

Wallenpaupack Area SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

2552 Route 6  
Hawley, PA 18428  
(570)226-4557  
Superintendent: Michael Silsby  
Director of Special Education: Tanya Carrelle

## Planning Process

July 15, 2015 - District administrators participate in PDE Comprehensive Planning training at NEIU #19

July 21, 2015- Curriculum Planning Team Meeting

August 3, 2015- Curriculum Planning Team Meeting

August 10, 2015- Curriculum Team Planning Meeting

August 21, 2015- Curriculum Team Planning Meeting

August 24, 2015- Curriculum Team Planning Meeting

September 17, 2015- Curriculum Team Planning Meeting

October 2, 2015- Northampton Community College Labor and Economic Summit- Jamie Volmer Meeting

October 19, 2015- Curriculum Team Presentation to WASD School Board

October 21, 2015- PA-PIN Training Webinar- Internships

November 4, 2015- PA-PIN Round Table Discussion

November 12-17, 2017- Team study visit of Academies of Nashville

December 2, 2015- PA-PIN Round Table Discussion

December 7, 2015- Curriculum Planning Team

December 8, 2015- WAHS Guidance Meeting

December 14, 2015- Study Visit to Constitution High School in Philadelphia

December 17, 2015- Curriculum Planning Team

December 17, 2015- STEM Equity Pipeline Training NAPE

December 18, 2015- Curriculum Team meeting with Superintendent

January 11, 2016- Curriculum Team Presentation to WASD School Board

January 14, 2016- Curriculum Team Planning Meeting

January 17, 2016- PA-PIN Conference Call to Plan Focus Groups

February 7-10, 2016- Improving Schools Conference

February 11, 2016 - District administrators meet to review process for School Level Plan

February 17, 2016- PA-PIN Pathways Policy Updates webinar

February 19, 2016 - District administrators meet to finalize School Level Plan team members

March 1, 2016- Phone consultation with Hans Meeder- focus group planning

March 8, 2016- Curriculum Team Planning Meeting

March 14, 2016- Focus Group meeting

March 14, 2016- Focus group presentation to WASD School Board

March 15, 2016- Focus Group meeting

March 15, 2016- WAMS Faculty Meeting presentation

March 16, 2016- Interview with Newspaper

April 5, 2016- Curriculum Team Planning Meeting

April 6, 2016- 339 Guidance Advisory Meeting presentation

April 20, 2016- NPS Faculty Meeting presentation

April 21, 2016- PA-PIN Souderton Visit

April 22, 2016- Curriculum Team Planning Meeting

April 27, 2016- Jamie Volmer visit to WASD

May 3, 2016- Sub-committee organizational meeting

May 6, 2016- Phone Conference with Windsor Lochs School District

May 10, 2016- SES Faculty Meeting presentation

May 25, 2016- NIS Faculty Meeting presentation

June 2, 2016- NPS, SES teacher training

June 20, 2016- Administration Professional Training in Teacher Effectiveness

July 5, 2016- Curriculum Team Planning Meeting

July 7, 2016- Administrative Professional Training in Literacy Instruction

July 19, 2016- Meeting with community business partners

August 8, 2016- PA-PIN Phone Conference with Corry Area HS

August 10, 2016- PA-PIN Souderton Area HS Team visit to WASD

August 15, 2016- Curriculum Team Planning Meeting

August 22, 2016- Professional Development Planning Meeting

August 23, 2016- New Teacher Professional Development

August 24, 2016- New Teacher Professional Development

August 29, 2016- K-2 Literacy Professional Development

August 31, 2016- Assessment and Literacy Professional Development, K-12

## **Mission Statement**

The Wallenpaupack Area School District's mission is to provide an educational environment that promotes excellence for all students, thereby developing life-long learners who are responsible citizens.

## Vision Statement

As a learning community, the WASD is committed to creating an environment in which all students achieve and thrive as a result of quality teaching, quality leadership and quality partnerships with families and community. The WASD is guided by the following trends as identified by the district's needs assessment:

### **Rapidly Changing Technology:**

- Access to and use of information
- Continuous upgrading of skills
- Global communication
- Integration of technology into daily living

### **Global Community:**

- Multilingual needs
- Increased global competition
- Multicultural experiences
- 21st century skills to secure employment

### **Life-long Learning:**

- Adaptability
- Flexibility
- Independence
- Continued growth in personal development

### **Changing Society:**

- Aging society
- Childcare needs
- Family dynamics
- Crisis management

## Shared Values

### **Shared Values**

As a learning community, the WASD is guided by the following shared values and beliefs:

Develop in students the skills necessary to function as productive members of society  
 Provide a foundation of basic knowledge of skills  
 Develop in students the techniques necessary for lifelong learning  
 Foster a partnership between parents, students and educators

**All educators should:**

Keep lines of communication open with parents and students  
 Maintain high levels of expectations for students  
 Recognize and address the individuality and uniqueness of each student  
 Be knowledgeable, enthusiastic, caring, and impartial

As a learning community, the WASD is guided by the following shared values and beliefs:

**All students are:**

Entitled to a learning environment that is safe, healthy and challenging  
 Accountable for meeting specific educational requirements  
 Lifelong learners with unique needs, abilities and learning styles

**The purpose of school is to:**

Provide the opportunities for all students to reach their fullest potential

**Outcomes for students will be:**

- All students reading and writing at or above grade level
- All students understand mathematical concepts and processes at or above grade level
- All students have a deep understanding of and experiences in social justice
- All students are problem solvers
- All students have a career/education plan

## **Educational Community**

Wallenpaupack Area School District is located in the Pocono Mountains of Northeastern Pennsylvania on US Route 6, one mile east of Hawley. The school district is located in a predominantly rural setting, drawing its students from a 350 square mile area, serving two counties, Wayne and Pike.

Formerly a region of small manufacturing, canal transports, lumbering, and farming, the present focal point of the area's economic life is Lake Wallenpaupack with its related resort and vacation

enterprises. There was an extremely rapid growth in population in the 1990s and the beginning of the 21st century due to a very large influx from the New York/New Jersey metropolitan areas. The school district experienced a perpetual building program over those 15 years in order to maintain the high quality facilities and classroom space required by the continuous growth. In the last few years the school district has undergone a steady decline in elementary school enrollment.

A major misconception among various school districts and communities in Northeastern Pennsylvania is that Wallenpaupack Area is a "wealthy" school district. This is definitely not so. The WASD is located in a tourist area with expensive vacation homes, but the majority of the population resides in low-income housing. As of April 2016, approximately 55% of our total student population qualified for free or reduced lunch in the National School Lunch Program. This ratio of high property market value to low personal income, a ratio Pennsylvania uses in allocating state budget funding to school districts, is an impediment to receiving state funds, as well as some federal funds. Due to good planning and local support, however, Wallenpaupack continues to provide an excellent education to its students, as well as to provide the facilities and technology required to service its growing population.

WASD enrollment exceeds 3,000 students, served in five schools. The district's major assets are a pro-education school board and supportive community. This support has allowed many reforms to be implemented in the last decade including full day kindergarten, a highly integrated technology system, restructured schools, curriculum alignment, an ELL program, and dual enrollment with local universities.

#### **School District Enrollment (April, 2016)**

High School - 1,133

Middle School - 723

North Intermediate - 493

North Primary - 453

South Elementary - 281

Alternative placements - 66

#### **Student Data**

% Eligible for Free/Reduced Lunch: 54.6

% Receiving Special Education Services: 19.6

% Receiving Gifted Education Services: 3

#### **Professional, full-time staff:**

The district employs qualified/certified professional personnel to provide curriculum instruction and assessment as required by state regulations.

