evidence: Agendas, sign-ins and walk-thru data.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Data-Based Decisions

Continuation of Core Birth to Grade 12 Literacy Program to monitor existing literacy framework and update and realign a comprehensive literacy plan

Description:

Partner with East Stroudsburg University to provide teachers in grades 3-5 with professional development in the area of the Northeastern Pennsylvania Writing Project. Teachers will participate in two (2) full day workshops in August and January to discuss and increase knowledge of best practices in writing and analyze student progress in writing achievement. Teachers will participate in four (4) 3-hour modified lesson study sessions during the months of September, December, February, and May. Teachers will also participate in three (3) 1-hour after school

meetings to examine student work to identify what students are doing in writing as evidence for instruction.

Partner with Pocono Services for Families and Children and Scranton Lackawanna Human Development Agency to provide pre-K experiences for children. We partner with Nurse Family Partnership, Pocono Alliance and Carbon, Monroe, Pike Mental Health and Developmental Services to provide literacy experiences for children Birth-age 3.

Evidence: Committee roster, agendas, meeting notes, and comprehensive literacy plan.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

- Comprehensive Literacy Plan Birth-Grade 12

Provide professional development highlighting strategies that increase student engagement, learning, safety and overall well being

Description:

Providing professional development focused on providing staff with the tools to address the social, emotional and behavioral well-being of children including classroom management and conflict resolution skills as well as consistent disciplinary practices district-wide.

Evidence: Training schedules, sign in sheets, and agendas.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Comprehensive Literacy Plan Birth-Grade 12

- Differentiated Instruction

- Data-Based Decisions

- Technology Awareness

- School-Wide Positive Behavior Support

Identify individual building and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth

Description:

Review and analyze data necessary in identifying individual buildings and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth.

Evidence: Review of classroom walk-through data, district and each school SPP and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration, and Birth-Grade 12 literacy core program).

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

- Data-Based Decisions

Recognize and celebrate our successes and provide community outreach highlighting programs/additional supports available for families

Description:

Provide opportunities for staff, students and community to celebrate successes and promote awareness of programs/additional supports for current stakeholders and those newly-arrived to the district..

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

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Comprehensive Literacy Plan Birth-Grade 12
- School-Wide Positive Behavior Support

Behavior Support

Description:

Special education teachers will receive training on writing positive behavior support plans, writing observable and measurable behavior goals, and how to monitor and document behavior progress monitoring.

District staff will be trained on classroom management and positive behavioral support strategies.

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Differentiated Instruction

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

Autism

Description:

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

District staff will receive de-escalation strategies, ability awareness, and behavior management strategies when working with students with disabilities, including students on the autism spectrum.

Evidence: Professional development training schedule, sign in sheets, CPE tracker documentation

Start Date: 7/1/2015   **End Date:** 6/30/2018

Program Area(s): Special Education

Supported Strategies:

- Differentiated Instruction
- School-Wide Positive Behavior Support

Reading NCLB #1

Description:

Teachers will receive training on the 5 step literacy process and utilizing Lexile leveling tools to prepare students for college and career readiness, through educational programs, such as but not limited to Achieve 3000.

Evidence: Professional Development Schedule, sign in sheets, CPE tracker documentation

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Curriculum Alignment
- Differentiated Instruction
- Data-Based Decisions

Continue and expand technology-related professional development district-wide.

Description:

- Continue to offer mandatory technology-related professional development during in-service days
- Increase professional development after-school offerings for professional staff
- Offer professional development for administrators during summer administrative team meetings

Evidence: Agendas, sign-in sheets, needs assessments, pre and post workshop surveys

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Differentiated Instruction

- Data-Based Decisions

- Technology Awareness

Goal #2: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Continuation & improvement of School-Wide Positive Behavior
Support Program,

Specific Targets: Safe Schools Report

Strategies:

Curriculum Alignment

Description:

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

Professional development

Standards aligned system (SAS)

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

Professional Learning Communities (PLC's)

Description:

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

SAS Alignment: Instruction, Safe and Supportive Schools

Comprehensive Literacy Plan Birth-Grade 12

Description:

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

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

Differentiated Instruction

Description:

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

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

Data-Based Decisions

Description:

Data-based decisions--continue to be necessary for instructional planning and professional development planning

SAS Alignment: Assessment, Instruction, Materials & Resources

Technology Awareness

Description:

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

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12
- Instructional time increase
- Continue to embed technology across secondary curriculum
- Expand and increase our implementation of 21st Century Teaching & Learning

SAS Alignment: Instruction, Materials & Resources, Standards

School-Wide Positive Behavior Support

Description:

All students will participate in a School-Wide Positive Behavior Support Program, decreasing discipline incident referrals by 10% so that all students are actively engaged in effective instruction

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

SAS Alignment: Instruction, Safe and Supportive Schools

Parent/Community Involvement

Description:

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

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

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Train teachers and specialists on Educator Effectiveness and continue implementation of walk-through's with the goal of administrative consistency in identifying strengths and concerns

Description:

Ongoing training on Educator Effectiveness and continued collection of walk-thru data.

Evidence: Agendas, sign-ins, lesson plans. PDE-SAS Website Resources--Act 48 hours and certificates for completion of any online course through the PDE SAS portal and integration of SAS activities and lesson plans. Walk-thru data documenting a minimum of one walk-thru per teacher/per year.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Professional Learning Communities (PLC's)

Continue to monitor and assess content literacy training

Description:

Literacy instruction is incorporated in all content areas.

Evidence: Walk-thru data

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

Continuation, modification and improvement of Professional Learning Communities (PLC's) to ensure achievement and growth

Description:

Establish protocol and procedures for effective PLCs for analyzing data. Train teacher leaders to manage PLC focus and facilitate data management. Create a schedule where PLCs meet at least three times per school year to focus on analyzing data to drive instruction.

Evidence: Anecdotal data meeting notes, meeting schedule, agenda, sign-ins, school improvement plans, intervention, enrichment activities, and progress monitoring. Faculty meetings, grade level meetings, department meetings.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Learning Communities (PLC's)

- Data-Based Decisions

Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns

Description:

Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns

Evidence: Agendas, sign-ins and walk-thru data.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Data-Based Decisions

Continuation of Core Birth to Grade 12 Literacy Program to monitor existing literacy framework and update and realign a comprehensive literacy plan

Description:

Partner with East Stroudsburg University to provide teachers in grades 3-5 with professional development in the area of the Northeastern Pennsylvania Writing Project. Teachers will participate in two (2) full day workshops in August and January to discuss and increase knowledge of best practices in writing and analyze student progress in writing achievement. Teachers will participate in four (4) 3-hour modified lesson study sessions during the months of September, December, February, and May. Teachers will also participate in three (3) 1-hour after school

meetings to examine student work to identify what students are doing in writing as evidence for instruction.

