

Carbondale Area SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

101 Brooklyn St
Carbondale, PA 18407
(570)282-2507
Superintendent: David Cerra
Director of Special Education: Angela Geyer

Planning Process

The Carbondale Area School District Comprehensive Planning Committee consists of a team of stakeholders comprised of students, parents, teachers, administrators, business and community representatives. The committee continually reviews multiple measures of data including, demographic, perceptual, student learning and school processes. The purpose is to reflect on the districts progress towards meeting established goals, as well as to identify strengths and areas for improvement. Administrators have attended professional development sessions in the area of Comprehensive Planning provided by the Northeastern Educational Intermediate Unit # 19. The Comprehensive Planning Committee has met to review and update the required components to update the District's Comprehensive Plan.

Mission Statement

The mission of the Carbondale Area School District is to prepare all students to be active and productive citizens of a changing global community by fostering lifelong, self-directed learning, independent and collaborative decision-making through critical thinking and self awareness.

Vision Statement

The Carbondale Area School District vision is to provide students a safe learning environment that promotes academic excellence for all learners. Students will have the opportunity to work in an engaging and academically stimulating environment. Teachers will be provided with the necessary resources to provide effective instruction, professional collaboration, and ongoing learning through professional development opportunities. The district will maintain communication and essential partnerships with parents and community members to strive to provide the best educational opportunities for our students.

Shared Values

1. All students are capable of learning.

2. Partnerships with families and community members, business and industry, contribute to the continued growth of our students.
3. Critical thinking and problem solving are essential skills that should be fostered through the implementation of activities that encourage independent and collaborative decision making.
4. Lifelong learning is a value that will be modeled by members of the school community and fostered within students.
5. All people should respect and value diversity.
6. All members of the school community will maintain the highest standards for themselves and their learning.

Educational Community

Carbondale Area School District is a suburban, Pre-K 4 through 12th grade school district located in the City of Carbondale in northeastern Pennsylvania. Carbondale Area serves children who reside in the City of Carbondale as well as those who reside in Fell Township. There are 1693 students served by 113 faculty and staff. The district consists of one elementary school building, pre-kindergarten through 6th grade and one junior-senior high building, grades 7th through 12th.

Instruction and Assessment in academic subjects are aligned with the PA Core Standards (Reading and Math) and the Pennsylvania Academic Standards (all other subjects). the district employs teachers and personnel with appropriate State certifications to deliver and monitor the curriculum, instruction, and assessment requirements. The Carbondale Area School District also provides a pre-kindergarten program and we offer dual enrollment courses to interested high school students.

The district provides all required and elective programs. Students have the opportunity for traditional academic content areas, career-technical programs, and a variety of extra-curricular programs. The elementary school provides facilities for experiences in the arts, music, library, computers and physical education. The high school provides facilities for teaching the arts, music, library, physical education, laboratory sciences, business education, computer courses, technology education and family and consumer sciences.

Planning Committee

Name	Role
David Cerra	Administrator : Professional Education Special Education
Joseph Farrell	Administrator : Professional Education Special

	Education
Jeanne Nakonechni	Administrator : Professional Education Special Education
William Vaverchak	Administrator : Professional Education Special Education
Gary Smedley	Board Member : Professional Education Special Education
William Farber	Business Representative : Professional Education
Mary Ruddy	Business Representative : Professional Education
Joan Cerra	Community Representative : Professional Education
Steve Durkin	Community Representative : Professional Education
Megan Ruggiero	Ed Specialist - School Counselor : Professional Education
Ann Vadella	Ed Specialist - School Counselor : Professional Education
Deborah Besten	Elementary School Teacher - Regular Education : Special Education
Maria Farrell	Elementary School Teacher - Regular Education : Professional Education
Maribeth Miley	Elementary School Teacher - Regular Education : Professional Education
Marisa Durkin	High School Teacher - Regular Education : Professional Education
Robert Salitsky	High School Teacher - Regular Education : Professional Education
David Borosky	High School Teacher - Special Education : Special Education
Lisa Emmett	Instructional Coach/Mentor Librarian : Professional Education
Tricia Liuzzo	Middle School Teacher - Regular Education : Professional Education
Ann Walsh	Middle School Teacher - Regular Education : Professional Education
Susan Kelly	Parent : Special Education
Melissa Regal	Parent : Professional Education
Susan Tolerico	Parent : Professional Education
Angela Geyer	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Family and Science courses begin at the junior-senior high school. The district has not developed Alternate Academic Content Standards for Math and Reading. Economic is introduced at the junior high level.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing

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

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

Family and Consumer Science Courses begin at the junior-senior high school. the district has not developed Alternate Academic Content Standards for Math and Reading. Economics is introduced at the junior high level.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	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	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent

Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Accomplished
World Language	Accomplished	Accomplished

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

Economics is presently incorporated into various Social Studies courses. The district has not developed the Alternate Academic Content standards for Reading and Math.

High School Level

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

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

Economics is presently incorporated into various Social Studies courses and we are presently exploring introducing Economics as a semester long course for seniors. The district has not developed Alternate Academic Content Standards for Math and Reading.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

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.	Developing

Processes used to ensure Accomplishment:

Curriculum revision ensures that all courses and assessments are aligned with state standards. The district utilizes various standardized assessments throughout the year and data analysis occurs to monitor student progress and effective instructional strategies.

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.	Developing

Processes used to ensure Accomplishment:

Curriculum revision ensures that all courses and assessments are aligned with state standards. The district utilizes various standardized assessments throughout the year and data analysis is occurs to monitor student progress and effective instructional strategies.