Administrative/Supervisory - 12

Teachers - 308

Counselors - 15

Librarians - 5  
Support Staff - 180

There are many other resources provided to assist students and staff to help them attain the goals established by the school district, including:

- Coordination with various human service agencies
- Diagnostic, Intervention and Referral Services
- Career and Technical Education programs
- Staff development programs
- Professional libraries
- Extracurricular, co-curricular, intramural, and after-school programs
- Outdoor athletic and recreational facilities
- State sponsored and intermediate Unit #19 sponsored programs and services

### Planning Committee

Name	Role
Anthony Cavallaro	Administrator : Professional Education
Amanda Cykosky	Administrator : Professional Education
Keith Gunuskey	Administrator : Professional Education
Joann Hudak	Administrator : Professional Education
Mark Kirsten	Administrator : Professional Education
John Spall	Board Member
Ken Connors	Business Representative
Debbie Gillette	Business Representative
PJ Karpiak	Business Representative
Anthony Manzione	Business Representative
Marie McDonald	Business Representative
Tom Regenski	Business Representative : Professional Education
Jim Shook	Business Representative : Professional Education
Luciann Verling	Business Representative
Marybeth Wood	Business Representative
Bethany Davis	Community Representative



Donna Decker	Community Representative : Professional Education
Cindy DeFebo	Community Representative
Barbara Jewels	Community Representative
Lorraine Kloss	Community Representative : Professional Education
Marie Mitschele	Community Representative
Kellyn Nolan	Community Representative
Kathy Seagraves	Ed Specialist - Instructional Technology
Mark Watson	Ed Specialist - Other : Professional Education
Tonia Carmody	Ed Specialist - School Counselor : Professional Education
Cara Dougherty	Ed Specialist - School Counselor
Jen Gaetens	Ed Specialist - School Counselor
Mary Ellen Holbert	Ed Specialist - School Counselor : Professional Education
Diane Lanthier	Ed Specialist - School Counselor
Lauren Tenbus	Ed Specialist - School Counselor
Sue Strada	Elementary Librarian : Professional Education
Addie Brennan	Elementary School Teacher - Regular Education
Kim Cavage	Elementary School Teacher - Regular Education
Heather Cole	Elementary School Teacher - Regular Education
Liz Conklin	Elementary School Teacher - Regular Education
Tanya Cunningham	Elementary School Teacher - Regular Education
Becky Dutko	Elementary School Teacher - Regular Education
Sue Gabrielson	Elementary School Teacher - Regular Education
Jana Kilduff	Elementary School Teacher - Regular Education
Colleen Kranick	Elementary School Teacher - Regular Education : Professional Education
Michael Soskil	Elementary School Teacher - Regular Education : Professional Education
Angela Ey	Elementary School Teacher - Special Education
Argie Paspalas	Elementary School Teacher - Special Education
Lynn Cunningham	High School Teacher - Regular Education : Professional Education
Colleen Edwards	High School Teacher - Regular Education
Jay Haupt	High School Teacher - Regular Education
Steve Krushnowski	High School Teacher - Regular Education
Jamie Mason-Clark	High School Teacher - Regular Education

Kevin McHugh	High School Teacher - Regular Education
Liz Kromko	High School Teacher - Special Education
Kristen Nalesnik	High School Teacher - Special Education : Professional Education Special Education
Missy Regenski	High School Teacher - Special Education
Rita Saylor	Instructional Coach/Mentor Librarian
Diane Szader	Instructional Technology Director/Specialist
Donald Walutes	Middle School Librarian
Dan Gumble	Middle School Teacher - Regular Education
Alison Smith	Middle School Teacher - Regular Education : Professional Education
Brenda Watson	Middle School Teacher - Regular Education : Professional Education Special Education
Tara Winagle	Middle School Teacher - Regular Education
Erin Alli	Parent : Professional Education
Cheryl Sasala	Parent : Professional Education
Bridgette Weber	Parent
Stacey Williams	Parent
Tanya Carelle	Special Education Director/Specialist : Professional Education Special Education
Dan Nalesnik	Special Education Director/Specialist : Special Education
Adam Sands	Student
Olivia Scartelli	Student
John Sloan	Student
Jay Starnes	Student Curriculum Director/Specialist : Professional Education Special Education
Michael Silsby	Superintendent

# Core Foundations

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## Standards

### *Mapping and Alignment*

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

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

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

All standard areas are "Developing" or "Accomplished".

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

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

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

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

All standard areas are "Developing" or "Accomplished".

### **Middle Level**

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

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

All standard areas are "Developing" or "Accomplished".

### High School Level

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

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

All standard areas are "Developing" or "Accomplished".

### *Adaptations*

#### Elementary Education-Primary Level

##### *Checked answers*

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

##### *Unchecked answers*

*None.*

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

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

### **Middle Level**

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

### **High School Level**

#### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology

- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

Explanation for any standards checked:

In an effort to prepare for PA Common Core Standards, and the increased rigor expected in the PSSA and Keystone tests, we have made an effort to align our math, reading, and writing to the new Common Core. Also, our Career Coordinator and our District Transition Coordinator have joined forces to strengthen our Career Education in all schools.

## Curriculum

### *Planned Instruction*

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

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

Wallenpaupack Area School District continues the process of developing curriculum driven by the PA Common Core. In using the "Backwards Design" model developed by Wiggins and McTigue, representatives from each grade span have revised curriculum documents. K-12 curriculum alignment teams will continue this process to ensure continuity and focus of instruction in the district.

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

Each of the standards areas is "Developing" as our district believes in a continuous progress model of curriculum revision.

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

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

Wallenpaupack Area School District continues the process of developing curriculum driven by the PA Common Core. In using the "Backwards Design" model developed by Wiggins and McTigue, representatives from each grade span have revised curriculum documents. K-12 curriculum alignment teams will continue this process to ensure continuity and focus of instruction in the district.

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

Each of the standards areas is "Developing" as our district believes in a continuous progress model of curriculum revision.

### **Middle Level**

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

Wallenpaupack Area School District continues the process of developing curriculum driven by the PA Common Core. In using the "Backwards Design" model developed by Wiggins and McTigue, representatives from each grade span have revised curriculum documents. K-12 curriculum alignment teams will continue this process to ensure continuity and focus of instruction in the district.

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



Each of the standards areas is "Developing" as our district believes in a continuous progress model of curriculum revision.

### 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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:

Wallenpaupack Area School District continues the process of developing curriculum driven by the PA Common Core. In using the "Backwards Design" model developed by Wiggins and McTigue, representatives from each grade span have revised curriculum documents. K-12 curriculum alignment teams will continue this process to ensure continuity and focus of instruction in the district.

As a comprehensive high school, students can choose from the following programs: Institutional Food Workers, Child Care and Support Services, Construction Trades, Automobile/Automotive Mechanics Technology/Technician, and Health/Medical Assisting Services

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

Each of the standards areas is "Developing" as our district believes in a continuous progress model of curriculum revision.

### *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.

Each educational plan for any student with an IEP or 504 are followed through with the agreed-upon accommodations and modifications. These plans are reviewed annually.

## Instruction

### *Instructional Strategies*

*Checked Answers*

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

*Unchecked Answers*

- Peer evaluation/coaching
- Instructional Coaching

*Regular Lesson Plan Review**Checked Answers*

- Not Reviewed

*Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

The district uses a Danielson model of teacher support and supervision. Level I teachers are in a clinical phase until reaching Level II status. Level II teachers are in a clinical observation phase in year one of the process, and then in a differentiated plan phase for three years. Teachers in the differentiated plan phase work with administrators to develop an individualized support and supervision plan. Additionally, each year the administrative team conducts walk-throughs with a focus on a particular instructional and assessment practice.

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

WASD practices small Professional Learning Communities (PLCs) in which some teachers participate. In some of those PLCs, teachers observe and coach each other. We did not check the boxes which correspond to the "Peer Evaluation/Coaching" and "Instructional Coaching" programs because it is not a practice in which all teachers participate. When the district transitioned to an online grading and parent portal, the practice of checking detailed lesson plans was replaced by teachers communicating course and lesson expectations in course syllabi and electronic communications via PowerSchool.

***Responsiveness to Student Needs*****Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used	Full

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

#### Middle Level

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### Recruitment

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

WASD using various strategies to find and recruit high quality educators including placing ads in local and regional newspapers, placing ads on the districts website, using electronic recruitment services, attending employment fairs, coordinating needs with county and state employment agencies, and networking with other school districts to find quality teachers. Assignment to teaching positions within the district is governed by the collective bargaining agreement. Teachers may request a transfer when a position is vacant.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	4.00	4.00	4.00

Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	8.50	8.50	8.50
Minimum % Grade Required for Credit (Numerical Answer)	67.00	67.00	67.00

### *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: *Checked answers*

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

### *Unchecked answers*

- 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.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	
Keystones			X	X
Houghton Mifflin Harcourt Go Math	X	X	X	
Scott Foreman Reading	X	X	X	
ARC IRLA	X			

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Scott Foresman Reading	X	X	X	
ARC IRLA	X			
Front Row	X	X		

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X	X		
CDTs		X	X	X
CBM - DIBELS Math	X			
ARC IRLA	X			
Front Row	X	X		

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
TAPS-R Test of Auditory Perceptual Skills	X	X	X	
BASC-2 Behavioral Assessment System for Children	X	X	X	
Connors' Rating Scales	X	X	X	X
BREIF (Behavior Rating Inventory of Executive Functioning)	X	X	X	X
Wide Range Achievement Test 3	X	X	X	X

## *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
External Review				

Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed during curriculum/grade level meetings. District supervisors and building principals are involved in the review of summative assessments. A focus area for district walk-thoughts is assessment for learning.