Partner with Pocono Services for Families and Children and Scranton Lackawanna Human Development Agency to provide pre-K experiences for children. We partner with Nurse Family Partnership, Pocono Alliance and Carbon, Monroe, Pike Mental Health and Developmental Services to provide literacy experiences for children Birth-age 3.

Evidence: Committee roster, agendas, meeting notes, and comprehensive literacy plan.

Start Date: 7/1/2016　　**End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

- Comprehensive Literacy Plan Birth-Grade 12

Provide professional development highlighting strategies that increase student engagement, learning, safety and overall well being

Description:

Providing professional development focused on providing staff with the tools to address the social, emotional and behavioral well-being of children including classroom management and conflict resolution skills as well as consistent disciplinary practices district-wide.

Evidence: Training schedules, sign in sheets, and agendas.

Start Date: 7/1/2016　　**End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Comprehensive Literacy Plan Birth-Grade 12

- Differentiated Instruction

- Data-Based Decisions

- Technology Awareness

- School-Wide Positive Behavior Support

Continuation and improvement of School-Wide Positive Behavior Support Program

Description:

SWPBS programs are implemented in all buildings.

FAME--elementary level

SAFE and SAP--secondary levels

Evidence: Annual SWPBS Survey and discipline records.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- School-Wide Positive Behavior Support

Increase Cohort Graduation Rate

Description:

Increase our cohort graduation rate for all students by 1% each year.

Evidence: Review of our Graduation/Dropout Data within our School Performance Profile and Truancy Elimination Plan

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Curriculum Alignment
- Comprehensive Literacy Plan Birth-Grade 12
- Parent/Community Involvement

Recognize and celebrate our successes and provide community outreach highlighting programs/additional supports available for families

Description:

Provide opportunities for staff, students and community to celebrate successes and promote awareness of programs/additional supports for current stakeholders and those newly-arrived to the district..

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

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Comprehensive Literacy Plan Birth-Grade 12
- Technology Awareness
- School-Wide Positive Behavior Support
- Parent/Community Involvement

Transition

Description:

The district will continue to include special education students with general education students to develop personalized learning options for students, such as virtual options and blended learning opportunities, as well as continue to look at options for students who either transfer to the district or require credit recovery to graduate within their cohort.

District staff will continue to expose students to college and career opportunities, including but not limited to:

- Elementary student visitation to the local vocational school

- Intermediate level students complete career interest inventories based on personal interests, as well as career cluster interests

- Transition Coordinators at the Secondary level will continue to plan and implement a Transition Night for students who will require community agency services to meet post-secondary goals.

- Secondary counselors will continue to present Financial Aid night as well as schedule an In-House College Fair for students who are interested in pursuing 2- and/or 4-year secondary schooling options.

- Special education case managers will continue to meet annually to discuss individual student needs to assist student transition from one grade level to the next, including case managers from the transitioning building levels (5th to 6th, 8th to 9th).

Increase our graduation rate by 2% each year. Decrease our dropout rate by 1% each year.

Review of our Graduation/Drop out Data within our School Performance Profile.

Baseline: SPP 2012-2013, Graduation Measures for students with IEPs for the district 83.56% Drop out measures for students with IEPs for the district is 14.38%.

Evidence: PIMS graduation cohort report, PennData Report

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Curriculum Alignment
- Differentiated Instruction

- Data-Based Decisions

Reading NCLB #1

Description:

Teachers will receive training on the 5 step literacy process and utilizing Lexile leveling tools to prepare students for college and career readiness, through educational programs, such as but not limited to Achieve 3000.

Evidence: Professional Development Schedule, sign in sheets, CPE tracker documentation

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Curriculum Alignment
- Differentiated Instruction
- Data-Based Decisions

Assess and modify curriculum to meet PA Academic Standards and align to existing curriculum, identifying gaps within and across grade levels

Description:

Mapping, Addendums to Curriculum

Target Math years 1 and 2

Improve the re-tester passing percentage on all three exams.

Realignment of process for mid-level science program in the 2016-2017 school year to reinforce concepts for the mastery of Keystone Science Exam (scaffolding of instruction).

Address academic weakness areas for State testing in each building and the SLO process.

Evaluate current resources/selection of new resources for alignment to PA Academic Standards.

Evidence: Curriculum maps, curriculum addendums, Keystone Exam data, science scope and sequence, and materials aligned to PA Academic Standards.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment
- Data-Based Decisions

Identify individual building and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth

Description:

Review and analyze data necessary in identifying individual buildings and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth.

Evidence: Review of classroom walk-through data, district and each school SPP and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration, and Birth-Grade 12 literacy core program).

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

- Data-Based Decisions

Behavior Support

Description:

Special education teachers will receive training on writing positive behavior support plans, writing observable and measurable behavior goals, and how to monitor and document behavior progress monitoring.

District staff will be trained on classroom management and positive behavioral support strategies.

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

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

Autism

Description:

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

District staff will receive de-escalation strategies, ability awareness, and behavior management strategies when working with students with disabilities, including students on the autism spectrum.

Evidence: Professional development training schedule, sign in sheets, CPE tracker documentation

Start Date: 7/1/2015   **End Date:** 6/30/2018

Program Area(s): Special Education

Supported Strategies:

- Differentiated Instruction
- School-Wide Positive Behavior Support

Continue and expand technology-related professional development district-wide.

Description:

- Continue to offer mandatory technology-related professional development during in-service days
- Increase professional development after-school offerings for professional staff
- Offer professional development for administrators during summer administrative team meetings

Evidence: Agendas, sign-in sheets, needs assessments, pre and post workshop surveys

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Differentiated Instruction

- Data-Based Decisions

- Technology Awareness

Goal #3: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: District level curriculum assessments, staff feedback, NWEA, CDTs, Dibels Math, PSSAs, and Keystones.

Specific Targets: Increase student achievement by 5% on state assessments-- Grades 3-8 PSSAs and Keystones Grades 8-12.

Strategies:

Curriculum Alignment

Description:

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

Professional development

Standards aligned system (SAS)

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

Professional Learning Communities (PLC's)

Description:

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

SAS Alignment: Instruction, Safe and Supportive Schools

Differentiated Instruction

Description:

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

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

Data-Based Decisions

Description:

Data-based decisions--continue to be necessary for instructional planning and professional development planning

SAS Alignment: Assessment, Instruction, Materials & Resources

Technology Awareness

Description:

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

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12
- Instructional time increase
- Continue to embed technology across secondary curriculum
- Expand and increase our implementation of 21st Century Teaching & Learning

SAS Alignment: Instruction, Materials & Resources, Standards

Parent/Community Involvement

Description:

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

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

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Assess and modify curriculum to meet PA Academic Standards and align to existing curriculum, identifying gaps within and across grade levels

Description:

Mapping, Addendums to Curriculum

Target Math years 1 and 2

Improve the re-tester passing percentage on all three exams.

Realignment of process for mid-level science program in the 2016-2017 school year to reinforce concepts for the mastery of Keystone Science Exam (scaffolding of instruction).

Address academic weakness areas for State testing in each building and the SLO process.