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.	Developing

Processes used to ensure Accomplishment:

Curriculum revision occurs to ensure that all courses and assessments are aligned to state standards. The district utilizes various standardized assessments throughout the year and data analysis occurs to monitor student progress and effective instructional strategies.

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	Accomplished

time to be devoted to achieving the academic standards are identified.	
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.	Developing

Processes used to ensure Accomplishment:

Curriculum revision occurs to ensure that all courses and assessments are aligned to state standards. The district utilizes various standardized assessments throughout the year and data analysis occurs to monitor student progress and effective instructional strategies.

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.

All planned instruction contains modifications and accommodations that allow students access to the standards aligned curriculum. The IEP team develops the IEP which determines the appropriate modifications and accommodations. The IEP is shared with the student's teachers to ensure all teachers are aware of student needs.

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

- Administrators
- Department Supervisors

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

To ensure all teachers are implementing the district's standards-aligned curriculum with fidelity, administrators, including the Superintendent, Building Principals and Director of

Curriculum and Instruction, conduct informal and formal observations and walk-throughs of teachers. Carbondale Area School District uses the Charlotte Danielson Model for effective teaching to formally observe teachers. Teachers receive administrative feedback of the formal and informal observations as well as the walk-throughs. Lesson plans are reviewed by the building principal and the department chairpersons.

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

The district does not employ building supervisors and at this time has one Reading Coach at the elementary level and she is not responsible for lesson plan review.

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.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
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

Students are heterogenously grouped Pre-K through 4th grade at the elementary school. Grouping occurs for targeted interventions in reading. Teachers have received and will continue to receive professional development in the area of differentiation.

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.	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	Full

scheduling and differentiated instruction are used to meet the needs of gifted students.	Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

Students are heterogenously grouped Pre-K through 4th grade at the elementary school. Students in grades 5 and 6 are grouped according to ability to meet student needs. Grouping occurs for targeted interventions in reading. Teachers have received and will continue to receive professional development in the area of differentiation.

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.	Not Applicable
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.	Implemented in 50% or more of district classrooms

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

Flexible scheduling is not available at the high school with the current scheduled day. Each course is scheduled for 43 minutes allowing for an 8 period day. Grouping of students occurs based on student data. Teachers have received and will continue to receive professional development in the area of differentiation.

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.	Not Applicable
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.	Implemented in 50% or more of district classrooms

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

Flexible scheduling is not available at the high school with the current scheduled day. Each course is scheduled for 43 minutes allowing for an 8 period day. Grouping of students occurs based on student data. Teachers have received and will continue to receive professional development in the area of differentiation.

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.

Carbondale Area School District recruits teachers through the district's website, newspapers and in-house postings. Interviews are conducted and recommendations of the most qualified person for the position are presented to the school board. Teachers are assigned based upon area of certification. Teachers are assigned by administrators in an effort to meet the needs of all students.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	23.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.50	0.50	0.50
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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:

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		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		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Unit Tests	X	X	X	X
Chapter Tests	X	X	X	X
Final Exams			X	X
Keystone Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Work Sampling System	X			
Study Island		X	X	X
Aimsweb	X	X	X	X
Edmentum/Plato				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
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Progress Monitoring	X	X	X	X
Textbook assessments	X	X	X	X
Demonstrations and Projects	X	X	X	X
DIBELS	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
GRADE	X	X	X	
Otis Lennon Group Ability Test	X	X		
Stanford-Binet Intelligence Scales	X	X	X	X
Woodcock Reading Mastery Test	X	X	X	
Wechsler Intelligence Scale for Children-Fourth Edition	X	X	X	X
Wechsler Individual Achievement Test-Third Edition	X	X	X	X
Behavior Assessment System for Children-Second Edition	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by the Building Principals, Director of Curriculum and Instruction and Department Chairpersons (high school). Teachers have begun to develop common assessments and assessments are then reviewed as a department.

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.

This narrative is empty.

Collection and Dissemination

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

Administrators review student data from PSSA's. Information is shared with individual teachers, department chairpersons, and at building level meetings.

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 upon a review of the assessment data, teachers develop appropriate instructional strategies, targeted interventions and remediation to address student needs.

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	X	X	X	X

learning objectives.				
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.

Data analysis is scheduled throughout the year for teachers to analyze data and determine changes in instructional strategies as well as to develop a remediation plan to ensure student success.

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

This narrative is empty.

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	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

All stakeholders are made aware of the PSSA results through press releases, district website, and parent meetings. Parents are provided with individual student's PSSA reports.

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

The district uses the most efficient means to distribute summative assessment results. At this time assessment results are not included in Course Planning Guides, on the School Calendar or in the Student Handbook. Assessment results will not be included in those identified strategies.

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.

Both the elementary school and the high school had shown improvement in the School Performance Profile (SPP) from the 12-13 school year to the 13-14 school year. The SPP at the high school was 81.9 for the 14-15 school year. The SPP scores for both the elementary and the high school are significantly lower than they previously were. Student achievement will continue through the use of research-based instructional practices. The district is implementing strategies and best practices that should assist in meeting annual student achievement targets and also demonstrate growth in student achievement. The district was awarded the Keystones to Opportunity Grant (Pre-K through grade 8) and this grant has provided the district the opportunity to provide a framework in professional development, instructional planning, data analysis, and increasing the use of technology. At the middle education level, Keys to Literacy professional development was provided to all teachers. The elementary school is a School-wide Title I school and the focus has been to improve both literacy and math instruction. At the high school, the district participated in the I-3 grant for Reading Apprenticeship in the content areas. Teachers are effectively using these strategies to improve literacy in the content areas.