### *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.

Wallenpaupack Area School District does not develop locally administered assessments that are independently and objectively validated.

### *Collection and Dissemination*

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

Assessment results are archived in our student achievement warehouse - Performance Tracker. Scores from PSSA, CDTs, Keystone, NOCTIs and APs are distributed to teachers. Our student management system - Power School - allows parents and administrators to review the assessment data of individual students.

NOCTI and AP scores are delivered to the appropriate teachers and are used to reflect on instruction, demographics of test takers, and instructional revision.

District administrators work with department and grade level leaders, as well as, classroom teachers to analyze student assessment data. Emetric, PVAAS, and DRC databases are used in conjunction with local databases on attendance, grades, and behaviors to develop individual student growth plans.

### *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.



District wide and building level data teams analyze achievement results to develop curriculum revisions and to develop supports for struggling students. Supports include in class instruction, before and after extended learning, as well as differentiated instruction.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Professional development focuses on current research on effective instructional practices. Danielson's model of effective teaching is used in all classrooms. Classroom walkthroughs and the Teacher Effectiveness Tool facilitate conversations between administrators and teachers related to successful interventions for those students who have not demonstrated proficiency.

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

All sections are addressed.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
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	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Student Management System	X	X	X	X
BoardDocs	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Our District Report Card (generated through PDE) is posted on our district website and distributed at our school board meeting.

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

Printed newsletters have been replaced by our district website. Our student management system also allows classroom teachers to communicate with parents. Each building develops a monthly report for the school board which is communicated and warehoused on BoardDocs.

## 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.

A district focus on individual student growth drives our professional development and it guides conversations that administrators have with individual teachers and groups of teachers. Assessment data, attendance data, grades, and student behavior data are analyzed to develop individual plans for students and teachers.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X			
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X

Safety and Violence Prevention Curricula	X	X	X	X
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:

*This narrative is empty.*

### ***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.)**

Students and their parents are notified in handbooks and in informational meetings with building administrators in each building.

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

Students are referred by a teacher or parent for the screening process.

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

The district uses multiple measures for eligibility including; teacher observation, criterion referenced tests, and norm referenced tests.

**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.**

Services range from grade level acceleration, course acceleration, differentiated and individualized learning opportunities facilitated by regular education teachers and gifted education teachers.

### ***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	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Each student in the district has access to crisis counselors, guidance counselors, SAP teams, nurses, instructional support teachers, SROs, as well as, highly trained and certified teachers and administrators.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

SAP teams meets regularly in each building. Team members collaborate to ensure that students receive the services they need to address their individual issues.

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

The district's Student Attendance Improvement Plan (SAIP) has improved communication with parents. As soon as an attendance issue presents itself, the SAIP process is started. It is a proactive process that focuses on supporting families who deal with affective issues and health matters that result in absence from school.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	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*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X
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.

Teachers, guidance counselors, and SAP team members identify, in writing, student concerns. These concerns are addressed at regularly scheduled meetings devoted to providing interventions for student needs. When interventions are not successful, the student may then be screened to determine if that child should be presented to the school psychologist for formal testing.

### *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

Early Intervention and Head Start programs are housed in district owned buildings. Specialists (speech, occupational therapy, physical therapy) are shared with both programs. This allows for communication and collaboration when the children transition from these programs into kindergarten classrooms. The district offers a student-run preschool program during the school year. Wallenpaupack North Primary School is utilized by our local YMCA for after school care. Students in grades K-5 have the availability of this program until 6 PM on all school days. The YMCA conducts a summer camp at the same building from 7:30 AM till 5:30 PM during the summer. Tutoring opportunities are scheduled on individual basis as well as times throughout the school year that coordinate with student assessments. The district provides math tutoring in grades five through eight during the school day. The district provides reading tutoring classes in grades six through eight during the school day.

### *Preschool Agency Coordination*

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

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

Early Intervention and Head Start classes are housed in district buildings. Speech Therapist, Occupational Therapist, Hearing Therapist and Physical Therapist provide services for pre-school aged children in the community. This ensures that pre-school age children with disabilities are identified and provided services as early as possible. WASD psychologists service Early Intervention students from our community in order to provide appropriate placement for those students upon entry into our kindergarten. Parents are introduced to their child's kindergarten teacher during the IEP meeting prior to September. All Early Intervention and Head Start students are given a tour of kindergarten during the spring before their attendance. Parents and students are invited to the August kindergarten open house to become familiar with the classroom teacher. Additionally, the district and Head Start partner to provide a summer Kindergarten Readiness Program for students transitioning from Head Start to kindergarten.

## Materials and Resources

### *Description of Materials and Resources*

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

<b>Material and Resources Characteristics</b>	<b>Status</b>
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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

All classrooms are equipped with projectors as well as computers pods. These resources allow for technology to be utilized as a vital resource by both the teacher and the student.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

All classrooms are equipped with projectors as well as computers pods. These resources allow for technology to be utilized as a vital resource by both the teacher and the student.

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	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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

All classrooms are equipped with projectors as well as computers pods. These resources allow for technology to be utilized as a vital resource by both the teacher and the student.

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	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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

High school classrooms are equipped with projectors along with wireless Internet access. The high school has facilities and certified staff to offer the following approved Career and Technical Education programs: Institutional Food Workers, Child Care and Support Services, Construction Trades, Automobile/Automotive Mechanics Technology/Technician, and Health/Medical Assisting Services.

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
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Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

	classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

Our district began committee work regarding the alignment of social studies curriculum, instruction, and assessment with the PA Common Core Standards. With the utilization of Wiggins and McTigue's Backwards Design, our curriculum development is presently at the high school and middle school level, and will filter down to the intermediate and elementary levels during this school year.

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of

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

	50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

*This narrative is empty.*

#### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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 50% or more of district classrooms

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

	classrooms
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Further explanation for columns selected"

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of

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

Further explanation for columns selected"

*This narrative is empty.*

### ***Early Warning System***

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students



who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we have another early warning system that we are currently utilizing.

## Professional Education

### *Characteristics*

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

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

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

The professional development offerings in the past five years have been delivered by building administrators who are the instructional leaders in their building. More recently,

the members of a district-wide Curriculum Team have joined the building leaders in offering these sessions. The modules allow the opportunity to learn research-based instructional strategies that increase learning in all classrooms. Time has been devoted to examine student data in order to change day-to-day instruction.

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

All strategies were selected.

### ***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:
8/27/2013 The training was administered to the entire staff on this date.
The LEA plans to conduct the required training on approximately:
8/28/2018 This will be the five year anniversary of the initial training.

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:
8/30/2017 WASD will be one year ahead of the required 2018 deadline.
The LEA plans to conduct the training on approximately:
8/31/2022 This would be the five year anniversary of the initial implementation.

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***

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.

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

#### *Unchecked answers*

*None.*

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

Our Act 48 committee studies data from PSSA, Keystones, CDT, DIBELS, and student work and student report cards in order to target instructional areas that are in need of improvement. Teachers and administrators determine whether the problem area is a result of curriculum mis-alignment or instructional weaknesses. Local school leaders and external consultants present workshops to address curriculum alignment and research-based instructional strategies. It is through Danielson's Teacher Effectiveness rubric, as well as classroom walk-throughs, that administrators are able to evaluate implementation of both curriculum content and instructional strategies. Assessment data is used to judge the impact of our professional development offerings on student achievement.

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

All strategies were selected.

### ***Induction Program***

#### *Checked answers*

- 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.
- Inductees will know and use the student data warehouse - Performance Tracker, and the student management system - Power School.

#### *Unchecked answers*

*None.*

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

Each new teacher is assigned a mentor. The mentor, teacher, and building principal meet three times during the school year to discuss progress. The mentor and inductee maintain an extensive Mentor/Inductee Activity Log/Checklist that must be completed by the end of the school year and delivered to the Assistant Superintendent. In addition, new teachers participate in a locally developed series of professional development activities prior to the start of their first school year. Designed to reinforce solid instruction and applications of technology, these sessions are scheduled over the course of three days every August. All inductees who teach in the Career and Technical Education programs have these same goals and objectives.

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

All strategies were selected.