Evaluate current resources/selection of new resources for alignment to PA Academic Standards.

Evidence: Curriculum maps, curriculum addendums, Keystone Exam data, science scope and sequence, and materials aligned to PA Academic Standards.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Differentiated Instruction

- Data-Based Decisions

Continuation, modification and improvement of Professional Learning Communities (PLC's) to ensure achievement and growth

Description:

Establish protocol and procedures for effective PLCs for analyzing data. Train teacher leaders to manage PLC focus and facilitate data management. Create a schedule where PLCs meet at least three times per school year to focus on analyzing data to drive instruction.

Evidence: Anecdotal data meeting notes, meeting schedule, agenda, sign-ins, school improvement plans, intervention, enrichment activities, and progress monitoring. Faculty meetings, grade level meetings, department meetings.

Start Date: 7/1/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Learning Communities (PLC's)

- Data-Based Decisions

Provide professional development highlighting strategies that increase student engagement, learning, safety and overall well being

Description:

Providing professional development focused on providing staff with the tools to address the social, emotional and behavioral well-being of children including classroom management and conflict resolution skills as well as consistent disciplinary practices district-wide.

Evidence: Training schedules, sign in sheets, and agendas.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Differentiated Instruction

- Data-Based Decisions

- Technology Awareness

Identify individual building and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth

Description:

Review and analyze data necessary in identifying individual buildings and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth.

Evidence: Review of classroom walk-through data, district and each school SPP and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration, and Birth-Grade 12 literacy core program).

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

- Data-Based Decisions

Continue to monitor and assess content literacy training

Description:

Literacy instruction is incorporated in all content areas.

Evidence: Walk-thru data

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Professional Learning Communities (PLC's)

Continue and expand technology-related professional development district-wide.

Description:

- Continue to offer mandatory technology-related professional development during in-service days
- Increase professional development after-school offerings for professional staff
- Offer professional development for administrators during summer administrative team meetings

  Evidence: Agendas, sign-in sheets, needs assessments, pre and post workshop surveys

  Start Date: 7/1/2016   **End Date:** 6/30/2019

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

  Supported Strategies:

- Curriculum Alignment

- Professional Learning Communities (PLC's)

- Differentiated Instruction

- Data-Based Decisions

- Technology Awareness

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Curriculum Alignment Strategy #2: Differentiated Instruction Strategy #3: Data-Based Decisions

Start	End	Title	Description
7/1/2015	6/30/2018	Transition	The district will continue to include special education students with general education students to develop personalized learning options for students, such as virtual options and blended learning opportunities, as well as continue to look at options for students who either transfer to the district or require credit recovery to graduate within their cohort. District staff will continue to expose students to college and career opportunities, including but not limited to: - Elementary student visitation to the local vocational school - Intermediate level students complete career interest inventories based on personal interests, as well as career cluster interests - Transition Coordinators at the Secondary level will continue to plan and implement a Transition Night for students who will require community agency

services to meet post-secondary goals.

- Secondary counselors will continue to present Financial Aid night as well as schedule an In-House College Fair for students who are interested in pursuing 2- and/or 4-year secondary schooling options.

- Special education case managers will continue to meet annually to discuss individual student needs to assist student transition from one grade level to the next, including case managers from the transitioning building levels (5th to 6th, 8th to 9th).

Increase our graduation rate by 2% each year. Decrease our dropout rate by 1% each year.

Review of our Graduation/Drop out Data within our School Performance Profile.

Baseline: SPP 2012-2013, Graduation Measures for students with IEPs for the district 83.56% Drop out measures for students with IEPs for the district is 14.38%.

Evidence: PIMS graduation cohort report, PennData Report

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Pupil Services (9-12), Building Administrators, School Counselors, Assistant Superintendents of Curriculum	2.0	4	50	Intermediate Unit #20	School staff, community agency staff	No

Knowledge	College and career awareness for students, community agency awareness, personalized learning opportunities for students to meet individual needs

Supportive Research   Career and college readiness

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

     Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

     Empowers educators to work effectively with parents and community partners.

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

     Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

     Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

     Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Live Webinar

Participant Roles		**Grade Levels**	
Dir	Classroom teachers		Elementary - Intermediate (grades 2-5)
	Principals / Asst. Principals		Middle (grades 6-8)
	Supt / Ast Supts / CEO / Ex		High (grades 9-12)
	New Staff		
	Parents		

Follow-up Activities   Creating lessons to meet
varied student learning styles   **Evaluation Methods**   Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.	**Strategy #1: Curriculum Alignment** **Strategy #2: Professional Learning Communities (PLC's)** **Strategy #3: Differentiated Instruction** **Strategy #4: Data-Based Decisions**

Start	End	Title	Description
7/1/2016	6/30/2019	Assess and modify curriculum to meet PA Academic Standards and align to existing curriculum, identifying gaps within and across grade levels	Mapping, Addendums to Curriculum Target Math years 1 and 2 Improve the re-tester passing percentage on all three exams. Realignment of process for mid-level science program in the 2016-2017 school year to reinforce concepts for the mastery of Keystone Science Exam (scaffolding of instruction).

Address academic weakness areas for State testing in each building and the SLO process.

Evaluate current resources/selection of new resources for alignment to PA Academic Standards.

Evidence: Curriculum maps, curriculum addendums, Keystone Exam data, science scope and sequence, and materials aligned to PA Academic Standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents for Curriculum & Instruction, Building Administrators, Grade Level & Department Chairpersons, Classroom Teachers	3.0	4	12	Assistant Superintendents for Curriculum & Instruction	School Entity	No

Knowledge

Understanding of the various offerings provided by curriculum providers. To better understand the gaps that exist between our current math offerings and those that we wish to achieve. A math curriculum that better meets our students needs and more in line with PDE.

Supportive Research

Curriculum alignment

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed: **Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.**
Establish a district system that fully ensures

Strategy #1: Professional Learning Communities (PLC's)

barriers to student learning are addressed in order to increase student achievement and graduation rates.

Start	End	Title	Description
7/1/2016	6/30/2019	Train teachers and specialists on Educator Effectiveness and continue implementation of walk-through's with the goal of administrative consistency in identifying strengths and concerns	Ongoing training on Educator Effectiveness and continued collection of walk-thru data. Evidence: Agendas, sign-ins, lesson plans. PDE-SAS Website Resources--Act 48 hours and certificates for completion of any online course through the PDE SAS portal and integration of SAS activities and lesson plans. Walk-thru data documenting a minimum of one walk-thru per teacher/per year.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Superintendent, Assistant Superintendents for Curriculum & Instruction, IU20	1.5	2	700	School Administration	School Entity	No

Knowledge	An understanding of characteristics of effective educators. Increased knowledge of identifiable characteristics of effective teachers through the use of data generated through walk-throughs.
Supportive Research	Teacher effectiveness

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

| LEA Goals Addressed: | **Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.** | **Strategy #1: Professional Learning Communities (PLC's)** |

Start	End	Title	Description
7/1/2016	6/30/2019	Continue to monitor and assess content literacy training	Literacy instruction is incorporated in all content areas. Evidence: Walk-thru data

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents for Curriculum & Instruction, Building Administrators, IU20, Instructional Coaches	2.0	3	20	Educational Specialists and School Administration	School Entity	No

Knowledge Evidence of the quality of the literacy training itself.