The district has an anti-bullying policy that is effectively implemented. Anti-bullying programs have been provided through the combined efforts of the district and the PTA. Classroom guidance lessons are scheduled to address the social and emotional needs of all district students.

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		
Conflict Resolution or Dispute Management				

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	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:

All visitors must register at the main office of each building and wear a visitor identification badge. Staff members have identification badges and are required to wear them throughout the school day. Conflict resolution, dispute management and peer helper programs are not formally in place, however, these issues are addressed through administration, guidance counselors and teachers. The district does not have a specific curricula for safety and violence prevention.

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.)

Describe your entity's process for identifying gifted children:

Carbondale Area's gifted process includes screening and referral procedures. Student's can be referred by parents, teachers, themselves, and others who have knowledge and contact with the student. The student's grades and assessment results are used as part of the screening procedures to see if a student is performing well above that of their peers. After a referral has been made, a permission to evaluate is issued and a multidisciplinary evaluation is conducted. This evaluation includes assessment of ability, achievement, academic performance, rates of retention and acquisition, and various gifted characteristics. A student qualifies as a gifted student if they meet the criteria set forth by the Carbondale Area's Gifted Identification Matrix which is based on the state's gifted procedures.

Describe your gifted special education programs offered:

If a student qualifies as a gifted student based on the Gifted Identification Matrix, a gifted individualized education plan (GIEP) is developed. The GIEP is developed utilizing the student's present level of educational performance and their unique student needs. The plan includes a variety of enrichment and acceleration options that best meet the individual needs of the student. GIEP's are developed on a yearly basis.

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

The screening process at the Carbondale Area School district utilizes the gifted screening criteria checklist developed with the school psychologist. The procedure includes a review of the student's academic achievement, focusing on group achievement measures and classroom performance measures (report card grades). Individual and group cognitive functioning measures are reviewed and a formal rating by the classroom teacher is completed. Points are assigned for each area and a determination is made regarding a referral to the Multi-disciplinary team for evaluation.

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

The multi-disciplinary evaluation includes assessment of academic achievement, cognitive functioning, and assessments of characteristics related to giftedness, completed by parent and teachers.

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.

The gifted program includes both enrichment and acceleration opportunities dependent on what the GIEP team, teacher, parent, and student determines to be most appropriate. The classroom teacher provides opportunities for acceleration in the identified area of giftedness. The gifted teacher provides opportunities for enrichment based upon the student strengths and interests and as determined by the GIEP team.

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		
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				
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	
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
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development			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	
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)				
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X		
System Support	X	X	X	X
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	
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	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				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers and special education teachers have ongoing opportunities to collaborate to address student needs and academic progress. The district follows a co-teaching model for included students. At the elementary school, grade level teachers are provided with common planning time to address targeted skills and intervention strategies for students. Classroom teachers also provide information as appropriate to guidance, student assistance and IEP teams. A referral process is in place in each building for teachers to help academically struggling students.

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 coordinates transportation to and from school for students that are in before or after school programs. The district provides transportation for the 21st Century Community Learners after school tutoring program grades 6 through 8. The high school physics club also offers tutoring for any students in the area of math and science.

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.

Carbondale Area School District works in conjunction with the Northeastern Educational Intermediate Unit (NEIU #19) to identify preschool age children with disabilities. Through the NEIU #19's Early Intervention Services, identified preschool age children received the necessary support services and accommodations to ensure the child has both physical and programmatic access.

Carbondale Area School District operates a full day Pre-K Counts program for 80 preschool age children. The program has four certified early childhood teachers and four highly qualified assistants. This allows for a small class size of twenty students to one teacher and one assistant. The Carbondale Area School District's Pre-K Counts curriculum is based upon the Pennsylvania Learning Standards for Early Childhood. The use of the Early Learning Standards allows for students to grow both socially and academically. Through the use of various assessments, the individual progress of the children is monitored regularly. Assessments utilized are Work Sampling, GRADE, and Ages and Stages Questionnaire (ASQ). In addition, the classroom environment is assessed twice per year through the Early Childhood Environmental Rating Scale (ECERS). The district offers an orientation for all parents prior to the start of the school year and parent-teacher conferences are scheduled three times per year. Transportation specifically for the pre-kindergarten children is provided by the district. Carbondale Area School District and the Scranton Lackawanna Human Development Agency partner to ensure our preschool age children are receiving the best learning opportunities to prepare them for kindergarten and elementary school. Transition for the Pre-Kindergarten students is seamless since the students are housed in the same building as our kindergarten classrooms. Students utilize the elementary school cafeteria, gymnasium and playground. In addition, the pre-kindergarten students visit the kindergarten classrooms during the school year as a means of transition. Pre-Kindergarten and Kindergarten teachers meet during the school year to discuss programmatic areas that best address their students. The elementary school also provides a visitation day for other preschools in the school boundaries to assist in transitioning for students that do not attend the pre-kindergarten housed at the elementary school. All parents and students are invited to attend an orientation for kindergarten during the summer prior to kindergarten attendance.

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	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Instructional resources are reviewed by administration and identified faculty to ensure alignment to the curriculum and the PA Academic Standards and PA Core Standards. Teachers are aware of instructional resources and materials.