#### *Needs of Inductees*

*Checked answers*

- 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.
- Student Keystone and CDT data. Comprehensive analysis of student work.

#### *Unchecked answers*

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- 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's Mentor/Inductee Activity Log/Checklist includes these characteristics. This checklist must be completed by the end of the school year.

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

Our district could interview second year teachers in order to determine the strength of our teacher induction program. Mentors could also offer valuable feedback. Written reports and portfolios could be required by the inductees and reviewed by the building principal. Student work could become more of a focus as a data set.

### ***Mentor Characteristics***

#### *Checked answers*

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

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

*Unchecked answers*

*None.*

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

Each mentor teacher is a tenured teacher with at least one year of teaching experience in the district. The mentor is assigned by the building principal and must demonstrate competence in planning, instruction and classroom management.

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

All strategies were selected.

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

If necessary, provide further explanation.

The induction topics are ongoing. The mentor must continuously support the development of the new teacher in all of the listed areas. Support is also provided informally by the building principal and the grade level leader/department chair. In addition, district wide Curriculum Team members are available for support and mentorship.

## *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

There are three meetings per year with the inductee, mentor, and building principal. The Mentor/Inductee Activity Log/Checklist must be completed by the end of the school year and is submitted to the Assistant Superintendent.

## *Recording Process*

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

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

*Unchecked answers*

*None.*

## **Special Education**

### *Special Education Students*

Total students identified: **608**

### *Identification Method*

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

Wallenpaupack Area School District utilizes the Discrepancy Model for identifying students with specific learning disabilities. If a student exhibits a discrepancy between cognitive capacity and achievement on applicable cognitive and achievement assessments, then an identification of a specific learning disability may be identified in the areas oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

## *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>

A review of our data for the 2014-2015 school year indicates a difference of 7.7 between the LEA SLD (35.6) and the State SLD (43.3), showing higher state identification. However, our LEA OHI (21.2) and State OHI (13.2) indicates a difference of 8.0, showing higher district identification. Our largest group represented in this category is students with ADHD. Our school psychologists have expertise in identifying this disability and distinguishing it from "Specific Learning Disability" where our numbers are lower than the state average. Also, often by the Middle School the students with ADHD serviced under Section 504 require specially designed instruction and exhibit the need for an IEP. A review of our data for the 2014-2015 school year also indicates a difference of 4.9 between the LEA Speech and Language Impairment (20.3) and the State Speech and Language Impairment (15.4). Although the LEA is above the state average in this area, the LEA has reduced this number each year since 2011-2012, and has an overall reduction of 3.1 during this time. This decrease is a result of the LEA's continued effort to provide Speech and Language Enrichment at the K-2 levels and support students at this developmental stage.

## *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?

Currently, Wallenpaupack does not have any programs that fall under this category. If a program was to open in our district we would follow all guidelines. As the host district, we would be responsible for the education of those students. Students who are residents of a 1306 Program would be enrolled in the district in the same fashion as residents of the district.

Students who were identified as special education students would be referred to the Special Education Office. The current ER/RR and IEP would be reviewed by the Director of Special Education and appropriate placement would be determined at an intake meeting. If appropriate, every attempt would be made for the parents of the student to be contacted for participation in the meeting. Determination for placement would be based on the record review and team input. The regular education environment would always be considered as



the first placement option.

Currently, the district does not anticipate any barriers for meeting obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

The School District provides a full-time teacher at the Pike County Correctional Facility. An itinerant special education teacher is assigned to the program to instruct any students with IEPs. We follow Chapter 14 regulations in locating, identifying, evaluating, and offering FAPE to eligible students. The Director of Special Education directly supervises this program. As part of the intake process they are given a form by the teacher to complete upon arrival at the Correctional Facility. We secure records on each inmate from the Corrections Education Records Center. Child find information is posted at the correctional facility. Evaluations are performed and IEPs are developed according to all Chapter 14 regulations.

### *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.

All students within the school district will be provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Prior to referral for a Multidisciplinary Evaluation (MDE), students are screened by either the Student Assistance Team, or the Child Study Team. In both instances, parents are involved throughout the process. Parent involvement is of the utmost importance to the staff within the district. The District Elementary Student Assistance Teams comprise Educational Interventionist, School Counselor, Crisis Counselor (all full-time positions in each elementary school), School Psychologists, Principal, Reading Supervisor, Nurse, Title I Reading and Math

Interventionists, classroom teachers and related service providers and meet weekly. Only when all regular education options have been exhausted, including contact with outside agencies, instructional accommodations, and curricular modifications is a student referred for a multidisciplinary evaluation. Once a student is identified, every effort is made to educate the students in regular education environment. The district provides supplementary aids and services in the regular education classrooms. These include; assistive technology, adaptations and modifications to curriculum and assessments as recommended by school psychologist and special education personnel, environmental modifications, training for personnel, social/behavioral support through positive behavior support plan if applicable, and additional support from a paraprofessional and/or teacher in the regular education classroom.

The school district offers a full continuum of programs and levels of intervention for students with disabilities. Each student's case is taken individually and individual decisions are made on a case-by-case basis. Programs include Learning Support, Life Skills Support, Multiple Disabilities Support, Emotional Support, Autistic Support, Hearing Impaired Support, Blind/Visually Impaired Support, Physical Support, and Speech and Language Support. With this variety of programs, we are able to serve the needs of the majority of students within their home district. Levels of intervention range from itinerant intervention within the regular classroom to full-time support programs. Program decisions are made by the IEP team with the parent playing a major role. We operate under the principle of Least Restrictive Environment to meet students' needs. All of our students are integrated to the highest extent possible. Students are supported in regular education, students receive direct instruction in reading and/or math as identified by need, all students (even full-time) participate in all special area classes. Students are supported in regular education classes by Paraeducators and Personal Care Assistants, all who are highly qualified. The districts works cooperatively with service providers that provide TSS, Behavioral Support, Mobile Therapy, Family Therapy, and Case Management to our students. The school district is part of a consortium with two neighboring school districts. Through this consortium we are able to meet the needs of our low-incidence population students and provide the following services: Life Skills Support, Multiple Disabilities Support, Autistic Support, Emotional Support, Partial Hospitalization, Social Work, Physical Therapy, Occupational Therapy, Hearing and Vision. We have a contracted Board Certified Behavior Analyst (BCBA) who works with students at risk for a more restrictive setting and their families. This process has been very successful in maintaining students with challenging behavior in the regular school setting. When a student's needs cannot be met within the district or consortium we utilize center-based programs provided by the Intermediate Unit and /or private providers. When this occurs we work closely with the family to secure their input in the process. It is important for the family to know that even though the student is placed outside the district they are still our student. We participate in all IEP and progress monitoring meetings. We ensure that the students are able to participate in extra-curricular and athletic activities and develop plans to transition the students back to the district.

We have provided a great deal of training to teachers in the area of meeting the needs of diverse students. Teachers express a continued need for this type of training. We have an

active Act 48 committee with representation from special and regular education teachers, administrators, and specialists. This committee completes needs assessments and recommends training as needed in the district. Professional Learning Communities have been established for consistent and ongoing professional development. The training is delivered in a variety of ways, including targeted training for specific needs and ongoing training in district initiatives. We utilize a variety of sources for training including PaTTAN, Intermediate Unit, conferences, webinars, and trainers and consultants at the district. Also, over the past three years the district has had training for the entire faculty and staff by our special education attorneys. The classroom teacher plays a major role in regard to the success of an included student. It has been most helpful for special education teachers to work with regular education teachers in regards to teaching exceptional students. We have common planning times for the teachers, we employ co-teaching, and comprise teams of teachers, both special and regular education. We also provide paraeducators and Personal Care Assistants to support students in regular education classes. Much of this is due to administrative support and assistance. A great deal of planning each year is done with each building principal to insure the best possibilities for schedules to allow maximum integration. Successful integration happens only with careful planning and common goals. Students volunteer to peer tutor to just spend time engaged with students with disabilities. We have creative arts classes in our high school where students with and without disabilities are paired up for the entire course. Students with disabilities are involved in special activities, plays, concerts, shop projects, art projects, extra-curricular activities, sports etc. The list is endless. Secondary age students with disabilities tutor younger students through a work study program. We are always open to new opportunities for students.