Supportive Research Increase literacy is directly related to improved student success.

Designed to Accomplish

For classroom teachers, school   Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and	**Strategy #1: Professional Learning Communities (PLC's)** **Strategy #2: Data-Based Decisions**

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

Start	End	Title	Description
7/1/2016	6/30/2019	Continuation, modification and improvement of Professional Learning Communities (PLC's) to ensure achievement and growth	Establish protocol and procedures for effective PLCs for analyzing data. Train teacher leaders to manage PLC focus and facilitate data management. Create a schedule where PLCs meet at least three times per school year to focus on analyzing data to drive instruction. Evidence: Anecdotal data meeting notes, meeting schedule, agenda, sign-ins, school improvement plans, intervention, enrichment activities, and progress monitoring. Faculty meetings, grade level meetings, department meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
Department Chairs, Classroom Teachers, Assistant Superintendents for Curriculum & Instruction, Building Administrators	2.0	1	10	School Entity	School Entity	No

Knowledge   How to conduct and evaluate effective PLCs

Supportive Research   Professional Learning Communities, Leadership Capacity Building

Designed to Accomplish

For classroom teachers, school   Enhances the educator's content knowledge in the area of the educator's

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.

    Empowers educators to work effectively with parents and community partners.

certification or assignment.

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

    Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

    Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

    Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Professional Learning Communities

Participant Roles		**Grade Levels**	
	Classroom teachers		
	Principals / Asst. Principals		Elementary - Primary (preK - grade 1)
	Supt / Ast Supts / CEO / Ex		Elementary - Intermediate (grades 2-5)
Dir			Middle (grades 6-8)
	Other educational		High (grades 9-12)
specialists			

Follow-up Activities

Opportunity to share

Evaluation Methods

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

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Data-Based Decisions

Start	End	Title	Description
7/1/2016	6/30/2019	Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns	Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns Evidence: Agendas, sign-ins and walk-thru data.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendents for	2.0	2	30	Assistant Superintendents for Curriculum & Instruction	School Entity	No

Curriculum &
Instruction

Knowledge

The value of performing school-wide walk-throughs.

Supportive Research

Collection of data from walk-throughs will drive decision making.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation

| **Participant Roles** | Principals / Asst. Principals | **Grade Levels** | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Student PSSA data Accumulated walk-thru data

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Professional Learning Communities (PLC's) Strategy #2: Comprehensive Literacy Plan Birth-Grade 12

Start	End	Title	Description
7/1/2016	6/30/2019	Continuation of Core Birth to Grade 12 Literacy Program to monitor existing literacy framework and update and realign a comprehensive literacy plan	Partner with East Stroudsburg University to provide teachers in grades 3-5 with professional development in the area of the Northeastern Pennsylvania Writing Project. Teachers will participate in two (2) full day workshops in August and January to discuss and increase knowledge of best practices in writing and analyze student progress in writing achievement. Teachers will participate in four (4) 3-hour modified lesson study sessions during the months of September, December, February, and May. Teachers will also participate in three (3) 1-hour after school meetings to examine student work to identify what students are doing in writing as evidence for instruction.

Partner with Pocono Services for Families and Children and Scranton Lackawanna |

Human Development Agency to provide pre-K experiences for children. We partner with Nurse Family Partnership, Pocono Alliance and Carbon, Monroe, Pike Mental Health and Developmental Services to provide literacy experiences for children Birth-age 3.

Evidence: Committee roster, agendas, meeting notes, and comprehensive literacy plan.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Assistant Superintendents for Curriculum & Instruction	3.0	3	40	East Stroudsburg University	College or University	No

Knowledge	Improving language and literacy acquisition.
Supportive Research	Increased writing skills provides evidence of comprehension and expression.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops

Participant Roles	Classroom teachers Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom student assessment data Review of participant lesson plans Portfolio

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and**	**Strategy #1: Curriculum Alignment** **Strategy #2: Professional Learning Communities (PLC's)** **Strategy #3: Comprehensive Literacy Plan Birth-Grade 12**

graduation rates.

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

Strategy #4: Differentiated Instruction

Strategy #5: Data-Based Decisions

Strategy #6: Technology Awareness

Strategy #7: School-Wide Positive Behavior Support

Start	End	Title	Description
7/1/2016	6/30/2019	Provide professional development highlighting strategies that increase student engagement, learning, safety and overall well being	Providing professional development focused on providing staff with the tools to address the social, emotional and behavioral well-being of children including classroom management and conflict resolution skills as well as consistent disciplinary practices district-wide. Evidence: Training schedules, sign in sheets, and agendas.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Assistant Superintendents for Curriculum & Instruction	2.0	3	40	CIU 20, in-house staff, individual	Individual	No

Knowledge
Increase understanding of student behavior as related to learning. Increase learning by diverse learners in an inclusive setting not limited to, but including gifted students.

Supportive Research
Understanding student behavior could lead to increased student engagement and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	**Evaluation Methods**	Participant survey Review of written reports summarizing instructional activity

| LEA Goals Addressed: | Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

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

Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students. | Strategy #1: Professional Learning Communities (PLC's)

Strategy #2: Data-Based Decisions |

Start	End	Title	Description
7/1/2016	6/30/2019	Identify individual building and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth	Review and analyze data necessary in identifying individual buildings and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth. Evidence: Review of classroom walk-through data, district and each school SPP and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration, and Birth-Grade 12 literacy core program).

Person Responsible	SH	S	EP	Provider	Type	App.
Department Chairs, Superintendent, Building	1.0	6	25	School Administration	School Entity	No

Administrators,
Assistant
Superintendents for
Curriculum &
Instruction

Knowledge   To better understand individual school strengths and weaknesses that impact student learning.

**Supportive
Research**   Data-driven decisions.

Designed to Accomplish

For classroom teachers, school   Increases the educator's teaching skills based on research on effective practice, with
counselors and education   attention given to interventions for struggling students.
specialists:

For school and district   Provides leaders with the ability to access and use appropriate data to inform
administrators, and other   decision-making.
educators seeking leadership
roles:

                Series of Workshops
Training Format

Participant Roles	Dir Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work,	**Evaluation Methods**	Student PSSA data Standardized student assessment

with administrator and/or peers   data other than the PSSA

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Comprehensive Literacy Plan Birth-Grade 12 Strategy #2: School-Wide Positive Behavior Support

Start	End	Title	Description
7/1/2016	6/30/2019	Recognize and celebrate our successes and provide community outreach highlighting programs/additional supports available for families	Provide opportunities for staff, students and community to celebrate successes and promote awareness of programs/additional supports for current stakeholders and those newly-arrived to the district.. Evidence: Faculty meeting agendas, plans of assistance, district website, building newsletter, district newsletter, district events, school board presentations, celebrations of learning, and press releases.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Superintendent, Assistant Superintendents for Curriculum and Instruction	1.0	9	1000	School Administration	School Entity	No

Knowledge	Familiarity with family services provided through and in cooperation with the school district. Relevant feedback reflective of our academic successes.