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	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Instructional resources are reviewed by administrators and identified faculty to ensure alignment to the curriculum and PA Academic Standards and the PA Core Standards. Teachers are aware of instructional resources and materials.

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	Developing

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Instructional resources are reviewed by administrators and identified faculty to ensure alignment to the curriculum and PA Academic Standards and PA Core Standards. Teachers are aware of instructional resources and materials.

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	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Instructional resources are reviewed by administrators and identified faculty to ensure alignment to the curriculum and PA Academic Standards and PA Core Standards. Teachers are aware of instructional resources and materials.

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 less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of

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

	less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers were provided with SAS training in previous school years, however teachers at the elementary level are not utilizing SAS. Teachers are encouraged by administrators to utilize SAS .

Elementary Education-Intermediate Level

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

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

	less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers were provided with SAS training in previous school years, however teachers at the elementary level are not utilizing SAS. Teachers are encourage by administrators to use SAS.

Middle Level

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

	district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% 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	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers were provided with SAS training in previous school years. Teachers in certain content areas are beginning to incorporate SAS in daily lesson planning. Teachers are encouraged by administrators to use SAS.

High School Level

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

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

Further explanation for columns selected "

Teachers were provided SAS training in previous school years. Teachers in certain content areas are beginning to incorporate SAS in daily lesson planning. Teachers are encouraged by administrators to use SAS.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
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.				

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 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.				
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.				

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

Carbondale Area School District conducts a needs assessment utilizing appropriate and relevant data to determine the professional development needs of the faculty. Professional development has also been designed based on requirements of grants, for example the Keystones to Opportunity Grant. Professional development occurs through teacher-led topics, grant requirements, and working cooperatively with NEIU #19 personnel.

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

The District needs to provide additional professional development opportunities in the area of working with parents and community partners. The District has also had a strong focus on providing professional development for teachers which focuses on aligning the curriculum to the Common Core Standards. In addition, at the elementary school, the focus

has been to provide professional development in the area of targeted interventions to address student skill deficits.

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:
10/30/2015 Carbondale Area High School completed training on this date.
1/18/2016 Carbondale Area Elementary School completed training on this date

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 has conducted the training on:
4/8/2016 Two hours were completed on this date for all professional educators.
The LEA plans to conduct the training on approximately:
3/17/2017 Two hours will be completed on this date for all professional educators.

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

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

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

All teachers are observed formally using the Teacher Effectiveness system for evaluation. Additional monitoring of professional development activities occurs through classroom walkthroughs and informal classroom observations. Professional development is aligned utilizing a needs assessment, as well as required professional development activities based upon grant requirements.

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

Teachers need to have additional support during the implementation phase of professional development initiatives. Although administrators do participate in professional development sessions, they are unable to participate in all activities that teachers are included in. The District does not currently have a systemic process in place to validate that providers can meet the districts professional development needs.

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 district works cooperatively with NEIU #19 to facilitate a comprehensive induction program. Teachers participate in a one year induction program for new teachers and each teacher is assigned a mentor. Inductees have the opportunity for cross observations with assigned mentors.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The district reviews and evaluates the Induction program to ensure the needs of our new teachers are addressed. New Teachers are evaluated formally two times per year by the building administrator. Mentors are selected based upon qualifications and years of experience.

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

The district is considering implementation of an inductee portfolio. Further consideration will be discussed with appropriate personnel. Written reports summarizing instructional activities are not utilized as a means to review the induction program.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

Mentors are selected based upon work experience in the district, teacher certification, and understanding of district policies and procedures. Mentors receive a stipend to work as a mentor with inductees.

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

Mentors and inductees may have similar schedules but they aren't always compatible. Mentors make time to meet with the inductees before, during and after school.

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	X				
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X		
Safe and Supportive Schools	X	X				
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X		X		
Data informed decision making	X	X			X	
Materials and Resources for Instruction	X			X		

If necessary, provide further explanation.

Administrators provide an overview on all topics. Mentors continue to re-visit these topics throughout the school year to ensure understanding. Inductees also participate in an induction program through NEIU #19.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored by district administrators to determine the needs of new teachers. District administrators work with the NEIU to review the appropriate and relevant topics for the induction program.

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.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **375**

Identification Method

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

The Carbondale Area School District evaluates students for a specific learning disability (SLD) based on the criteria outlined in IDEA (2004) regulations.

The ability-achievement discrepancy model is utilized by the district for the determination of a SLD.

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:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2013-2014 Special Education Data Report, two areas exist that are disproportionate to the state average that include the percent of special education, and the percent of special education enrollment by disability under the category of Emotional Disturbance. The percent of special education is 21.5, whereas the state average is 15.4 percent. The percent of special education under the category of Emotional Disturbance is 16.3, whereas the state average is 8.4.

To address the disproportionate average of special education enrollment, the district revised 504 procedures and the updated the speech criteria for students transitioning from Early Intervention (EI). To address the disproportionate average of special education enrollment by disability under the category of Emotional Disturbance, the district revised Child Study procedures to require more behavior interventions prior to special education referral.

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?