The SPP Targets for Educational Environments (12/1/2013) indicate the following: SE Inside Regular Class 80% or More - District 48.1%, State 62.4%, SPP Target 62.1%, difference of 14%. SE Inside Regular Class Less Than 40% - District 4.5%, State 8.9%, SPP Target 8.9% (surpassed target). We utilize a model of direct instruction for specific needs in reading and math. The materials and interventions we use are scientifically-based and yield good results. We spare no cost in obtaining programs and don't use a "cookie cutter" approach to interventions. Each intervention is designed to address a specific need. Currently, the district is exploring co-teach programming within our elementary schools and plan to role out this model in grades 3 -5 over the next three years. SE in Other Settings - District 2.5%, State 4.8%, SPP Target 4.6% (surpassed target).

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

3. If the district also has School-Based Behavioral Health Services, please discuss it.

The district has two board policies regarding behavioral support for students with disabilities. These are Policy 113.1 Positive Behavior Support and Policy 113.2 Discipline of Students with Disabilities. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including de-escalation, restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The District's School Psychologist is certified as a Trainer by the Crisis Prevention Institute (CPI). She provides ongoing CPI training, which includes recognizing the phases of escalation and how to successfully intervene to de-escalate a student, as well as safe and legal restraint training. The district has a contracted Board Certified Behavior Analyst (BCBA) who provides training on Positive Behavior Interventions, Functional Behavior Assessments (FBA), and Positive Behavior Support Plans (PBSP). She performs FBAs, writes PBSPs and works with parents on positive behavior interventions within the home. Each of our buildings has a Crisis Counselor who also performs FBAs and develops PSSPs for students. We have two Social Workers to work with our students in the Emotional Support programs. They perform FBAs and develop PBSPs for their students. They provide counseling and instruction in areas of need exhibited by the students to help in their successful integration in the buildings. They also provide ongoing support and training to parents. We participate in training offered by PaTTAN in the area of positive behavior support, classroom management, and de-escalation. The South Elementary School participates in PDE's School-Wide Effective Behavior Support Model (SWEB) and receives consultation as needed.

In addition each building has a crisis response team who are trained to respond when needed. The district participates with various service providers who provide Behavioral Health Services within the district. TSS, Behavior Consultation, Mobile Therapy, Family Therapy, and Case Management all occur within our schools. Drug and Alcohol and Probation utilize our buildings and have offices within the high school. All of these

individuals are represented on each buildings Student Assistance Teams as needed. Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. The requirements apply not only to students already determined to be eligible under the IDEA but also for those whom, (1) the parent has expressed concern in writing to the child's teacher or to district administrative or supervisory personnel that their child needs special education; (2) the parent has requested, and not yet received, an evaluation of the child for special education; or (3) the child's teacher or other district staff member has expressed specific concern to the special education director or other district supervisor about a pattern of behavior demonstrated by the child. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Wallenpaupack collaborate with Friendship House in providing a School Based Mental Health Clinic and School Based Tele-Psychiatry. We provide a location in our building for these services so that our families do not have to travel or miss school.

### *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.

We are not having difficulty insuring FAPE to a particular disability category. We are part of a consortium with two neighboring districts to serve students with low incidence disabilities. The major difficulty for our families is securing mental health services and the amount of time waiting for appointments, psychiatric evaluations, etc. However, students are not waiting for educational placements.

The district has ongoing communication with service delivery providers. The problems with the providers involve the distance families have to travel for services (often an hour one way) and the lack of personnel within the agencies (i.e. no psychiatrists, counselors, TSS, etc). The agencies try to maintain quality staff, but are unable to do so. We participate on the CASSP and Interagency Teams in both counties within our school district. We often hold the meetings in our schools and allow for evaluations to take place here. We have contracts with the Mental Health, Behavior Health, and Developmental Disabilities providers, Drug and Alcohol providers, and Probation to service students in our schools, thereby assisting families with the problem of driving to the providers. We partner with Friendship House to provide a School Based Mental Health Clinic and School Based Tele-Psychiatry. Many of us have driven students to appointments and have personally given gas money to the parents who couldn't afford it. We have participated in Public Hearings in each county to address these issues for many years.

Within our consortium with our two neighboring districts we have school-based partial hospitalization programs. In the partial hospitalization programs Northwestern Human Services (NHS) provides the psychiatrist, therapists, and partial directors and the districts provide the teachers and paraeducators. MA pays for the treatment component and the district pays for the educational component. This program is offered K - 12.

Our Guidance Counselors, Crisis Counselors, Social Workers, and Special Education Director all assist families in securing services and Medical Assistance for their children. These services are vital to our families while the student is in school as well as when they transition out of school. We have contacts within the Public Welfare Offices to help us with the process. Many families would not know about these benefits without the school providing this information. Of course, the Medical Access Card is needed to receive Behavioral Health Services, which are often needed for the children in the school. We participate with a team in securing these services such as TSS, Behavior Management, and Mobile Therapy. These services when successful can help prevent more restrictive settings for the students.

When the district cannot meet the needs of a student within the district or consortium we utilize center-based programs provided by the Intermediate Unit and /or private providers. When this occurs we work closely with the family to secure their input in the process. We visit programs with them and insure that they are comfortable with the program before the student is placed. It is important for the family to know that even though the student is placed outside the district they are still our student. We participate in all IEP and progress monitoring meetings. We ensure that the students are able to participate in extra-curricular and athletic activities and develop plans to transition the students back to the district.

## *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.

Specific highlights that set our programs apart include the following:

- An administration and school board that is supportive in their determination to meet the needs of students requiring specially designed instruction in each student's Least Restrictive Environment.
- Outstanding faculty and staff who have made a professional commitment to working with students with special needs. This commitment has resulted in a solid department where longevity contributes to higher levels of expertise and consistency.
- The continued collaboration with the Consortium, which is an agreement between the Wayne Highlands, Western Wayne, and Wallenpaupack School Districts, to work collaboratively to provide quality programs to our low incidence populations. Through collaboration and sharing of programs, quality education is provided in a responsible way to all of our students in the least restrictive environment.
- Inclusive practices integrating services provided by Title 1 Teachers, Interventionists Special Education Teachers, Regular Education Teachers, paraprofessionals, and other service providers.
- Collaborative relationships with several community agencies that provide mental health support services to our students and their families.
- The adoption of research-based, direct instruction programs in our Learning Support classrooms.
- The continual commitment to aligning our educational programs to the Common Core Standards.
- District wide Progress Monitoring in behavior, reading, math, and writing provides definitive data to make informed educational decisions.
- Full-time Transition Coordinator who focuses on researching and improving the assessments, activities, and supports we utilize and provide for our students of transition age. Transition Coordinator also provides training to parents in person and through the district website.
- Two school psychologists, one who is a Board Certified Behavior Analysts. They support both regular and special education classrooms to help meet the needs of our students. They are also a part of our SAP teams in the buildings.

- Strong relationship with the Early Intervention Program. Western Wayne holds the MAWA to provide Early Intervention programming for the Wallenpaupack, Wayne Highlands and Western Wayne school districts.
- Complete and appropriate Teacher Induction Plan and Act 48 Professional Development opportunities provided in conjunction with NEIU 19, PaTTAN, BSE, and other training providers.
- Special Education Teachers in the district attend training and workshops along with Regular Education Teachers focusing on district initiatives and the general education curricula, so that they are better able to support their students in accessing the general education curricula.
- Commitment to Technology and Assistive Technology
- Parents and guardians receive training at IEP meetings (i.e, written information about disabilities), through available resources (books and informational videos in the guidance office), the district website (direct links to special education websites, organizations, and training videos produced by PAT TAN) and during Parent Visitations, Parent/Teacher conferences, and Open Houses.
- An active Parent Support Group which encompasses the Consortium including Early Intervention.
- Incredible flexibility among all of the teachers and administrators to support very individualized programs developed to meet each student's needs and include each student in the regular education setting and general education curricula as much as possible.



# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (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

Facility Name	Facility Type	Services Provided By	Student Count
Pike County	Incarcerated	District	1

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Center for Discovery	Out-of-State Schools	Autistic Support	1
Jefferson Center	Special Education Centers	Life Skills Support	1
New Story	Other	Autistic Support and Emotional Support	6
Marywood University - SOAR	Other	Autistic Support	2
Lakeside Elementary	Neighboring School Districts	Partial Hospitalization - Emotional Support	2
Stourbridge Elementary	Neighboring School Districts	Emotional Support	1
Western Wayne Middle School	Neighboring School Districts	Autistic Support	1
Abraxas 1	Other	Emotional Support	1
NEIU Achievement Academy	Special Education Centers	Emotional Support	3
Northwestern Academy	Other	Emotional Support	1
PA Treatment and Healing	Other	Emotional Support in an alternative setting	1
Scranton School for the Deaf and Hard of Hearing	Approved Private Schools	Deaf and Hard of Hearing Support	2

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 6	1	0.04
Locations:				

North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	9	0.96
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #2 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 6	1	0.03
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	13	0.97
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #3 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	5	0.18
Locations:				
North Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	9	0.82
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	7	1
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program**

*Operator:* Multiple Districts

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 10	7	1
Justification: In a rural school district, we do not have the need for several multi-disability classrooms. Students are group with like-ability peers and waivers have been signed by parents.				
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	12	1
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	1	0.05

Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	8	0.95
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	2	0.07
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.93
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	3	0.12
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.88
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	11	1
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	2	0.07
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	10	0.93
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	17	1
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	1	0.02
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	16	0.98
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	11	1
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	1
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program**

Operator: Multiple Districts

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 1, 2016

**PROGRAM SEGMENTS**



Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	2	0.07
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	10	0.93
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	2	0.04
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	17	0.96
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	0.12
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	15	0.88

Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	4	0.09
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	16	0.91
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.31
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.69
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	5	0.15
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	11	0.85
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

*Operator:* Multiple Districts

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	6	1
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program**

*Operator:* Multiple Districts

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.05
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	7	0.95
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	11	1
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 1, 2016

Justification: Compliance for classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: Teacher only works with a couple of students at a time in this location. She spends her time in the regular education classrooms supporting her students.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	0.39
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	0.61
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #26 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	7	0.29
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	7	0.71
Locations:				

Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.35
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	8	0.65
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	11	0.6
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	3	0.4
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #29 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	7	0.2
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	11	0.8
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #30 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

*Justification:* Compliance for classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* This teacher caseload is split so that she has no more than 8 students in the room at one time.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	12	0.55
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	4	0.45
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #31 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	19 to 19	1	0.03
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	14	0.97
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #32 - Proposed Program***Operator:* Multiple Districts**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 16	5	1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	7	1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #34 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 19	3	1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	6	0.38
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	4	0.62
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	4	0.24
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	5	0.76
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #37 - Proposed Program**

*Operator:* Multiple Districts

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 17	7	0.7
Locations:				



Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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**Program Position #38 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 1, 2016*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This teacher has no more than 12 students in her classroom at one time.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	41	1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #39 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 1, 2016*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This speech therapist groups her students with no more than 3 in a group**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 19	27	0.48
Justification: This speech therapist sees groups of students with no more than a 4 year age gap.				
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	17	0.3
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	12	0.22
Justification: This speech therapist groups her students with no more than a 3 year age gap.				
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 1, 2016*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This speech therapist groups her students with no more than three in a group.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 16	5	0.1
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	17	0.33
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	29	0.57
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 1, 2016*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This speech therapist groups her students with no more than three in a group.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	47	1
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 1, 2016*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This speech therapist groups her students with no more than three in a group.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	15	0.29
Justification: This speech therapist does not group students with more than a 3 year age gap.				
Locations:				
North Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	37	0.71
Justification: This speech therapist groups students with no more than a 3 year age gap.				
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #43 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 1, 2016*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This speech therapist groups her students with no more than three in a group.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	34	0.67
Justification: This speech therapist groups students with no more than a 3 year age gap.				
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	17	0.33
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44 - Proposed Program**

Operator: Multiple Districts

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 1, 2016

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

Explain any unchecked boxes for facilities questions: This position supports students within general education classroom.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.02
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.05
Locations:				
Wallenpaupack Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	2	0.05
Locations:				
North Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 7	2	0.05
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 10	4	0.09
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45 - Proposed Program**

Operator: Multiple Districts

**PROPOSED PROGRAM INFORMATION**

Type: Position

*Implementation Date:* March 1, 2016

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

*Explain any unchecked boxes for facilities questions:* This position supports students within the regular classroom.

#### **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 18	3	0.13
Locations:				
Wallenpaupack High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.04
Locations:				
South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 8	2	0.08
Locations:				
North Primary Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### **Program Position #46 - Proposed Program**

*Operator:* School District

#### **PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 6, 2016

#### **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	8	1
Locations:				
North Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### **Program Position #47 - Proposed Program**

*Operator:* School District

#### **PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* April 1, 2016

*Justification:* Compliance for classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* Speech therapists works with groups of no more than 3.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	43	1
Justification: This speech therapists works with individual students or small groups and members of the group do not exceed the age range.				
Locations:				
North Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director, Special Education	Various Buildings	1
Assistant Director, Special Education	Various Buildings	2
School Psychologist	Various Buildings	2
Social Worker	North Intermediate and Middle School	1
Social Worker	High School	1
Physical Therapist Assistant	Various Buildings	0.25
Paraeducators	Various Buildings	30
Personal Care Assistants	Various Buildings	10
Transition Coordinator	Wallenpaupack High School	1
Guidance Counselor - Special Education	Wallenpaupack High School	1
<b>Occupational</b> Therapist	Various buildings	1.75
Physical Therapist	Various buildings	0.25

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation and Mobility	Intermediate Unit	45 Minutes

# Needs Assessment

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## Record School Patterns

**Question:**

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

What other information do you still need to assess?

**Answer:**

Our district has consistently scored above the state average in Reading, Math, Science, and Writing on the PSSA. However, our Grade 11 Economically Disadvantaged and our IEP students are not making the desired gains in their proficiency levels. Our district-wide attendance (93%) and our graduation rate (94%) are a reflection of our community's value for the educational process of Wallenpaupack Area School District. Our district has a very low turn-over of professional staff. Once teachers are hired, they stay until retirement. These characteristics speak for the collaboration and respect that exists between teachers and the administrative team. Our district needs to look at final grades in Math, Reading, and Science and compare the results to the 2013 PSSA student scores.

## District Accomplishments

**Accomplishment #1:**

The Wallenpaupack Area School District (WASD) is made up of 55.04% Economically Disadvantaged (ED) students and 17.23% classified as special education students. The district continues to outperform schools with similar demographics on PSSA scores, Keystone scores, SAT scores, graduation rates and attendance rates, and continues to show growth in the Historically Underperforming Students category in PVAAS.

The WASD average SAT score continues to be higher than the PA state average and the national average and it has been for the past five years.

The WASD graduation rate of 89.55 continues to be higher than the PA state average and the national average.

The WASD attendance rate is 93%.

## District Concerns

### Concern #1:

According to 2014-15 PVASS statistics, the district is inconsistent in showing growth in all subject areas and grade levels. The district is concerned about the continuous positive growth of each student. The focus of this comprehensive plan is to facilitate individual growth of all students, in each category of PVAAS.

## 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:

According to 2014-15 PVASS statistics, the district is inconsistent in showing growth in all subject areas and grade levels. The district is concerned about the continuous positive growth of each student. The focus of this comprehensive plan is to facilitate individual growth of all students, in each category of PVAAS.

**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:

According to 2014-15 PVASS statistics, the district is inconsistent in showing growth in all subject areas and grade levels. The district is concerned about the continuous positive growth of each student. The focus of this comprehensive plan is to facilitate individual growth of all students, in each category of PVAAS.

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



**Aligned Concerns:**

According to 2014-15 PVASS statistics, the district is inconsistent in showing growth in all subject areas and grade levels. The district is concerned about the continuous positive growth of each student. The focus of this comprehensive plan is to facilitate individual growth of all students, in each category of PVAAS.

**Systemic Challenge #4** (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

According to 2014-15 PVASS statistics, the district is inconsistent in showing growth in all subject areas and grade levels. The district is concerned about the continuous positive growth of each student. The focus of this comprehensive plan is to facilitate individual growth of all students, in each category of PVAAS.

# District Level Plan

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## Action Plans

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

### Related Challenges:

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

### Indicators of Effectiveness:

Type: Interim

Data Source: Classroom Walkthroughs

Teacher Effectiveness Tool

Specific Targets: Classroom Walkthroughs will indicate an increase in implementation of standards aligned curricula.

Type: Annual

Data Source: Keystones

PSSA

Specific Targets: Increase in student achievement scores

### Strategies:

#### *Professional Development*

##### **Description:**

Professional development in data mining. Data will be used to ensure that diverse learners are being taught in an inclusive setting.

**SAS Alignment:** Standards, Curriculum Framework

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

*Align curriculum to standards and update/improve planned course guide.*

**Description:**

Teacher Effectiveness Tool (Domains 1 and 3) and Classroom Walkthroughs will indicate adherence to state standards. Emphasis will be on improving language and literacy acquisition for all students.

**Start Date:** 8/29/2014    **End Date:** 6/16/2017

**Program Area(s):**

**Supported Strategies:**

- Professional Development

*Assigned mentor is held responsible for new teachers to be made aware of planned curriculum.*

**Description:**

Mentor checklist in induction plan will include the consistent implementation of standards-aligned curricula for all students.

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### ***Professional Development***

**Description:**

Through the use of PVAAS, emetric, and CDT results, areas of weakness will be identified. By comparing PA Core eligible content to curriculum,

curriculum gaps can be uncovered. Emphasis will be on improving language and literacy acquisition for all students.

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

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

**Supported Strategies:**

- Professional Development

**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 consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Classroom Walkthroughs

Teacher Effectiveness Tools

Specific Targets: Data will indicate an increase in implementation of research-based instructional strategies.

Type: Annual

Data Source: Keystones

PSSA

Specific Targets: Increase in student achievement scores

### ***Strategies:***

#### ***Implementation of Research-Based Instructional Practices in All Classrooms***

##### **Description:**

The National Reading Panel (2000), Marzano (2003), and Schmoker (2006) have identified instructional practices that improve learning.

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

#### ***Literacy Initiative***

##### **Description:**

The 2016-2017 school year will mark the beginning of a literacy initiative in the early grades, to be followed by more extensive literacy work in all school in the district. There will be a focus on metacognitive reading strategies that can be applied across the curriculum regardless of discipline.

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

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

#### ***Teaching Conceptual Understanding of Math and Science***

##### **Description:**

Teachers can participate in WASD Credit courses, flex meetings, and faculty meeting trainings focusing on instruction of conceptual understanding of math and science

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

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

##### **Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

### *Grade Level Data Team Meetings*

#### **Description:**

There will be a 5% increase in the percentage of students proficient or advanced on PSSA Math, Reading, Writing, and Science.

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

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

#### **Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

### *Teacher Observation and Discussion of Effective Teaching Practices*

#### **Description:**

Teacher evaluations will show an increase in research-based strategies utilized in the classroom.

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

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

#### **Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

### *Literacy Assessment and Instruction Professional Development*

#### **Description:**

Teachers will be trained in using the IRLA to facilitate the 100 Book Challenge and Core Literacy program from ARC.

**Start Date:** 8/29/2016    **End Date:** 6/14/2019

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

*Data Team Meetings During District In-Service Time*

**Description:**

District in-service time will be used for data team meetings.

**Start Date:** 9/5/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

*Presentation/Sharing of Research-Based Instructional Strategies at Flex Time/Faculty Meetings and Grade Level Meetings*

**Description:**

There will be a 10% increase in use of research-based instructional strategies as evidenced in classroom walkthroughs and teacher observations.

**Start Date:** 9/5/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

*Science, English, Social Studies and Math Data Teams***Description:**

Students will show improvement from baseline test scores, as well as maintain prior knowledge indicated by earlier assessments.

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

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

*The Use of Assessment for Learning***Description:**

Students will achieve improvement from baseline test scores, as well as maintain prior knowledge indicated in earlier assessments.

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

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative



### *Emphasize Research-Based Instructional Strategies*

**Description:**

Students will achieve improvement from baseline test scores, as well as maintain prior knowledge indicated by earlier assessments.

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

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

### *Professional Development in Research-Based Instructional Strategies*

**Description:**

Students will achieve improvement from baseline test scores, as well as maintain prior knowledge indicated by earlier assessments.

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

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

**Supported Strategies:**

- Implementation of Research-Based Instructional Practices in All Classrooms
- Literacy Initiative

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

**Related Challenges:**

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Administrative data collection walk-throughs

Specific Targets: 10% increase in use of inclusive instructional strategies

***Strategies:***

***Research-Based Instructional Strategies***

**Description:**

The National Reading Panel Report (2001); Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, & Pollack, 2004); and Research-Based Methods of Reading Instruction (Vaughn & Linan-Thompson, 2004) have all identified classroom instructional strategies that improve student achievement.

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

***Implementation Steps:***

***Professional Training in Literacy, Numeracy and Co-Teaching***

**Description:**

Professional development focusing on k-12 literacy, k-12 numeracy, and k-12 inclusive practices will be facilitated by district administrators, as well as, coaches from ARC, WestEd, and OGAP.

**Start Date:** 8/31/2016      **End Date:** 6/18/2021

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

**Supported Strategies:**

- Research-Based Instructional Strategies

**Goal #4:** Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PVAAS

Specific Targets: Positive growth in PVAAS data for each category and grade level

***Strategies:***

***Research-Based Instructional Strategies***

**Description:**

The National Reading Panel Report (2001); Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, & Pollack, 2004); and Research-Based Methods of Reading Instruction (Vaughn & Linan-Thompson, 2004) have all identified classroom instructional strategies that improve student achievement.

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

***Literacy Initiative***

**Description:**

The 2016-2017 school year will mark the beginning of a literacy initiative in the early grades, to be followed by more extensive literacy work in the middle and high school years. There will be a focus on metacognitive reading strategies that can be applied across the curriculum regardless of discipline.

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

### *Support for Vulnerable Students*

**Description:**

The district uses local, state and federal resources to support all students, including students considered the most vulnerable. Federal funds are used to support eligible students in reading and math through Title I, reduce class size in elementary schools through Title II, and support EL students through Title III. Specially trained teachers in reading, math and EL are available to support eligible students.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Implementation Steps:*

#### *Data Team Meetings*

**Description:**

There will be a 5% increase in the number of students who are advanced on the PSSA/Keystone Exams.

**Start Date:** 9/5/2017      **End Date:** 6/30/2020

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

**Supported Strategies:**

- Research-Based Instructional Strategies
- Literacy Initiative

LEA Goals Addressed:		Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.				Strategy #1: Professional Development		
Start	End	Title			Description			
8/29/2014	6/16/2017	Align curriculum to standards and update/improve planned course guide.			Teacher Effectiveness Tool (Domains 1 and 3) and Classroom Walkthroughs will indicate adherence to state standards. Emphasis will be on improving language and literacy acquisition for all students.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Principal	2.0	20	4	Wallenpaupack Area SD	School Entity	Yes
Knowledge		Teachers will become familiar with PA Common Core standards which emphasize complex text, writing to sources, and analyzing information. Curriculum, instruction and assessment will be aligned to the PA CC standards.						
Supportive Research		What Works in Schools: Translating Research Into Action (Marzano, 2003); PDE Standards Aligned Systems, <a href="http://pdesas.org/">http://pdesas.org/</a>						
Designed to Accomplish		For classroom teachers, school counselors and education specialists:  Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.						

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

### Training Format

Department Focused Presentation  
Professional Learning Communities

<b>Participant Roles</b>	Classroom teachers Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,  
with administrator and/or peers  
Creating lessons to meet  
varied student learning styles  
Peer-to-peer lesson  
discussion  
Lesson modeling with  
mentoring

Student PSSA data  
Classroom student assessment data  
Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</b>	<b>Strategy #1: Professional Development</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
7/1/2017	6/30/2020	Assigned mentor is held responsible for new teachers to be made aware of planned curriculum.	Mentor checklist in induction plan will include the consistent implementation of standards-aligned curricula for all students.					
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>		<b>App.</b>
Assistant Superintendent		2.0	2	2	Wallenpaupack Area SD	School Entity		Yes

**Knowledge** Assigned mentor will review curriculum, instruction, and assessments with the new teacher.

**Supportive Research** What Works in Schools: Translating Research Into Action (Marzano, 2003); PDE Standards Aligned Systems, <http://pdesas.org/>

**Designed to Accomplish**  
For classroom teachers, school Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

Department Focused Presentation

## Training Format

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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



varied student learning styles  
 Peer-to-peer lesson  
 discussion  
 Lesson modeling with  
 mentoring

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</b>	<b>Strategy #1: Professional Development</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
7/1/2017	6/30/2020	Professional Development	Through the use of PVAAS, emetric, and CDT results, areas of weakness will be identified. By comparing PA Core eligible content to curriculum, curriculum gaps can be uncovered. Emphasis will be on improving language and literacy acquisition for all students.	Assistant Superintendent	2.0	4	25	Wallenpaupack Area School District	School Entity	No

<b>Knowledge</b>	Curriculum alignment teams will meet to identify gaps in curriculum and to write curriculum that bridges those gaps.
<b>Supportive Research</b>	Understanding by Design, Wiggins and McTighe.
<b>Designed to Accomplish</b>	For classroom teachers, school counselors and education
	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

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

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

Instructs the leader in managing resources for effective results.

### Training Format

Department Focused Presentation  
Professional Learning Communities

### Participant Roles

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex

### Grade Levels

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

### Follow-up Activities

Analysis of student work,  
with 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  
 data other than the PSSA  
 Classroom student assessment data

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Implementation of Research-Based Instructional Practices in All Classrooms</b> <b>Strategy #2: Literacy Initiative</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
7/1/2017	6/30/2020	Teaching Conceptual Understanding of Math and Science	Teachers can participate in WASD Credit courses, flex meetings, and faculty meeting trainings focusing on instruction of conceptual understanding of math and science	Wallenpaupack Area SD	School Entity	Yes
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>		
	Dr. Clay LaCoe	3.0	15	20		

### **Knowledge**

Teachers will be instructed on the identified research-based practices that improve student achievement. At follow-up sessions, teachers will report on the outcomes of the usage of these practices. Data will be reviewed in order to assess the effects these strategies have on student scores.

### **Supportive Research**

The *Ongoing Assessment Project* (OGAP) emerged from the work of the Vermont Institutes, founded in the 1992 with the mission of providing research-based professional development to Vermont educators. OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide

instruction (Black & Wiliam, 1998; Popham, 2006). OGAP is currently being implemented in elementary schools and middle schools in grades 3-8 in several sites in three core mathematical ideas: (1) multiplicative reasoning; (2) fractions; and (3) proportionality.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

**Training Format**                      Series of Workshops  
Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
	School counselors		Elementary - Intermediate (grades 2-5)
	Other educational		

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specialists

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Creating lessons to meet varied student learning styles		Standardized student assessment data other than the PSSA
	Peer-to-peer lesson discussion		Classroom student assessment data
	Lesson modeling with mentoring		Participant survey
	Journaling and reflecting		Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Implementation of Research-Based Instructional Practices in All Classrooms</b> <b>Strategy #2: Literacy Initiative</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
7/1/2017	6/30/2020	Grade Level Data Team Meetings	There will be a 5% increase in the percentage of students proficient or advanced on PSSA Math, Reading, Writing, and Science.					
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>

Building Principal	1.0	10	3	Wallenpaupack Area SD	School Entity	Yes
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<b>Knowledge</b>	Through data mining, teachers will uncover strengths and weaknesses in curriculum, instruction, and/or assessment as they are related to student achievement. This close look at our student data will result in change in classroom instruction.					
<b>Supportive Research</b>	Data Wise (Boudett, City, and Murnane, 2006); Data Wise in Action (Boudett and Steele, 2007)					
<b>Designed to Accomplish</b>						
	Enhances the educator's content knowledge in the area of the educator's certification or assignment.					
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.					
	Empowers educators to work effectively with parents and community partners.					
	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.					
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.					
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
	Instructs the leader in managing resources for effective results.					

<b>Training Format</b>	Department Focused Presentation Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Implementation of Research-Based Instructional Practices in All Classrooms</b> <b>Strategy #2: Literacy Initiative</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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8/29/2016	6/14/2019	Literacy Assessment and Instruction Professional Development			Teachers will be trained in using the IRLA to facilitate the 100 Book Challenge and Core Literacy program from ARC.		
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Lisa Tait		3.0	12	35	American Reading Company	For Profit Company	Yes

## Knowledge

Literacy instruction and assessment

## Supportive Research

There is a wealth of research in the literature pool about the importance of independent reading and the impact it has on academic success. The link provided here contains research relevant to why the district decided to use ARC programs in our school improvement plan <http://resources.americanreading.com/>

To summarize- the research is clear that students need to read books that are appropriately leveled to their instructional needs and that are interesting to them.

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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



	<p>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>		
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p>		
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<b>Evaluation Methods</b>	<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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Lesson modeling with  
mentoring

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Implementation of Research-Based Instructional Practices in All Classrooms</b> <b>Strategy #2: Literacy Initiative</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
9/5/2017	6/30/2020	Data Team Meetings During District In-Service Time	District in-service time will be used for data team meetings.					
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
	Building Principal	2.0	2	70	Wallenpaupack Area SD		School Entity	Yes

### Knowledge

Through data mining, teachers will uncover strengths and weaknesses in curriculum, instruction, and/or assessment as they are related to student achievement. This close look at our student data will result in change in classroom instruction.

### Supportive Research

Results Now (Schmoker, 2006); Data Wise (Boudett, City, and Murnane, 2006); Data Wise in Action (Boudett and Steele, 2007)

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	Series of Workshops School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff		Grade Levels  Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion		Evaluation Methods  Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Implementation of Research-Based Instructional Practices in All Classrooms</b> <b>Strategy #2: Literacy Initiative</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					<b>Type</b>	<b>App.</b>
9/5/2017	6/30/2020	Presentation/Sharing of Research-Based Instructional Strategies at Flex Time/Faculty Meetings and Grade Level Meetings	There will be a 10% increase in use of research-based instructional strategies as evidenced in classroom walkthroughs and teacher observations.						
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>			
		Building Principal	1.0	5	12	Wallenpaupack Area SD	School Entity		

**Knowledge** Teachers will become familiar with research-based practices that improve student achievement. At follow-up sessions, teachers will report on the outcomes of the usage of these practices. Data will be reviewed in order to assess the effects these strategies have on student scores.

**Supportive Research** What Works in Schools: Translating Research into Action (Marzano, 2003); Research-Based Methods of Reading Instruction (Vaughan and Linan-Thompson, 2004); Results Now (Schmoker, 2006)

### **Designed to Accomplish**

	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.

For school and district	Provides the knowledge and skills to think and plan strategically, ensuring that
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administrators, and other educators seeking leadership roles:

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops	
	School Whole Group Presentation	
Participant Roles	Classroom teachers	Middle (grades 6-8)
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.
	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Student PSSA data Classroom student assessment data

**instructional practices across all classrooms  
in each school.**
**Classrooms  
Strategy #2: Literacy Initiative**

Start	End	Title			Description			
7/1/2017	6/30/2020	Professional Development in Research-Based Instructional Strategies			Students will achieve improvement from baseline test scores, as well as maintain prior knowledge indicated by earlier assessments.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		High School Principal	1.0	20	20	School entity	School Entity	Yes

**Knowledge**

Based on content-specific or discipline specific strategies, these professional development opportunities will help teachers promote deeper understanding of mathematics and science among their students and will also strive to improve content area literacy among students.

**Supportive Research**

The mathematics includes work by the Ongoing Assessment Project in Mathematics, work by Alan sultan and Alice Artz on mathematics content in secondary classrooms, work by Louis Rosenblatt in Science Education, work by John Collins and Dylan Wiliam on formative assessment, and work by Ruth Schoenbach, et. al on adolescent literacy.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

Series of Workshops  
Department Focused Presentation  
Professional Learning Communities

**Participant Roles**

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
School counselors  
Related Service Personnel

**Grade Levels**

Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

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

**Evaluation Methods**

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

activities  
Journaling and reflecting

<b>LEA Goals Addressed:</b>	<p><b>Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.</b></p> <p><b>Strategy #1: Research-Based Instructional Strategies</b> <b>Strategy #2: Literacy Initiative</b></p>
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Start	End	Title			Description		
9/5/2017	6/30/2020	Data Team Meetings			There will be a 5% increase in the number of students who are advanced on the PSSA/Keystone Exams.		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>
		School Principal	2.0	15	8	Wallenpaupack Area SD	School Entity
							<b>App.</b>
							Yes

**Knowledge**

Through data mining, teachers will uncover strengths and weaknesses in curriculum, instruction, and/or assessment as they are related to student achievement. This close look at our student data will result in change in classroom instruction.

**Supportive**

What Works in Schools: Translating Research into Action (Marzano, 2003); Research-Based Methods of Reading



**Research** Instruction (Vaughan and Linan-Thompson, 2004); Results Now (Schmoker, 2006)

**Designed to Accomplish**

- For classroom teachers, school counselors and education specialists:

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

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.
- For school and district administrators, and other educators seeking leadership roles:

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

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

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

Instructs the leader in managing resources for effective results.

**Training Format** Department Focused Presentation  
Professional Learning Communities

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Middle (grades 6-8)
<b>Follow-up Activities</b>	Analysis of student work,	<b>Evaluation Methods</b>	Classroom observation focusing on

with administrator and/or peers  
Creating lessons to meet  
varied student learning styles  
Peer-to-peer lesson  
discussion

factors such as planning and preparation,  
knowledge of content, pedagogy and  
standards, classroom environment,  
instructional delivery and professionalism.

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

# District Level Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*