Supportive Research   Data-driven decisions. Attention to the whole student.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation

Participant Roles		**Grade Levels**	
	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Parent surveys   Participant survey

Follow-up Activities   **Evaluation Methods**

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**	**Strategy #1: Differentiated Instruction** **Strategy #2: Data-Based Decisions** **Strategy #3: School-Wide Positive Behavior Support**

Start	End	Title	Description
7/1/2015	6/30/2018	Behavior Support	Special education teachers will receive training on writing positive behavior support plans, writing observable and measurable behavior goals, and how to monitor and document behavior progress monitoring. District staff will be trained on classroom management and positive behavioral support strategies.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Director of Pupil Services, Supervisors of Special Education	2.0	4	20	IU20, district staff	IU	Yes

Knowledge	- Positive Behavioral Support Strategies
Supportive Research	PDE has supported school wide positive behavior support implementation.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles

Classroom teachers
School counselors

Grade Levels

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

Follow-up Activities

Creating lessons to meet varied student learning styles
Developing classroom based as well as individualized positive behavior support plans

Evaluation Methods

Individualized Positive Behavior Support Plans

LEA Goals Addressed: Establish a district system that fully ensures teachers and administrators receive timely,

Strategy #1: Differentiated Instruction
Strategy #2: School-Wide Positive Behavior

effective support and intervention as needed.		**Support**		
Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.				

Start	End	Title	Description
			Special Education staff, including teachers and paraprofessionals, are trained on de-escalation and Crisis Prevention Institute (CPI) techniques. The district will train staff on CPI, using the program designed for working with students with Autism.
7/1/2015	6/30/2018	Autism	District staff will receive de-escalation strategies, ability awareness, and behavior management strategies when working with students with disabilities, including students on the autism spectrum.
			Evidence: Professional development training schedule, sign in sheets, CPE tracker documentation

Person Responsible	SH	S	EP	Provider	Type	App.
Pupil Services Directors, Special Education Supervisors, Professional Development Coordinators	3.0	1	300	School District	School Entity	Yes

	As per the CPI training guide information sheet:
Knowledge	CPI's cornerstone training program, the *Nonviolent Crisis Intervention*® program, espouses a philosophy that focuses on providing the best possible *Care, Welfare, Safety, and Security* SM to staff members and those in their care. The emphasis is on prevention, de-escalation, and the use of physical intervention only as a last resort when an individual presents a danger to self or others.

Supportive Research   CPI is a researched-based program and will be provided through professional development and training.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Instructs the leader in managing resources for effective results.

Training Format   Department Focused Presentation

Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Completion of assessment at the end of the training session	**Evaluation Methods**	Completion of competency assessment at conclusion of the training

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely,**	**Strategy #1: Curriculum Alignment** **Strategy #2: Differentiated Instruction**

effective support and intervention as needed.   Strategy #3: Data-Based Decisions
Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Start	End	Title	Description
7/1/2015	6/30/2018	Reading NCLB #1	Teachers will receive training on the 5 step literacy process and utilizing Lexile leveling tools to prepare students for college and career readiness, through educational programs, such as but not limited to Achieve 3000. Evidence: Professional Development Schedule, sign in sheets, CPE tracker documentation

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents of Curriculum and Instruction	2.0	1	20	district staff, outside training consultant	School Entity	No

Knowledge
Teachers will receive on-going training on Literacy instructional shifts and depth of knowledge to meet college and career readiness standards/ PA Core.

The PA Core standards have been based on the National Core Content standards.

Supportive Research
Professional Development

Standards aligned System (SAS)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Parents	**Grade Levels**	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

varied student learning styles

    Lesson modeling with mentoring

    Access to webinars and trainings provided by the program as made available

    Review data reports by class and individual student as available by the program

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.**	**Strategy #1: Curriculum Alignment** **Strategy #2: Professional Learning Communities (PLC's)** **Strategy #3: Differentiated Instruction** **Strategy #4: Data-Based Decisions** **Strategy #5: Technology Awareness**

Start	End	Title	Description
7/1/2016	6/30/2019	Continue and expand technology-related professional development district-wide.	• Continue to offer mandatory technology-related professional development during in-service days • Increase professional development after-school offerings for professional staff • Offer professional development for administrators during summer

administrative team meetings

Evidence: Agendas, sign-in sheets, needs assessments, pre and post workshop surveys

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendents for Curriculum & Instruction	2.0	25	15	School Entity, Technology Coaches	School Entity	No

Knowledge   ISTE Standards for teachers, students and administrators

Supportive Research   ISTE Standards for teachers, students and administrators

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

    Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

    Empowers educators to work effectively with parents and community partners.

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

    Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans

discussion

Review of written reports
summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Professional Learning Communities (PLC's)

Start	End	Title	Description
7/1/2016	6/30/2019	Train teachers and specialists on Educator Effectiveness and continue implementation of walk-through's with the goal of administrative consistency in identifying strengths and concerns	Ongoing training on Educator Effectiveness and continued collection of walk-thru data.

Evidence: Agendas, sign-ins, lesson plans. PDE-SAS Website Resources--Act 48 hours and certificates for completion of any online course through the PDE SAS portal and integration of SAS activities and lesson plans. Walk-thru data documenting a minimum of one walk-thru per teacher/per year. |

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Superintendent, Assistant Superintendents for Curriculum & Instruction, IU20	1.5	2	700	School Administration	School Entity	No

Knowledge	An understanding of characteristics of effective educators. Increased knowledge of identifiable characteristics of effective teachers through the use of data generated through walk-throughs.

Supportive Research   Teacher effectiveness

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format   School Whole Group Presentation

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

Other educational specialists | **Grade Levels** | Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12) |

Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.	Strategy #1: Professional Learning Communities (PLC's)

Start	End	Title	Description
7/1/2016	6/30/2019	Continue to monitor and assess content literacy training	Literacy instruction is incorporated in all content areas. Evidence: Walk-thru data

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents for Curriculum & Instruction, Building	2.0	3	20	Educational Specialists and School Administration	School Entity	No

Administrators, IU20,
Instructional Coaches

Knowledge   Evidence of the quality of the literacy training itself.

Supportive Research   Increase literacy is directly related to improved student success.

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.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.
Instructs the leader in managing resources for effective results.