A Section 1306 facility does not exist within the boundaries of Carbondale Area School District. If a residential facility as defined Under Section 1306 of the School Code shall open within the geographic boundaries of Carbondale Area School District, the district will adhere to the following:

- The district will utilize the process set forth in the School Code and the Pennsylvania Department of Education to conduct an educational or alternative educational program at the institution.
- The district will establish a communication system that will notify the host district of student enrollment. During the enrollment process, communication with districts of residence, and review of records and educational programming will occur. The communication system and review will include, information about students who are eligible for special education. The communication system will also include a process to keep districts of residence informed with regard to students' educational programming.
- The district will provide students will an appropriate program and related services as determined during the enrollment process. To ensure that students receive FAPE in the LRE, a review of the district's special education continuum will occur in addition to

consideration of the alternative or educational program that will be located at the institution.

The district acknowledges that barriers may exist in the abovementioned, however; such can not be determined at this time as the facility does not exist.

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).

Presently, the Carbondale Area School District does not have any student who are incarcerated. In the event this was to occur, the LEA follows a system of oversight to ensure the provision of FAPE.

The system of oversight includes the following:

- The LEA works closely with Lackawanna County Probation and the school district officials where the facility is located.
- The host school district, where the facility is located, notifies the LEA when a student is placed in the facility.
- Students who may be eligible for special education will be evaluated.
- The host school district provides special education programming and informs the LEA of students' progress.

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.

Procedures

IEP teams have been trained to include students to the maximum extent possible in the general education classroom before considering a more restrictive environment. IEP teams have been trained to consider the full range of supplementary aids and services for the development of appropriate programs.

The full range of supplementary aids and services are utilized by the district within the following categories: (a) Collaborative, (b) Instructional, (c) Physical, and (d) Social-Behavioral.

Replication of Successful Programs

The district enhances the continuum of supports, services and education placement options. To enhance the special education programs, the district utilizes site-based trainings that include the following areas:

- Transition (Indicator 13) training provided through PDE and NEIU19.
- Therapeutic Aggression Control Techniques (TACT 2) and therapeutic behavior management provided by the Colonial Intermediate Unit 20.
- Life Centered Education (LCE) curriculum consultation provided through a private agency and facilitated by the special education supervisor.
- Social skills curriculum consultation provided by a private agency and facilitated by the special education supervisor.
- Co-teaching model training provided by NEIU 19.
- Differentiated instruction training provided on site by district administrators.

SPP/Educational Environments

According to the 2014-2015 Special Education Data Report, the district did not meet SPP targets within the following categories: (a) the percentage of students inside the regular class less than 40%, and (b) the percentage of students in other settings.

(a) The SPP target in the category of the percentage of students inside the regular class less than 40% is 8.7. The district's percentage in this category was 9.5.

(b) The SPP target in the category of the percentage of students in other settings is 4.6. The district's percentage in this category was 7.8. Current school year data shows a decrease in the district's percentage in this category. In prior years, 60 students participated in special education programs outside of the district. Currently, the district has approximately 43 students who participate in special education programs outside of the district.

To address the district's failure to meet SPP targets, a co-teaching model has been established in grades 4-12 and additional special education programs opened in the district's elementary and high school buildings. In addition, the district provided professional development in the areas of co-teaching, supplementary aids and services, and

behavior support and intervention. Before placing students in programs off-campus, inclusion in the district's programs with supplementary aids are services are considered. The district provides programs on campus that include learning support, life skills support, and emotional support. Services are provided to students on campus that include, occupational therapy, speech therapy, vision support, hearing support, and counseling. If students' needs can not be met within the programs and services that are provided on campus, IEP teams determine the most appropriate and least restrictive placement.

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.

Summary of Behavior Support Services

The Carbondale Area School District supports the principle of positive behavior support to reduce behaviors that are considered inappropriate and socially unacceptable. The district focuses on utilizing effective positive behavior techniques to enforce and teach socially acceptable behaviors and skills. The focus in the district is to concentrate on positive, rather than negative behaviors, as the basis to developing Behavior Support Plans to ensure that students focus on building skills that are socially acceptable. IEP team members work diligently in a collaborative effort to develop and monitor Behavior Support Plans through data analysis with an emphasis in using positive reinforcement techniques. Behavior Support Plans are developed with measurable goals based on individual student needs and monitored accordingly as stated in the student's IEP and BSP.

Positive Approaches

The Carbondale Area School District employs highly qualified professionals and trained paraprofessionals to provide supports and services to students that require emotional support services. A certified school psychologist utilizes functional behavior assessments to identify and address behaviors that require intervention for students with IEPs. The district's behavior support policy has established intervention processes and procedures that follow sequential levels of intervention dependent on the severity of the behaviors. The policy emphasizes that interventions utilized must be the least intrusive measures. Emergency procedures are in place in the event of situations that appear threatening or dangerous to the student or others. Implementation of effective classroom management techniques are encouraged as a preventative measure of classroom disruptions and problem behaviors. Students are supported in inclusive settings through co-teaching practices and paraprofessional staff. Highly qualified professional counselors are on site to provide direct intervention and immediate support.

School-Based Behavioral Health Services

Community and School Based Behavioral Health (CSBBH) is a children's mental health

initiative designed for youth experiencing difficulties that impair their ability to successfully function in school and other settings. CSBBH provides an entire team of professionals including master's level, licensed mental health professionals and behavioral health workers embedded in Carbondale Area Elementary School to offer continuous support. Providing a clinical home for program participants, CSBBH delivers wrap around services to the children and families in the school, home, and community settings during school, summer, evening, and weekend hours. By acting as the single point of contact, the team assumes clinical responsibility for mental health treatment interventions, coordination of care, and case management activities ensuring convenient, organized services across child serving systems, integrated with school interventions, and comprehensive in nature. Partnering with Carbondale Area School District, Friendship House is the provider of this program available for both general and special education students. Friendship House also provides tele-psychiatry services within the school setting for students who may additionally require the services of a child and adolescent psychiatrist. Referrals are accepted by the school district, families, and other child serving systems.