Training Format   Department Focused Presentation

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment

data other than the PSSA

| LEA Goals Addressed: | Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

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

Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students. | Strategy #1: Professional Learning Communities (PLC's)

Strategy #2: Data-Based Decisions |

Start	End	Title	Description
7/1/2016	6/30/2019	Continuation, modification and improvement of Professional Learning Communities (PLC's) to ensure achievement and growth	Establish protocol and procedures for effective PLCs for analyzing data. Train teacher leaders to manage PLC focus and facilitate data management. Create a schedule where PLCs meet at least three times per school year to focus on analyzing data to drive instruction. Evidence: Anecdotal data meeting notes, meeting schedule, agenda, sign-ins, school improvement plans, intervention, enrichment activities, and progress monitoring. Faculty meetings, grade level meetings, department meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
Department Chairs, Classroom Teachers, Assistant	2.0	1	10	School Entity	School Entity	No

Superintendents for Curriculum & Instruction, Building Administrators

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Knowledge   How to conduct and evaluate effective PLCs

Supportive Research   Professional Learning Communities, Leadership Capacity Building

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format   LEA Whole Group Presentation

Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Opportunity to share	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Data-Based Decisions

Start	End	Title	Description
7/1/2016	6/30/2019	Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns	Train administrators on Principal Effectiveness/Educator Effectiveness and establish a schedule of administrative walk-through's with the goal of identifying strengths and concerns Evidence: Agendas, sign-ins and walk-thru data.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendents for Curriculum & Instruction	2.0	2	30	Assistant Superintendents for Curriculum & Instruction	School Entity	No

Knowledge The value of performing school-wide walk-throughs.

Supportive Research Collection of data from walk-throughs will drive decision making.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation		

Participant Roles	Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Student PSSA data Accumulated walk-thru data

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**	**Strategy #1: Professional Learning Communities (PLC's)** **Strategy #2: Comprehensive Literacy Plan Birth-Grade 12**

Start	End	Title	Description

7/1/2016	6/30/2019	Continuation of Core Birth to Grade 12 Literacy Program to monitor existing literacy framework and update and realign a comprehensive literacy plan	Partner with East Stroudsburg University to provide teachers in grades 3-5 with professional development in the area of the Northeastern Pennsylvania Writing Project. Teachers will participate in two (2) full day workshops in August and January to discuss and increase knowledge of best practices in writing and analyze student progress in writing achievement. Teachers will participate in four (4) 3-hour modified lesson study sessions during the months of September, December, February, and May. Teachers will also participate in three (3) 1-hour after school meetings to examine student work to identify what students are doing in writing as evidence for instruction. Partner with Pocono Services for Families and Children and Scranton Lackawanna Human Development Agency to provide pre-K experiences for children. We partner with Nurse Family Partnership, Pocono Alliance and Carbon, Monroe, Pike Mental Health and Developmental Services to provide literacy experiences for children Birth-age 3. Evidence: Committee roster, agendas, meeting notes, and comprehensive literacy plan.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Assistant Superintendents for Curriculum & Instruction	3.0	3	40	East Stroudsburg University	College or University	No

Knowledge — Improving language and literacy acquisition.

Supportive Research — Increased writing skills provides evidence of comprehension and expression.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.		
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	LEA Whole Group Presentation Series of Workshops		

Participant Roles	Classroom teachers Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with	**Evaluation Methods**	Classroom student assessment data Review of participant lesson plans Portfolio

mentoring
                Joint planning period
activities

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.**	**Strategy #1: Curriculum Alignment** **Strategy #2: Professional Learning Communities (PLC's)** **Strategy #3: Comprehensive Literacy Plan Birth-Grade 12** **Strategy #4: Differentiated Instruction** **Strategy #5: Data-Based Decisions** **Strategy #6: Technology Awareness** **Strategy #7: School-Wide Positive Behavior Support**

Start	End	Title	Description
7/1/2016	6/30/2019	Provide professional development highlighting strategies that increase student engagement, learning, safety and overall well being	Providing professional development focused on providing staff with the tools to address the social, emotional and behavioral well-being of children including classroom management and conflict resolution skills as well as consistent disciplinary practices district-wide. Evidence: Training schedules, sign in sheets, and agendas.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Assistant Superintendents for	2.0	3	40	CIU 20, in-house staff, individual	Individual	No

Curriculum &
Instruction

Knowledge   Increase understanding of student behavior as related to learning. Increase learning by diverse learners in an inclusive setting not limited to, but including gifted students.

Supportive Research   Understanding student behavior could lead to increased student engagement and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format   LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
	School counselors		High (grades 9-12)
	Paraprofessional		
	New Staff		
	Other educational specialists		

Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	Evaluation Methods	Participant survey Review of written reports summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Comprehensive Literacy Plan Birth-Grade 12 Strategy #2: Technology Awareness Strategy #3: School-Wide Positive Behavior Support Strategy #4: Parent/Community Involvement

Start	End	Title	Description
7/1/2016	6/30/2019	Recognize and celebrate our successes and provide community outreach highlighting programs/additional supports available for families	Provide opportunities for staff, students and community to celebrate successes and promote awareness of programs/additional supports for current stakeholders and those newly-arrived to the district.. Evidence: Faculty meeting agendas, plans of assistance, district website, building newsletter, district newsletter, district events, school board presentations,

celebrations of learning, and press releases.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Superintendent, Assistant Superintendents for Curriculum and Instruction	1.0	9	1000	School Administration	School Entity	No

Knowledge   Familiarity with family services provided through and in cooperation with the school district. Relevant feedback reflective of our academic successes.

Supportive Research   Data-driven decisions. Attention to the whole student.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format   LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation

	Participant Roles		Grade Levels	
		Classroom teachers		Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Dir	Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)
		School counselors		High (grades 9-12)
		Paraprofessional		
		Classified Personnel		
		New Staff		
		Other educational		
	specialists			
		Related Service Personnel		
		Parents		

Follow-up Activities		Evaluation Methods	
	Parent surveys		Participant survey

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**	**Strategy #1: Curriculum Alignment** **Strategy #2: Differentiated Instruction** **Strategy #3: Data-Based Decisions**

Start	End	Title	Description
7/1/2015	6/30/2018	Transition	The district will continue to include special education students with general education students to develop personalized learning options for students, such as virtual options and blended learning opportunities, as well as continue to look at options for students who either transfer to the district or require credit recovery to

graduate within their cohort.

District staff will continue to expose students to college and career opportunities, including but not limited to:

- Elementary student visitation to the local vocational school

- Intermediate level students complete career interest inventories based on personal interests, as well as career cluster interests

- Transition Coordinators at the Secondary level will continue to plan and implement a Transition Night for students who will require community agency services to meet post-secondary goals.

- Secondary counselors will continue to present Financial Aid night as well as schedule an In-House College Fair for students who are interested in pursuing 2- and/or 4-year secondary schooling options.

- Special education case managers will continue to meet annually to discuss individual student needs to assist student transition from one grade level to the next, including case managers from the transitioning building levels (5th to 6th, 8th to 9th).

Increase our graduation rate by 2% each year. Decrease our dropout rate by 1% each year.

Review of our Graduation/Drop out Data within our School Performance Profile.