Professional Development

Teachers and paraeducators have been trained in the following areas to support students who require behavioral interventions:

- Social Skills Curriculum
- Anger Management Curriculum
- Therapeutic Aggression Control Techniques (**TACT2**)

TACT2

TACT2 provides behavioral intervention strategies that include de-escalation techniques and competency-based crisis intervention trainings to develop professional skills and professional judgment. School instructors complete a four-day initial training course and a one-day refresher every year. School teams complete a three-day initial training course and a one-day refresher every year. TACT2 trainings encompass three areas: (1) Crisis Prevention, (2) Verbal Intervention, and (3) Physical Intervention. *Crisis Prevention* teaches skills in early detection and de-escalation. *Verbal Intervention* enhances skills in active listening, basic counseling, and values based on behavior management before and after crisis. *Physical Intervention* provides effective self-protection techniques while safeguarding the well-being of youth.

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.

Program/Services and Placement Options

The district provides programs and services that include learning support, life skills support, emotional support, occupational therapy, speech therapy and counseling. Programs and services available through inter-agency collaboration include, emotional support, multi-handicapped support, life skills support, autistic support, therapeutic support, vision support and hearing support.

Ensuring FAPE for Hard to Place Students

The Carbondale Area School District ensures FAPE for all students. IEP teams determine the most appropriate and least restrictive placement. The district utilizes the interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. Through the interagency approach, NEIU and appropriate agencies convene and locate the appropriate placements for students. The district ensures parent participation is secured as part of the interagency approach.

Data Review and the Special Education Continuum

Data will be reviewed and analyzed to determine gaps in the supports, services and placement options available to students. Expansion to the continuum of supports, services and placement options will be explored annually based on data review.

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.

Transition Program Highlights:

- Collaboration with outside agencies
- Community Based Vocational Programs
- Community Based Work Assessments
- School Based Vocational Programs
- Job Coaching
- Job Shadowing Experiences
- Transition Assessments

- Career Exploration Opportunities
- Community Exploration Activities
- Career Fairs
- Employment Fairs
- Financial Aid Presentations
- Staff Training Opportunities
- Life Skills Workshop Program
- Online Career Portfolio Development

Implementation of Research-Based Programs:

- Eureka Math Program
- Story Town Reading Program
- Life Centered Education (LCE) Curriculum
- Social Skills Curriculum
- Step-by-Step Literacy Programs

Reading Intervention:

- Daily Reading interventions for all elementary students

Professional Development:

- Keys to Literacy
- Therapeutic Aggression Control Techniques (TACT 2) and therapeutic behavior management
- Curriculum consultation
- Online courses for Paraeducators

Parent Training:

- A parent group was established during the 2014-2015 school year
- Online resources are available
- Transition Fairs

Student Assessments and Progress Monitoring:

- DIBELS Next
- AIMS Web

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Jefferson Learning Center	Special Education Centers	Multihandicapped and Emotional Support	3
Mid Valley Elementary	Neighboring School Districts	Partial Hospitalization/Emotional Support	3
Mayfield Elementary	Neighboring School Districts	Emotional Support/Life Skills Support	6
Valley View Intermediate	Neighboring School Districts	Partial Hospitalization/Emotional Support	2
NEIU #19 Learning Center	Special Education Centers	Emotional Support	6
New Story	Other	Emotional Support	10
Old Forge Elementary	Neighboring School Districts	Life Skills Support	1
South Scranton Intermediate	Neighboring School Districts	Autistic Support	1
EIHAB	Other	Emotional Support	1
Hoffman Homes	Other	Emotional Support/Therapeutic Treatment	1
Devereaux	Other	Emotional Support	2
Scranton Detention Center	Other	Emotional Support	1
Wallenpaupack School District	Neighboring School Districts	Multihandicapped Support	1
Forest City School District	Neighboring School Districts	Partial Hospitalization/Emotional Support	3
NHS School Scranton	Other	Emotional Support/Autistic Support	10

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	3	0.2
Carbondale Area Elementary	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 7	16	0.8

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	1

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of	Level of	Age	Caseload	FTE
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			Support	Support	Range		
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	21	1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	23	1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	26	1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	26	1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	19	1

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 18	17	1

Justification: Students are taught within the allowed age group.

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 1, 2016*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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 18	16	1
Justification: Students are taught within the allowed age group.							

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 1, 2016*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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	7	0.5

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 1, 2016*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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 15	8	1

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 1, 2016*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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	5	0.5
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	5	0.5

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 1, 2016*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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area Jr. Sr. High School	A Junior High School	A building in which General Education	Itinerant	Learning Support	14 to 16	20	1

	Building	programs are operated					
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Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 19	12	0.4
Justification: Students are taught within the allowed age group.							
Carbondale Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 12	39	0.6
Justification: Students are taught within the allowed age group.							

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	54	1
Justification: Students are taught within the allowed age group.							

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 1, 2016

Average square feet in regular classrooms: 600 sq. ft.

Square footage of this classroom: 338 sq. ft. (26 feet long x 13 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 12	18	1
Justification: Students are taught within the allowed age group.							

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2015

Average square feet in regular classrooms: 600 sq. ft.

Square footage of this classroom: 621 sq. ft. (23 feet long x 27 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 9	9	0.9
Carbondale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	1	0.1

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2016

Average square feet in regular classrooms: 600 sq. ft.

Square footage of this classroom: 338 sq. ft. (26 feet long x 13 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Carbondale Area 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 9	10	0.8

Carbondale Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	0.2
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Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	District Wide	1
Psychologist	District Wide	1
Occupational Therapist	District Wide	1
Speech Therapist	Elementary	1
Speech Therapist	District Wide	1
Paraprofessionals	Elementary	1
Paraprofessionals	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Vision Support	Intermediate Unit	7 Hours
Physical Therapy	Intermediate Unit	2 Hours
Hearing Support	Intermediate Unit	1 Hours
Adapted Physical Education	Intermediate Unit	2 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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Through the Keystones to Opportunity, the district had previously contracted services with Step By Step Learning to provide professional development, for grades Kindergarten through fourth, in the area of targeted interventions, data analysis and small group instruction. The district is continuing these best practices without the contracted services for the 16-17 school year and beyond.

Accomplishment #2:

The I-3 Grant, Reading Apprenticeship, has provided teachers with specific strategies to address literacy skills in the content areas.

Accomplishment #3:

The proficiency rate for the Spring 2016 Keystone Biology exam is 64.3% for 10th grade students taking the test for the first time.

Accomplishment #4:

The proficiency rate for the Spring 2016 Keystone Literature exam is 65.2% for all 10th grade students taking the test for the first time.

District Concerns

Concern #1:

Effective instructional practices are not occurring consistently in all classrooms addressing differentiating of instruction.

Concern #2:

The 2015-2016 percentage of students scoring proficient or advanced in the reading PSSA is below the state average for all grade levels.

Concern #3:

The 2015-2016 percentage of students scoring proficient or advanced in the math PSSA is below the state average for grades three through seven.

Concern #4:

The 2015-2016 percentage of students scoring proficient or advanced in the science PSSA is below the state average for grades four and eight.

Concern #5:

The proficiency rate for the Spring 2016 Keystone Algebra 1 exam is 36% for ninth grade students taking the test for the first time.

Prioritized Systemic Challenges

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

Aligned Concerns:

The 2015-2016 percentage of students scoring proficient or advanced in the reading PSSA is below the state average for all grade levels.

The 2015-2016 percentage of students scoring proficient or advanced in the math PSSA is below the state average for grades three through seven.

The 2015-2016 percentage of students scoring proficient or advanced in the science PSSA is below the state average for grades four and eight.

The proficiency rate for the Spring 2016 Keystone Algebra 1 exam is 36% for ninth grade students taking the test for the first time.

Effective instructional practices are not occurring consistently in all classrooms addressing differentiating of instruction.

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

Aligned Concerns:

The 2015-2016 percentage of students scoring proficient or advanced in the reading PSSA is below the state average for all grade levels.

The 2015-2016 percentage of students scoring proficient or advanced in the math PSSA is below the state average for grades three through seven.

The 2015-2016 percentage of students scoring proficient or advanced in the science PSSA is below the state average for grades four and eight.

The proficiency rate for the Spring 2016 Keystone Algebra 1 exam is 36% for ninth grade students taking the test for the first time.

Effective instructional practices are not occurring consistently in all classrooms addressing differentiating of instruction.

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

Aligned Concerns:

The 2015-2016 percentage of students scoring proficient or advanced in the reading PSSA is below the state average for all grade levels.

The 2015-2016 percentage of students scoring proficient or advanced in the math PSSA is below the state average for grades three through seven.

The 2015-2016 percentage of students scoring proficient or advanced in the science PSSA is below the state average for grades four and eight.

The proficiency rate for the Spring 2016 Keystone Algebra 1 exam is 36% for ninth grade students taking the test for the first time.

Effective instructional practices are not occurring consistently in all classrooms addressing differentiating of instruction.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone results

Classroom Observations/ Teacher Evaluations

Specific Targets: Improved student performance on state assessments (PSSA and Keystones).

Strategies:

Model Instructional Unit Training

Description:

Training content will include SAS, PDE Model Instructional Units, Engage NY Model Instructional Units, Universal Design for Learning (CAST), and Domain I--Framework for Effective Teaching. Training will be combined with collaborative work sessions allowing teachers to work in teams to compose and critique local instructional units. These model instructional units will maximize local instructional resources, include common assessment plans, and demonstrate differentiated instruction to meet the needs of all learners (DIVERSE LEARNERS IN AN INCLUSIVE SETTING)..

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

Implementation Steps:

Planning For The Instructional Needs of All Learners (Distinguished Planning for Diverse Learners in an Inclusive Setting)

Description:

The Northeastern Educational Intermediate Unit will provide training on The Framework for Effective Teaching and Universal Design for Learning and related CAST resources.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Model Instructional Unit Training

Model Instructional Unit Peer Study and Review

Description:

At least 4 times per year, teachers will meet by logical grouping, in small groups, to jury sample lesson units in math and ELA instruction.

-administrators will set explicit criteria and expectations for work items that will be completed at these meetings.

-juried unit plans will be collected and reviewed by a building wide curriculum panel, including the building principal.

-unit plans will reveal that at least 90% of Math and ELA instructional content is aligned with PA Core Standards or Eligible Alternative Content.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Model Instructional Unit Training

Improving Literacy Acquisition

Description:

Teachers will receive professional development on writing strategies aimed at improving language and literacy acquisition. This training is aligned with the PA Core standards and will assist students with communicating proficiently on PSSA and Keystone exam constructed responses.

Start Date: 8/28/2017 **End Date:** 6/15/2020

Program Area(s): Professional Education

Supported Strategies:

- Model Instructional Unit Training

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Reports gathered from classroom walk-throughs and classroom observations.

Specific Targets: Improved teacher performance as shown through both formal and informal observation data.

Strategies:

Model Instructional Unit Training

Description:

Training content will include SAS, PDE Model Instructional Units, Engage NY Model Instructional Units, Universal Design for Learning (CAST), and Domain I--Framework for Effective Teaching. Training will be combined with collaborative work sessions allowing teachers to work in teams to compose and critique local instructional units. These model instructional units will maximize local instructional resources, include common assessment plans, and demonstrate differentiated instruction to meet the needs of all learners (DIVERSE LEARNERS IN AN INCLUSIVE SETTING)..

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

Implementation Steps:

Planning For The Instructional Needs of All Learners (Distinguished Planning for Diverse Learners in an Inclusive Setting)

Description:

The Northeastern Educational Intermediate Unit will provide training on The Framework for Effective Teaching and Universal Design for Learning and related CAST resources.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Model Instructional Unit Training

Model Instructional Unit Peer Study and Review**Description:**

At least 4 times per year, teachers will meet by logical grouping, in small groups, to jury sample lesson units in math and ELA instruction.

-administrators will set explicit criteria and expectations for work items that will be completed at these meetings.

-juried unit plans will be collected and reviewed by a building wide curriculum panel, including the building principal.

-unit plans will reveal that at least 90% of Math and ELA instructional content is aligned with PA Core Standards or Eligible Alternative Content.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Model Instructional Unit Training

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	Strategy #1: Model Instructional Unit Training
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Start	End	Title	Description						
7/1/2017	6/30/2020	Planning For The Instructional Needs of All Learners (Distinguished Planning for Diverse Learners in an Inclusive Setting)	The Northeastern Educational Intermediate Unit will provide training on The Framework for Effective Teaching and Universal Design for Learning and related CAST resources.						
		Person Responsible Jeanne Nakonechni	Provider Northeastern Educational Intermediate Unit					Type IU	App. Yes

Knowledge	Each teacher will review and apply research based instructional strategies in the form of Model Instructional Units.
Supportive Research	Standards Aligned Instruction and Universal Design for Learning
Designed to Accomplish	

	<p>For classroom teachers, school counselors and education specialists:</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
	<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>	
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>	Grade Levels <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>	Evaluation Methods <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p>

LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	Strategy #1: Model Instructional Unit Training
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Start	End	Title	Description							
7/1/2017	6/30/2020	Model Instructional Unit Peer Study and Review	At least 4 times per year, teachers will meet by logical grouping, in small groups, to jury sample lesson units in math and ELA instruction.							
			-administrators will set explicit criteria and expectations for work items that will be completed at these meetings.							
			-juried unit plans will be collected and reviewed by a building wide curriculum panel, including the building principal.							
			-unit plans will reveal that at least 90% of Math and ELA instructional content is aligned with PA Core Standards or Eligible Alternative Content.							

Knowledge	Standards aligned instructional content, effective instructional practices, common assessment strategies and reflective instructional practices.		
	Lesson Study		
Supportive Research	Sample Lesson Planning Resources: http://www.tc.columbia.edu/lessonstudy/tools.html		
Designed to Accomplish			
For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.		
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Principals / Asst. Principals		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	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans
Evaluation Methods		

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Model Instructional Unit Training
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Start	End	Title			Description			
8/28/2017	6/15/2020	Improving Literacy Acquisition			Teachers will receive professional development on writing strategies aimed at improving language and literacy acquisition. This training is aligned with the PA Core standards and will assist students with communicating proficiently on PSSA and Keystone exam constructed responses.			
Person Responsible		SH	S	EP	Provider	Type		App.
Jeanne Nakonechni		8.0	1	10	NEIU	IU		No

Knowledge	Five Types of Writing promoted in the John Collins Workshop.		
Supportive Research	PA Core Standards/Collin's Writing Project		
Designed to Accomplish	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>		
For classroom teachers, school counselors and education specialists:			
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
Training Format	Offsite Conferences		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

			Middle (grades 6-8) High (grades 9-12)
	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		
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.
	Lesson modeling with mentoring		Student PSSA data
	Joint planning period activities		Classroom student assessment data
	Journaling and reflecting		

LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	Strategy #1: Model Instructional Unit Training
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Start	End	Title				Description		
7/1/2017	6/30/2020	Planning For The Instructional Needs of All Learners (Distinguished Planning for Diverse Learners in an Inclusive Setting)				The Northeastern Educational Intermediate Unit will provide training on The Framework for Effective Teaching and Universal Design for Learning and related CAST resources.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Jeanne Nakonechni	3.0	4	12	Northeastern Educational Intermediate Unit	IU	Yes

Knowledge	Each teacher will review and apply research based instructional strategies in the form of Model Instructional Units.
Supportive Research	Standards Aligned Instruction and Universal Design for Learning
Designed to Accomplish	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	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 Classroom student assessment data

LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	Strategy #1: Model Instructional Unit Training
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specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Department Focused Presentation Professional Learning Communities	
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	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

Peer-to-peer lesson
discussion

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

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 of 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).

Affirmed by Gary Smedley on 4/26/2016

Board President

Affirmed by David Cerra on 4/26/2016

Superintendent/Chief Executive Officer