Baseline: SPP 2012-2013, Graduation Measures for students with IEPs for the district 83.56% Drop out measures for students with IEPs for the district is 14.38%.

Evidence: PIMS graduation cohort report, PennData Report

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Pupil Services (9-12), Building Administrators, School Counselors, Assistant Superintendents of Curriculum	2.0	4	50	Intermediate Unit #20	School staff, community agency staff	No

Knowledge   College and career awareness for students, community agency awareness, personalized learning opportunities for students to meet individual needs

Supportive Research   Career and college readiness

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Live Webinar

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir

New Staff
Parents

Grade Levels

Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Creating lessons to meet
varied student learning styles

Evaluation Methods

Classroom student assessment data

LEA Goals Addressed:

Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Strategy #1: Curriculum Alignment
Strategy #2: Differentiated Instruction
Strategy #3: Data-Based Decisions

Start	End	Title	Description

| 7/1/2015 | 6/30/2018 | Reading NCLB #1 | Teachers will receive training on the 5 step literacy process and utilizing Lexile leveling tools to prepare students for college and career readiness, through educational programs, such as but not limited to Achieve 3000.

Evidence: Professional Development Schedule, sign in sheets, CPE tracker documentation |

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents of Curriculum and Instruction	2.0	1	20	district staff, outside training consultant	School Entity	No

Knowledge

Teachers will receive on-going training on Literacy instructional shifts and depth of knowledge to meet college and career readiness standards/ PA Core.

The PA Core standards have been based on the National Core Content standards.

Supportive Research

Professional Development

Standards aligned System (SAS)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other

> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:	interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Instructs the leader in managing resources for effective results.		
Training Format	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Parents	**Grade Levels**	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Access to webinars and trainings provided by the program as made available	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review data reports by class and individual student as available by the program

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.**	**Strategy #1: Curriculum Alignment** **Strategy #2: Data-Based Decisions**

Start	End	Title	Description
7/1/2016	6/30/2019	Assess and modify curriculum to meet PA Academic Standards and align to existing curriculum, identifying gaps within and across grade levels	Mapping, Addendums to Curriculum

Target Math years 1 and 2

Improve the re-tester passing percentage on all three exams.

Realignment of process for mid-level science program in the 2016-2017 school year to reinforce concepts for the mastery of Keystone Science Exam (scaffolding of instruction).

Address academic weakness areas for State testing in each building and the SLO process.

Evaluate current resources/selection of new resources for alignment to PA |

Academic Standards.

Evidence: Curriculum maps, curriculum addendums, Keystone Exam data, science scope and sequence, and materials aligned to PA Academic Standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents for Curriculum & Instruction, Building Administrators, Grade Level & Department Chairpersons, Classroom Teachers	3.0	4	12	Assistant Superintendents for Curriculum & Instruction	School Entity	No

Knowledge

Understanding of the various offerings provided by curriculum providers. To better understand the gaps that exist between our current math offerings and those that we wish to achieve. A math curriculum that better meets our students needs and more in line with PDE.

Supportive Research

Curriculum alignment

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Instructs the leader in managing resources for effective results.

Training Format	Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model**	**Strategy #1: Professional Learning Communities (PLC's)** **Strategy #2: Data-Based Decisions**

curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Start	End	Title	Description
7/1/2016	6/30/2019	Identify individual building and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth	Review and analyze data necessary in identifying individual buildings and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth. Evidence: Review of classroom walk-through data, district and each school SPP and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration, and Birth-Grade 12 literacy core program).

Person Responsible	SH	S	EP	Provider	Type	App.
Department Chairs, Superintendent, Building Administrators, Assistant Superintendents for Curriculum & Instruction	1.0	6	25	School Administration	School Entity	No

Knowledge   To better understand individual school strengths and weaknesses that impact student learning.

Supportive Research   Data-driven decisions.

Designed to Accomplish

For classroom teachers, school   Increases the educator's teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

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

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

Series of Workshops

Training Format

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**	**Strategy #1: Data-Based Decisions** **Strategy #2: School-Wide Positive Behavior Support**

Start	End	Title	Description
7/1/2015	6/30/2018	Behavior Support	Special education teachers will receive training on writing positive behavior support plans, writing observable and measurable behavior goals, and how to monitor and document behavior progress monitoring.

District staff will be trained on classroom management and positive behavioral support strategies. |

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Director of Pupil Services, Supervisors of Special Education	2.0	4	20	IU20, district staff	IU	Yes

Knowledge   - Positive Behavioral Support Strategies

Supportive Research   PDE has supported school wide positive behavior support implementation.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Instructs the leader in managing resources for effective results.

Training Format   Series of Workshops

Participant Roles	Classroom teachers School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Developing classroom based as well as individualized positive behavior support plans	**Evaluation Methods**	Individualized Positive Behavior Support Plans

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**	**Strategy #1: Differentiated Instruction** **Strategy #2: School-Wide Positive Behavior Support**

Start	End	Title	Description
7/1/2015	6/30/2018	Autism	Special Education staff, including teachers and paraprofessionals, are trained on de-escalation and Crisis Prevention Institute (CPI) techniques. The district will train staff on CPI, using the program designed for working with students with Autism. District staff will receive de-escalation strategies, ability awareness, and behavior management strategies when working with students with disabilities, including

students on the autism spectrum.

Evidence: Professional development training schedule, sign in sheets, CPE tracker documentation

Person Responsible	SH	S	EP	Provider	Type	App.
Pupil Services Directors, Special Education Supervisors, Professional Development Coordinators	3.0	1	300	School District	School Entity	Yes

As per the CPI training guide information sheet:

Knowledge

CPI's cornerstone training program, the *Nonviolent Crisis Intervention*® program, espouses a philosophy that focuses on providing the best possible *Care, Welfare, Safety, and Security* SM to staff members and those in their care. The emphasis is on prevention, de-escalation, and the use of physical intervention only as a last resort when an individual presents a danger to self or others.

Supportive Research

CPI is a researched-based program and will be provided through professional development and training.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Instructs the leader in managing resources for effective results.

Training Format	Department Focused Presentation		

Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Completion of assessment at the end of the training session	**Evaluation Methods**	Completion of competency assessment at conclusion of the training

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.**	**Strategy #1: Curriculum Alignment** **Strategy #2: Professional Learning Communities (PLC's)** **Strategy #3: Differentiated Instruction** **Strategy #4: Data-Based Decisions** **Strategy #5: Technology Awareness**

Start	**End**	**Title**	**Description**

7/1/2016	6/30/2019	Continue and expand technology-related professional development district-wide.	• Continue to offer mandatory technology-related professional development during in-service days • Increase professional development after-school offerings for professional staff • Offer professional development for administrators during summer administrative team meetings

Evidence: Agendas, sign-in sheets, needs assessments, pre and post workshop surveys

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendents for Curriculum & Instruction	2.0	25	15	School Entity, Technology Coaches	School Entity	No

Knowledge	ISTE Standards for teachers, students and administrators
Supportive Research	ISTE Standards for teachers, students and administrators

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities

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

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

Participant survey

Review of participant lesson plans

Review of written reports summarizing instructional activity

LEA Goals Addressed:

Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

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

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

Strategy #1: Curriculum Alignment

Strategy #2: Professional Learning Communities (PLC's)

Strategy #3: Differentiated Instruction

Strategy #4: Data-Based Decisions

Start	End	Title	Description
7/1/2016	6/30/2019	Assess and modify curriculum to meet PA Academic Standards and align to existing curriculum, identifying gaps within and across grade levels	Mapping, Addendums to Curriculum Target Math years 1 and 2

Improve the re-tester passing percentage on all three exams.

Realignment of process for mid-level science program in the 2016-2017 school year to reinforce concepts for the mastery of Keystone Science Exam (scaffolding of instruction).

Address academic weakness areas for State testing in each building and the SLO process.

Evaluate current resources/selection of new resources for alignment to PA Academic Standards.

Evidence: Curriculum maps, curriculum addendums, Keystone Exam data, science scope and sequence, and materials aligned to PA Academic Standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents for Curriculum & Instruction, Building Administrators, Grade Level & Department Chairpersons, Classroom Teachers	3.0	4	12	Assistant Superintendents for Curriculum & Instruction	School Entity	No

Knowledge	Understanding of the various offerings provided by curriculum providers. To better understand the gaps that exist between our current math offerings and those that we wish to achieve. A math curriculum that better meets our students needs and more in line with PDE.
Supportive Research	Curriculum alignment
Designed to Accomplish	

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.	Strategy #1: Professional Learning Communities (PLC's) Strategy #2: Data-Based Decisions

Start	End	Title	Description
7/1/2016	6/30/2019	Continuation, modification and improvement of Professional Learning Communities (PLC's) to ensure achievement and growth	Establish protocol and procedures for effective PLCs for analyzing data. Train teacher leaders to manage PLC focus and facilitate data management. Create a schedule where PLCs meet at least three times per school year to focus on analyzing data to drive instruction.

Evidence: Anecdotal data meeting notes, meeting schedule, agenda, sign-ins, school improvement plans, intervention, enrichment activities, and progress monitoring. Faculty meetings, grade level meetings, department meetings. |

Person Responsible	SH	S	EP	Provider	Type	App.
Department Chairs, Classroom Teachers, Assistant Superintendents for Curriculum & Instruction, Building Administrators	2.0	1	10	School Entity	School Entity	No

Knowledge	How to conduct and evaluate effective PLCs
Supportive Research	Professional Learning Communities, Leadership Capacity Building

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)

Principals / Asst. Principals

Supt / Ast Supts / CEO / Ex
Dir

Other educational
specialists

Elementary - Intermediate (grades 2-5)

Middle (grades 6-8)

High (grades 9-12)

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Follow-up Activities

Opportunity to share

Evaluation Methods

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

LEA Goals Addressed:

Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

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

Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to

Strategy #1: Curriculum Alignment

Strategy #2: Professional Learning Communities (PLC's)

Strategy #3: Differentiated Instruction

Strategy #4: Data-Based Decisions

Strategy #5: Technology Awareness

teachers and students.

Start	End	Title	Description
7/1/2016	6/30/2019	Provide professional development highlighting strategies that increase student engagement, learning, safety and overall well being	Providing professional development focused on providing staff with the tools to address the social, emotional and behavioral well-being of children including classroom management and conflict resolution skills as well as consistent disciplinary practices district-wide.

Evidence: Training schedules, sign in sheets, and agendas. |

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Assistant Superintendents for Curriculum & Instruction	2.0	3	40	CIU 20, in-house staff, individual	Individual	No

Knowledge Increase understanding of student behavior as related to learning. Increase learning by diverse learners in an inclusive setting not limited to, but including gifted students.

Supportive Research Understanding student behavior could lead to increased student engagement and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other
Provides the knowledge and skills to think and plan strategically, ensuring that

educators seeking leadership roles:

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

School counselors
Paraprofessional
New Staff
Other educational specialists

Grade Levels

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

Follow-up Activities

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion

Evaluation Methods

Participant survey
Review of written reports summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely,	Strategy #1: Professional Learning Communities (PLC's)

effective support and intervention as needed.   **Strategy #2: Data-Based Decisions**

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

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

Start	End	Title	Description
7/1/2016	6/30/2019	Identify individual building and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth	Review and analyze data necessary in identifying individual buildings and district level strengths, areas for growth, and gaps in effective instructional practices in order to inform and/or determine professional development focused on achievement and growth. Evidence: Review of classroom walk-through data, district and each school SPP and evaluations necessary for drafting our professional development plan, meeting agendas and sign-ins for individual school improvement team meetings and district K-12 steering committees (RTII, math, reading, technology integration, and Birth-Grade 12 literacy core program).

Person Responsible	SH	S	EP	Provider	Type	App.
Department Chairs, Superintendent, Building Administrators, Assistant Superintendents for Curriculum & Instruction	1.0	6	25	School Administration	School Entity	No

Knowledge   To better understand individual school strengths and weaknesses that impact student learning.

Supportive Research   Data-driven decisions.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format   Series of Workshops

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed:	**Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.** **Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.** **Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.**	**Strategy #1: Professional Learning Communities (PLC's)**

Start	End	Title	Description
7/1/2016	6/30/2019	Continue to monitor and assess content literacy training	Literacy instruction is incorporated in all content areas. Evidence: Walk-thru data

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents for Curriculum & Instruction, Building Administrators, IU20, Instructional Coaches	2.0	3	20	Educational Specialists and School Administration	School Entity	No

Knowledge   Evidence of the quality of the literacy training itself.

Supportive Research   Increase literacy is directly related to improved student success.

Designed to Accomplish

For classroom teachers, school   Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed:	Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and	**Strategy #1: Curriculum Alignment** **Strategy #2: Professional Learning Communities (PLC's)** **Strategy #3: Differentiated Instruction** **Strategy #4: Data-Based Decisions**

graduation rates.
Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Strategy #5: Technology Awareness

Start	End	Title	Description
7/1/2016	6/30/2019	Continue and expand technology-related professional development district-wide.	• Continue to offer mandatory technology-related professional development during in-service days • Increase professional development after-school offerings for professional staff • Offer professional development for administrators during summer administrative team meetings Evidence: Agendas, sign-in sheets, needs assessments, pre and post workshop surveys

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Assistant Superintendents for Curriculum & Instruction	2.0	25	15	School Entity, Technology Coaches	School Entity	No

Knowledge	ISTE Standards for teachers, students and administrators
Supportive Research	ISTE Standards for teachers, students and administrators

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles		**Grade Levels**	
	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)
Dir			High (grades 9-12)
	School counselors		

Paraprofessional
Classified Personnel
New Staff
Other educational
specialists
Related Service Personnel

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer