Whitehall-Coplay SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

2940 MacArthur Rd
Whitehall, PA 18052
(610)439-1431
Superintendent: Lorie Hackett
Director of Special Education: Brooke Clary

Planning Process

The purpose of the District's Comprehensive Plan is to guide our organization toward a unified set of goals which will facilitate student academic achievement and create an environment in which all students and employees can be successful.

To accomplish this, high quality learning experiences aligned with high quality standards for both students and staff, must be identified in a flowing plan which delineates progressive steps to reach the final outcome.

This comprehensive planning process includes a review of our mission statement, developing a vision for the future of Whitehall-Coplay School District, and setting measurable achievable goals to reach the district's vision encompassing the mission and shared values of our district.

The plan will serve as a framework for the next three years in Whitehall-Coplay School District.

The steering plan was developed with input from all district stake holders. The Steering Committee acted as the overseeing body to the plan's development. Sub committees were then formed for the following areas: Special Education, Professional Education, Educational Technology and School Improvement Planning Teams.

Numerous sub-committee meetings were held to address specific planning goals. The sub-committees then shared their individual plans with the Steering Committee gaining additional input. The plan was brought to the Education Committee of the Board for presentation and discussion several times throughout the planning process. Finally, the Comprehensive Plan was brought to the School Board for approval.

Mission Statement

The Mission of the Whitehall-Coplay School District is to serve its diverse community by providing educational opportunities designed to challenge students to strive for personal excellence and responsible citizenship.

Vision Statement

The Whitehall-Coplay School District seeks to create a positive environment where students, parents/guardians and the community feel welcome and a sense of belonging.

Our schools and campus setting become the focal point for our diverse student body to realize multiple opportunities for academic growth and extracurricular activities.

Our district employees are committed to carrying out the district's mission, vision, and shared values. All Whitehall-Coplay School District staff display a strong sense of pride, dedication, mutual respect, and strong work ethic.

Whitehall-Coplay School District's vision is to support and nurture learning, achievement, belonging, and a sense of responsible citizenship among all of its diverse stake-holders.

Shared Values

The Whitehall-Coplay School District believes:

- All students can learn, are unique and have positive contributions to make.

- All students desire success, acceptance, and recognition.

- All students need nurturing relationships to mature socially, intellectually, and emotionally in their individual style and at their own pace in a safe environment.

- It is imperative that the educational process function on the premise that all students want to learn.

- Life-long learning is essential for success in a changing global society for all members of the community.

- Education is the shared responsibility of the school district, student, family, government, and community.

- Extending the use of school facilities provides opportunities for continuous learning for community members of all ages.

- Excellence in programs, facilities, and technology is achievable and always worth the investment.

Developing understanding, respect, and appreciation for others is essential in today's diverse society.

Educational Community

The Whitehall-Coplay School District is located in the Township of Whitehall, which is in the central eastern section of Pennsylvania on the Lehigh River adjacent to the northern border of the City of Allentown in the Allentown-Bethlehem-Easton Metropolitan Area (the Lehigh Valley).

Whitehall Township is the second largest municipality in Lehigh County by population. Covering an area of approximately 13.1 square miles, the township is within a hundred miles of the cities of Harrisburg, New York, and Philadelphia. Due to its proximity and accessibility to major cities, the township is experiencing an increase in housing developments and business opportunities resulting in a more diversified population.

The township is mainly residential and commercial in character with approximately 50% of the land use devoted to residences and 40% devoted to commercial purposes. Whitehall has developed into the preeminent commercial center for the Lehigh Valley. There are a number of major retail shopping areas in the township, including the Lehigh Valley Mall and Whitehall Mall, as well as the MacArthur Road corridor. The latter includes Whitehall Square, and other shopping areas extending north on US Route 145 from the Allentown border.

The Lehigh Valley area is home to numerous institutions of higher learning. The district engages in a collaborative partnership with these institutions such as student teaching opportunities, research studies, and students as tutors. Likewise, our students have access to special programs, college courses, and academic competitions.

Whitehall-Coplay School District is located on a 143-acre campus with all five schools located centrally in the district. Approximately 4,300 students report to the high school (9-12), middle school (6-8), intermediate (4-5), elementary (2-3), and primary (K-1) buildings. In addition to these buildings, the campus also houses the administration building, shipping and receiving building, transportation center, football stadium, all-purpose sports stadium, and field house.

The District completed a multi-million dollar building project in 2007, which resulted in renovations and increased space added to the high school. In 2009, the district added an intermediate school for students in grades four and five, which altered the grade structure of the district and provided additional space for the increasing student population. The current configuration of the District is Clarence M. Gockley Elementary School (K-1), George D. Steckel Elementary School (2-3), Zephyr Elementary School (4-5), Whitehall-Coplay Middle School (6-8), and Whitehall High School (9-12).

The District's student population has been steadily increasing. The District is also experiencing significant increases in the number of low income and ESL students. During the 2017-2018 school year, the percentage of economically disadvantaged students had risen to 53%.

In 2017, the District's overall School Performance Profile (SPP) score was 71.1. The SPP for the District's schools was as follows: Gockley Elementary 70.7; Steckel Elementary 70.8; Zephyr Elementary 74.5; Whitehall-Coplay M. S. 58.8; Whitehall H. S. 81. PSSA and PVAAS results show that

the Middle School students are struggling to make proficiency under the new PA Core Standards. Grade 8 students consistently meet academic growth targets in the area of science. Keystone Exam results for the high school identify Algebra 1 and Biology as the main areas that students are struggling to achieve proficiency. In general, State exam results raise concern with the number of students requiring remediation to meet proficiency.

The District's average attendance rate for the 2017-2018 school year is 95.48%. The unofficial graduation cohort rate for the Class of 2018 is 93.2%. The graduating Class of 2018 consisted of approximately 73.5% of graduating seniors continuing with further education, 3% entering the military, and 23.5% remaining undecided or entering the workforce.

DISTRICT GOAL

The District's QUEST21 program - Questioning and Understanding by Engaging Students Through Technology - is a driving force in all school initiatives. A one-to-one Chromebook goal for the District began during the 2017-2018 school year. A pilot program will begin with the incoming ninth grade during the 2018-2019 school year in which each student will be issued their own personal Chromebook. Teaching and learning with technology is the underlining theme of school and district professional development activities.

District Staff

The District is led by Superintendent Lorie D. Hackett, who began her tenure in October 2016. The administrative staff consists of cabinet and central office administrators, as well as, supervisors and building level administrators. In total, the District is comprised of 319 professional, 282 support personnel, and 67 bus drivers.

Educational policy is set forth by a nine-member Board of School Directors, which are elected from school district boundaries to serve four-year terms of office. The method of election ensures that the Board has experienced members serving at any one time.

The District is currently operating under negotiated contracts for all professional and support staff.

Context of C. M. Gockley Elementary School — Grades K-1

Gockley Elementary School is truly a "great place to start!" Built in 1978, Gockley offers kindergarten and first-grade students a unique setting to begin their academic career. The classrooms are organized in clusters or "pods" to promote group education and teamwork.

Currently, Gockley's enrollment is approximately 500 students housed in12 kindergarten and 13 first grade classes, along with two diagnostic kindergarten classes. Support programs include the Whitehall Intervention Team, SAP, RtII, Title I Reading, Multi-Tiered Support Services (MTSS) for math, School-Wide Positive Behavioral Support (SWPBS), speech therapy, emotional and learning support classrooms, and ESOL program.

The outstanding staff provides a very caring atmosphere while implementing the most innovative teaching techniques available. Dedicated team members collaborate regularly to plan and implement a curriculum that will provide students with a strong academic foundation. Together, with the help of parents, the faculty is committed to the school's main mission for every child to reach his or her potential within this unique K-1 environment.

Community volunteers are invited to become an active part of the school's success. Each school year, the Parent Teacher Organization Plus (PTO Plus) makes field trips, assembly programs, book fairs, and other learning experiences possible. Classroom teachers also provide opportunities for parents to help out within classrooms throughout the year.

Gockley's school counselor provides services to all K-1 students, teachers, and parents. The counselor makes arrangements for peer buddies and student helpers from the high school and coordinates with school support personnel and outside agencies that may be involved with a child. Special groups dealing with topics, such as divorce, separation, friendships, and self-esteem issues are also developed by the school counselor to benefit Gockley Elementary students.

Events throughout the year, such as Meet the Teacher Night and Open House provide opportunities for families to visit Gockley Elementary. Also offered are track and field day and Children's Day, a special June event of outside games and activities.

Context of George D. Steckel Elementary School — Grades 2-3

The school was named after George D. Steckel, a 1926 Whitehall High School graduate, who worked for the district for over 35 years as a teacher, high school principal, and superintendent.   A unique feature of the school is a 21-foot glass mosaic designed and created by the students and staff. Entitled, Children United in Harmony, it represents the natural harmony among children serving as a model for all.

The outstanding faculty and staff of Steckel Elementary offer an abundance of learning and extracurricular activities to develop approximately 600 students into positive well-rounded citizens. Staff provides a nurturing environment and utilizes interdisciplinary teaching that focuses on making connections among subject areas. Many classes team together or have a partnership with classes in the middle and primary schools to work cooperatively on reading and writing projects.

The school has its own TV game show which provides a scholastic scrimmage among classes. In addition, students are featured in an annual holiday show which is aired in the community by the local cable companies. Steckel offers many events throughout the school year, including Meet the Teacher Night, PTSA sponsored-programs, community fundraisers, Children's Day, and Steckelwood Pops, an outdoor instrumental and vocal concert.

Special support services offered include Title 1 reading, RtII, MTSS for math, OLWEUS Bullying program, SWPBS program, and the Whitehall Intervention Team. Guidance programs help students overcome educational, behavioral, or effective stumbling blocks. Students have an opportunity to

participate in the Big Brother Big Sister program in conjunction with the high school. The staff is committed to ensuring success by providing a positive environment in which each student feels safe, nurtured, and respected, and by providing appropriate and challenging instruction to reach every child. Steckel encourages shared opportunities for family and school engagement while building relationships with our familiesand community.

Context of Zephyr Elementary — Grades 4-5

Zephyr Elementary School officially opened its doors on September 8, 2009, for fourth and fifth-grade students. Zephyr currently enrolls approximately 680 students. The building includes a large group instruction room (LGI), a multi-purpose area which consists of a combination cafeteria/gymnasium, twenty-six regular education classrooms, as well as classrooms for special education, English Language Learners, art, music, computers and a library.

Fourth and fifth-grade teachers are partnering with one another to form teams. One member of the team provides all of the literacy instruction (reading, vocabulary, grammar, spelling, and writing) while the other team member provides the math and problem-solving instruction. Fourth-grade teachers share the task of both social studies and science instruction. Fifth grade English/Language Arts teachers are responsible for teaching the social studies curriculum, while the math teachers instruct in science. Specialists provide weekly instruction in art, music, library media, computer technology, and physical education.

Support services are provided for learning support, emotional support, English Language Learners, speech, gifted, reading and math inclusionary practices, Response to Instruction and Intervention (RtII) and Multi-Tiered System of Support (MTSS) are fully implemented in both fourth and fifth grades. The Instruction and Enrichment period (IE) provides additional instruction in both math and reading for all students based on their academic needs for remediation to enrichment.

The counseling program at Zephyr is available to assist students, parents, and teachers develop positive learning experiences. The program consists of a variety of services and activities including individual and group counseling, parent and teacher consultation, group guidance, information services, and referral assistance to other programs and services in the community. The Student Assistance Program (SAP) is designed to help students who are experiencing school-related problems (academic, behavioral, social, or emotional.)

Getting students involved in extracurricular activities is important whether it be in community-sponsored groups or clubs at school. Zephyr offers Key Club, which allows students the opportunity to develop leadership skills while performing community service projects. Zephyr band and choral groups showcase the musical talents of students through performance concerts in winter and spring. Computer club and art club offer groups of students the opportunity to enhance these skills and showcase projects at the conclusion of the sessions. An After-School Program offers additional practice and remediation of skills in both math and reading. Tech Wizards and Math 24 events offer during- school opportunities to compete against other local schools using technology and math skills.

Zephyr Elementary School offers a variety of assemblies, field trips and activities through the support of the WC-PTO Plus. This group of dedicated individuals provides educational and social opportunities for our students. Volunteers for before, during and after school events and activities are provided through this organization.

Context of Whitehall-Coplay Middle School — Grades 6-8

The middle school's focus is both transitional and exploratory in nature. Striving to prepare students for high school, counselors, faculty, and staff are committed to making the transition as smooth as possible. Interdisciplinary teams, advisory programs, support and guidance services, and a rigorous curriculum are all designed to best meet the developmental and academic needs of the approximately 1,075 students attending Whitehall-Coplay Middle School.

A team of teachers is assigned to the same group of students, along with common planning time, in order to meet students' needs effectively and efficiently. Grade level teams meet weekly to discuss student performance, organize parent meetings, develop cross-curricular programs, and plan special events and activities. Response to Instructional Intervention (RtII) has been fully implemented in 6th grade. The Student Assistance Program (SAP) is designed to help students who are experiencing school-related problems (academic, behavioral, social, or emotional). The OLWEUS Bullying Program includes class meetings as a class-building activity. Appropriate behavior and efforts are rewarded through SWPBS programs. Everything that the school does aims to help students make healthy connections to the school and their lives.

The school offers a variety of exploratory courses in Spanish, German, computer technology, music, health and physical education, career education awareness, and STEM exploration. The academic strategies program strengthens literacy skills and aims to improve student study habits before students move on to the high school. Furthermore, technology education and family and consumer science classes provide students with the opportunity to gain hands-on experiences that will benefit them outside the school setting. In the fall of 2016, Creation Station, a room devoted to exploring STEM activities was established. The facility is also utilized by the District's elementary students to expand their exposure to STEM education.

Clubs and athletic events are also available to students at all grade levels. There are two separate groups of band and chorus for sixth grade and seventh/eighth grades. Seventh and eighth-grade students have the opportunity to participate in the high school marching band, and they also are eligible to participate in middle school football, field hockey, volleyball, softball, wrestling, basketball, cross-country, and soccer.

Trips to Lehigh Career and Technical Institute (LCTI), informational meetings at the high school, and tours help transition students to the high school. Building a solid foundation and community of lifelong learners is the end result of the efforts that focus on the intellectual, social, emotional, moral and physical needs of middle school adolescents.

Context of Whitehall High School — Grades 9-12

Whitehall High School (WHS) prepares approximately 1,500 ninth through twelfth-grade students for success in a career of their choice. Students are encouraged to focus on a career goal and then are guided by the faculty and counselors to choose one of two pathways-either core or college prep. For students choosing the technical academic program, LCTI offers training that is not possible within a traditional high school setting. The high school offers a wide variety of counseling and support programs for students experiencing academic, behavioral, emotional, and social problems.

The faculty is focused on creating a strong and nurturing academic environment. Parents and community members are also involved and supportive of the programs at the high school. Classroom technology, extensive club activities, and award-winning arts and athletic programs supplement the outstanding academic program. The District's QUEST 21 program is a driving force in all high school initiatives.

A unique course format is utilized to maximize learning opportunities at the high school. Students are enrolled in eight periods per semester. Each course meets three times in a four-day cycle for approximately 55 minutes per period.

The high school curriculum offers 15 advanced placement courses and over 26 honors-level courses to create greater challenges for students. Eligible students may take dual enrollment courses with Lehigh Carbon Community College and other local universities allowing WHS students to receive college credit. In the area of special education, WHS has fully included courses in grades 9-12 as well as self-contained, emotional support, and life skills classrooms.

The arts play an integral role in the school and community with several award-winning instrumental and choral groups. Both curricular and extra-curricular music organizations are offered at Whitehall High School, including symphonic band, concert band, marching band, jazz band, indoor percussion, indoor guard, percussion ensemble, concert choir, chorale, and the spring musical. In addition, students in the visual arts program are consistently recognized in local and regional competitions.

Interscholastic athletics play an important role at the high school. Athletic programs include: baseball, basketball, cheerleading, cross-country, field hockey, football, golf, soccer, softball, swimming, tennis, track and field, volleyball, and wrestling.

Planning Committee

Name	Role
Barbara Chomik	Administrator : Professional Education Schoolwide Plan
Brooke Clary	Administrator : Special Education
Christine Deutsch	Administrator : Special Education
Gabriel Dillard	Administrator : Schoolwide Plan
Angela Friebolin	Administrator : Schoolwide Plan

Lorie Hackett	Administrator : Professional Education Schoolwide Plan
Heather Hampton	Administrator : Schoolwide Plan
Sandra Rex	Administrator : Schoolwide Plan
Christopher Schiffert	Administrator : Schoolwide Plan
Tom Solski	Administrator : Special Education
William Fonzone	Board Member : Schoolwide Plan
Nathan Davidson	Building Principal : Schoolwide Plan
Terri Miller	Building Principal : Schoolwide Plan
Denise Saylor	Building Principal : Schoolwide Plan
Patti Gaugler	Business Representative : Professional Education
George Makhoul	Business Representative : Professional Education
Michelle Khouri	Community Representative : Professional Education Schoolwide Plan
Tracy Roberts	Community Representative : Professional Education Schoolwide Plan
David Stauffer	Ed Specialist - Instructional Technology : Professional Education Schoolwide Plan
Jennifer Senavaitis	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Doug Hauck	Ed Specialist - School Psychologist : Special Education
Trevor Pinho	Ed Specialist - School Psychologist : Special Education
Amy Dorward	Elementary School Teacher - Regular Education : Special Education
Bethany Koenig	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Amanda Mast	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Samantha Solomon	Elementary School Teacher - Regular Education : Schoolwide Plan
Amanda Woolslayer	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Lauren Santayana	Elementary School Teacher - Special Education : Special Education
Jeffrey Lear	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Gina Campione	High School Teacher - Special Education : Professional Education Special Education

Shawn Clary	Middle School Teacher - Regular Education : Special Education
Steven Piston	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Katherine DeSalva	Middle School Teacher - Special Education : Professional Education Schoolwide Plan
Heidi Cunningham	Parent : Special Education
Jennifer Ott	Parent : Special Education
Juliet Saba	Parent : Professional Education Schoolwide Plan
Allison Schultz	Parent : Schoolwide Plan
Kocher Sheila	Parent : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	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	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

In general, students who qualify for using the alternative standards in Math and Reading which are designed for individuals with severe cognitive disabilities also follow a curriculum aligned with IEP goals. While we do not have the alternative standards specifically mapped nor aligned, we utilize curriculum programs that sequentially address the standards which allow the students to progress at their own pace and meet their IEP goals. Our K-2 curriculum for School Climate addresses the standards in guidance classes and various school programs. Family consumer science concepts are embedded in other curriculum units of study although not addressed as independent units. Career education

and work, as well as interpersonal skills, are embedded in other curriculum units of study in addition to being addressed during guidance lessons. as defined in our 339 plan.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

In general, students who qualify for using the alternative standards in Math and Reading which are designed for individuals with severe cognitive disabilities also follow a curriculum aligned with IEP goals. While we do not have the alternative standards specifically mapped nor aligned, we utilize curriculum programs that sequentially address the standards which allow the students to progress at their own pace and meet their IEP goals. Our 3-5 curriculum for School Climate addresses the standards in guidance classes and various school programs. Family consumer science concepts are embedded in other curriculum units of study although not addressed as independent units. Career education and work, as well as interpersonal skills, are embedded in other curriculum units of study in addition to being addressed during guidance lessons. as defined in our 339 plan.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

Career Education and Work	Developing	Developing
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	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

In general, students who qualify for using the alternative standards in Math and Reading which are designed for individuals with severe cognitive disabilities also follow a curriculum aligned with IEP goals. While we do not have the alternative standards specifically mapped nor aligned, we utilize curriculum programs that sequentially address the standards which allow the students to progress at their own pace and meet their IEP goals. Our middle school curriculum for School Climate addresses the standards in guidance classes and various school programs. Career education and work, as well as interpersonal skills, are embedded in other curriculum units of study in addition to being addressed during guidance lessons as defined in our 339 plan.

High School Level

Standards	Mapping	Alignment
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished

Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

In general, students who qualify for using the alternative standards in Math and Reading which are designed for individuals with severe cognitive disabilities also follow a curriculum aligned with IEP goals. While we do not have the alternative standards specifically mapped nor aligned, we utilize curriculum programs that sequentially address the standards which allow the students to progress at their own pace and meet their IEP goals. Our high school curriculum for School Climate addresses the standards in various school programs. Interpersonal skills are embedded in health and career education classes.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

   None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- 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
- Science and Technology and Engineering Education

Unchecked answers

    None.

Middle Level

Checked answers

- Arts and Humanities
- 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
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

    None.

High School Level

Checked answers

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

Unchecked answers

    None.

Explanation for any standards checked:

Through the curriculum review process, all content areas are reviewed and revised regularly according to the district's curriculum cycle. The courses cited above extend beyond the grade level requirements. Literacy standards have been included in K-12 in social studies, science and technology classes. Advanced classes, dual enrollment classes, and electives provide opportunities to extend the PA standards in the content areas cited above.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The district has a comprehensive 6 yr curriculum cycle that includes all content areas K-12. The curriculum process is delineated for each phase of the curriculum cycle. District curriculum templates incorporate all of the curriculum areas cited above on either the instructional guide or the curriculum map or both documents. These written documents identify the relationship between standards, objectives, content, competencies, and skills to be attained by the students as well as activities, materials, resources, technology, literacy strategies and assessments to be used. Recognizing that the curriculum is an evolving process, the district continually revises and refine its curriculum in order to meet the needs of all students and maximize achievement.

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

N/A

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The district has a comprehensive 6 yr curriculum cycle that includes all content areas K-12. The curriculum process is delineated for each phase of the curriculum cycle. District curriculum templates incorporate all of the curriculum areas cited above on either the instructional guide or the curriculum map. or both documents. These written documents identify the relationship between standards, objectives, content, competencies, and skills to be attained by the students as well as activities, materials, resources, technology, literacy strategies and assessments to be used. Recognizing that the curriculum is an evolving process, the district continually revises and refine its curriculum in order to meet the needs of all students and maximize achievement.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

The district has a comprehensive 6 yr curriculum cycle that includes all content areas K-12. The curriculum process is delineated for each phase of the curriculum cycle. District curriculum templates incorporate all of the curriculum areas cited above on either the instructional guide or the curriculum map or both documents. These written documents identify the relationship between standards, objectives, content, competencies, and skills to be attained by the students as well as activities, materials, resources, technology, literacy strategies and assessments to be used. Recognizing that the curriculum is an evolving process, the district continually revises and refine its curriculum in order to meet the needs of all students and maximize achievement.

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

N/A

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Accomplished

studies to be achieved by all students are identified for each subject area.	
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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The district has a comprehensive 6 yr curriculum cycle that includes all content areas K-12. The curriculum process is delineated for each phase of the curriculum cycle. District curriculum templates incorporate all of the curriculum areas cited above on either the instructional guide or the curriculum map. or both documents. These written documents identify the relationship between standards, objectives, content, competencies, and skills to be attained by the students as well as activities, materials, resources, technology, literacy strategies and assessments to be used. Recognizing that the curriculum is an evolving process, the district continually revises and refine its curriculum in order to meet the needs of all students and maximize achievement. Due to the number of elective courses at the High School, there are courses that are still in the development stage and need additional written documentation of specific areas.

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

N/A

Modification and Accommodations

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

The district has RtII (Response to Instruction &Intervention) in place for grades K-6 to monitor and address all students reading progress. We are in the planning process to pilot RtII for math. Reading support is available to students through grade 8. Middle level and secondary teachers have received reading apprenticeship training to support reading abilities in all content areas. K-12 teachers have been trained in the Core Six strategies to support all learners in meeting the challenges of the PA Core standards. Our intermediate elementary school (grades 4-5) participated in a state pilot for MTSS Math three years ago. Since then, the district has been moving MTSS math into other elementary schools. During the 2018-19 school year, two elementary schools will be a part of the formal MTSS training with PATTAN completing the K-5 implementation of MTSS Math for the district. Other professional development activities have included Instructional Strategies and Differentiated Instruction strategies. The district offers multiple supplemental programs at

all levels to meet the needs of struggling and advanced learners through our ELL (English Language Learners) Program, Gifted Program and Special Education programs. The high school provides various levels of core courses ranging from the core (technical academic) level to Advanced Placement and Dual Enrollment classes. Students across the District K-12 with anIEP receive specially designed instruction to meet their specific learning needs ranging from full inclusionary practices to replacement programs.

Instruction

Instructional Strategies

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

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

   Checked Answers
   - Administrators

   Unchecked Answers
   - Building Supervisors
   - Department Supervisors
   - Instructional Coaches
   - Not Reviewed

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

The district has used the the Danielson Model of observation and focused walk through visits for many years. As part of the Educator Effecffectiveness process additional walkthorough is now completed as a direct follow up to the formal observation and targeted areas identified during the post observation process.

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

Substantial professional development and a shift in the culture and climate of the schools is needed in order for peer coaching or peer evaluation to become an accepted practice.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Flexible instructional time and other schedule-related practices are used as needed to meet individual student needs.

Elementary Education-Intermediate Level

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

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

Flexible instructional time and other schedule-related practices are used as needed to meet individual student needs.

Middle Level

Instructional Practices	Status

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

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

Flexible instructional time and other schedule-related practices are used as needed to meet individual student needs.

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

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

The high school offers a variety of leveled courses from Core to AP to meet the needs to all students.

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.

A number of methods are used to recruit teachers including the district website, job fairs, newspaper advertising, at times the PSBA bulletin and other job posting websites. We do not hire teachers without the proper certifications for the advertised position. However, there may be occasions when an emergency certification is needed due to unique circumstances or hiring a substitute for a position.

Our screening process consists of the following steps: all applications are paper screened using an established rubric, candidates who meet the established minimum score move on to a multi-level interviewing process which frequently includes teaching a sample lesson. This intense process ensures that we hire and assign the most effective and highly qualified teachers for open positions. Once hired, administrators match student needs with the most appropriate teachers.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
PASA		X	X	X
Keystone Exams			X	X
Textbook Assessments	X	X	X	X
Written Work by Students	X	X	X	X
Scientific Experiments	X	X	X	X
Projects	X	X	X	X
Teacher-Developed Curriculum-Based Evaluations	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X	X	
Study Island		X	X	X
Textbook Assessments	X	X	X	X
DAYS		X	X	
AIMS Web	X	X	X	X
Easy CBM	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, Performances, and Projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Exit Tickets	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Response Cards	X	X	X	X
Scientific Experiments	X	X	X	X
Teacher-Developed Curriculum-Based Evaluations	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art	X	X	X	X
Written Work by Students	X	X	X	X
Career Readiness	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Direct Reading Assessment (DRA)	X	X	X	
Running Records	X	X	X	
Textbook Assessments	X	X	X	X
DIBELS	X	X		
Easy CBM	X	X	X	
AIMS Web	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				X

Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Building data teams review DIBELS, Easy CBM, Benchmark, PSSA, PVAAS, and Keystone data. Benchmark assessments are generally reviewed by building administration and teams of teachers in the same grade or course. Curriculum committees, PLC's middle school and high school department teams collaborate on common assessments.

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.

N/A

Collection and Dissemination

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

Benchmark data is analyzed by building administrators, data teams as well as the teachers associated with the students or courses involved to guide instructional practices. Frequently MTSS and RtII tiers and interventions are formed based on the benchmark data and universal screening data. Keystone, PSSA, and PVAAS data are analyzed by district office, administrative teams, building data teams, and disseminated to the respective schools during faculty meetings. The district 's SPP reports for all schools are posted on the district's website and shared with the school board during education committee meetings. When released, the Future Ready PA Index will be shared in the same manner. in the

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.

Keystone results are used by administration to place students into the proper remediation program in order to help them attain proficiency. This may include a specially designed course, the use of software programs, or monitored independent study. PSSA information is used to place students into RtII interventions, provided additional instructional time, and for placement in specific courses.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The building data teams, RtII data teams, and instructional specialist work together to analyze the results and determine the best instructional strategies to bring the student to grade level proficiency. The building RtII teams meet periodically to review student data and progress monitoring results to ensure the selected strategies are effectively meeting the students needs. Classroom teachers continuously adapt instruction to meet the needs of their students. While this system is working effectively in reading. The district has implemented Multi-Tiered Support Services (MTSS) in grades 4-5 and is in the process of extending the program to grades K-3 and the middle school.

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

Limited assessment data for grades K-2 make reporting by assessment anchor or standard aligned learning objective difficult.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	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
Website	X	X	X	X
Meetings with Community, Families and School Board		X	X	X
Mass Phone Calls/Emails/Letters		X	X	X
Newsletters	X			

Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

All assessment data is publicly displayed on the district and school websites. Paper copies are available upon request.

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

We believe it is important to disseminate assessment results to parents and community to ensure our families receive information reguarding summative assessments. Our district website serves as a valuable resource to make this information available to the entire public. Local newspapers release reports and detailed results for all schools in the area thus it is not necessary for the district to submit the district's data to the newspapers. Student handbooks and school calanders are printed and distributed to the parents in the community on the first day of school, while assessment results are not received prior to printing this making it impossible to include this data.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

At this point in time, the Whitehall-Coplay Middle School is struggling to meet the annual student achievement and growth targets especially in math and ELA. While, the school shows strong growth in science, academic achievement does not meet the annual target. The district's top priority continues to be for all students to demonstrate continual growh and improve academic performance. As part of this goal, each school has established goals to support the district's comprehensive plan. All school and district initiatives focus on improving student acheivement. Annual review of assessment data will continue to drive all future initiatives in the quest to achieve maxium student achievement. Programatic changes will be driven based by assessment results.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS

Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs			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
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:

The entire district is located on one educational park. The 2 resource officers are readily available to service any of our district buildings.
The district employs numerous paraprofessionals many of whom are certified teachers to provide additional instructional support in lieu of utilizing peer helpers.

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.)

  The process for identifying gifted students in the Whitehall-Coplay School District is multifaceted Twice per year, a Child Find notice is advertised by the Carbon Lehigh Intermediate Unit as a public awareness activity to inform the public of gifted education services. This notice is also printed in the informational section of the district's Activities' Calendar and posted on the district's website
 Not only can parents request a gifted evaluation but also teachers can make a referral. Through the evaluation process, the District systematically reviews multiple sources of information, such as report card grades, statewide assessment or DIBELS Next results (if available), and teacher observations, in order to find children who demonstrate giftedness. Depending on age, the WPPSI-IV or WISC-IV is used to measure intellectual ability. Additionally, academic achievement is measured using the WIAT-III subtests in reading and math problem-solving. Further, either a Gifted Rating Scale (GRS) or Scales for Identifying Gifted Students (SIGS) is completed by a teacher, rating the student on a Likert-type scale on several characteristics of gifted students. Also, a teacher of the student completes Chuska's Rate of Acquisition and Retention, which aids in determining if a student has a high or low rate of acquisition and retention when learning new knowledge and skills. Further, the parents complete a gifted rating form to gather their input. Based on the results of the IQ

test, achievement test, gifted rating scale, and the matrix established by the District, it is then determined if a student is eligible for gifted programming.

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

The Whitehall-Coplay School District, in an effort to meet the needs of its gifted students and comply with 22 Pa. Code Chapter 16 [§16.21(1)], has developed this process for the screening of "thought to be gifted" students.

Level I Screening "Systematic First Look"

The Building Guidance Counselor(s) shall, at least annually, review existing information about all students' abilities and performance including but not limited to:

· DIBELS assessment

· Math EasyCBM

· Study Island Benchmark Assessments

· PSSA

· Report Cards

This information will be recorded on a *Student Data Sheet*. Criteria: Students who achieve *above grade level benchmarks* status on the DIBELS assessment or Math CBM and the top 2% of performers on the PSSA will be referred for Level II Screening "Intense Review." For students who meet the above criteria, classroom teachers will observe student performance compared with the normal peer population and keep anecdotal records. A *Characteristics of Gifted Learners* evidence sheet is available for this purpose and needs to be returned to the guidance counselor. Any student thought to be gifted with this "Systematic First Look" should be referred for Level II Screening.

Level II Screening "Intense Review"

Any teacher, guidance counselor, or principal may refer a student for Level II screening.

The referring professional must complete a *Teacher Input Form for Gifted Screening*. These forms are available in the school psychologist's office and must be given to the school psychologist when completed. The screening team (classroom teacher, guidance counselor, and school psychologist) will review the information gathered in Level I and Level II and achieve consensus as to whether the student is a reasonable candidate to be referred for a Gifted Multidisciplinary Evaluation.

Level III Screening "Multidisciplinary Evaluation"

Referral for the Gifted Multidisciplinary Evaluation should be made when:

1. Teacher or school professional believes the student to be gifted;

2. Student is not receiving appropriate education under Chapter 4 (relating to academic standards and assessment); and

3. One of the following applies

   The student's parents request an evaluation. [22 Pa. Code §16.22(c)]

   The school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level that exceeds that of other students in the regular classroom. [22 Pa. Code §16.22(b)(2)]

   A hearing officer or judicial decision orders an evaluation.

Parent Referrals

Parents may, in writing, request a Gifted Multidisciplinary Evaluation (GMDE) once per school year. When a parent's request for a GMDE is received by the school district, regardless of the school's screening policy, the evaluation must be completed within regulatory timelines. The timeline begins from the date the school district receives the signed Permission to Evaluate from the parent. As per §16.22(c), if a parent makes the request for an evaluation verbally, the school district must tell parents to put their request in writing and must provide a form for that purpose within 10 days of the request.

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

Depending on age, the WPPSI-IV or WISC-V is used to measure intellectual ability. Additionally, academic achievement is measured using the WIAT-III subtests in reading and math problem solving. Further, either a Gifted Rating Scale (GRS) or Scales for Identifying Gifted Students (SIGS) is completed by a teacher, rating the student on a Likert-type scale on several characteristics of gifted students. Also, a teacher of the student completes Chuska's Rate of Acquisition and Retention, which aids in determining if a student has a high or low rate of acquisition and retention when learning new knowledge and skills. Further, the parents complete a gifted rating form to gather their input. Based on the results of the IQ test, achievement test, gifted rating scale, and the matrix established by the District, it is then determined if a student is eligible for gifted programming.

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

The overall mission of the Whitehall-Coplay School District's gifted program is to provide educational opportunities and experiences to help students extend their learning, develop individual potential, enhance their self-concept, and become independent learners. The Whitehall-Coplay School District provides enrichment opportunities and differentiated activities through which students discover and develop their unique and individual needs,

interests, talents, and abilities. Further, as appropriate, acceleration opportunities including, but not limited to, grade skipping, subject acceleration, advanced placement courses, and dual enrollment courses are provided.

At the primary and elementary levels, various activities are used to develop thinking and problem solving skills through literature and content areas. Problem solving strategies are explored through patterns and puzzles. Different types of thinking skills are explored and imagination and flexibility of thinking are encouraged. Critical and creative thinking are developed through research and presentation of information. The program includes pull-out services to enrich student learning.

The middle level students choose to participate in separate and varied units of study per year with the unit topics changing during the school year. These units of study expand on prior knowledge, challenge the student's individual academic growth, and provide an opportunity for the gifted student population to interact homogenously in order to develop social and emotional relationships with other gifted students. An inclusion format is used at the upper grades. In this program design, the gifted education teacher is welcomed into the regular classrooms and works with the individual subject (English, science, social studies, and academic strategies) teachers to enrich the subject area. Units of study are designed to build upon the regular subject curriculum and enhance knowledge, comprehension, and application of numerous related topics. Original projects and activities are introduced in each subject area and are designed to emphasize individual creativity, advancement of research skills, and more complex thought processes. Further, at the middle level, students have the opportunities to participate in accelerated English and math depending upon students' area(s) of strength.

The purpose of the high school curriculum is to expand and deepen student knowledge of content and develop and maintain higher-level thinking skills together with problem solving and critical thinking. Gifted students are supported through differentiated activities in core (English, science, social studies, and mathematics) traditional and honors courses. For those students who wish to work independently and beyond the scope of the curriculum, independent study, career internships, and coursework at local colleges are available. Gifted students may also take one course at Lehigh Carbon Community College as a junior and senior during evenings, weekends, or the summer months.

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	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The district offers a continuum of developmental services for all students. While RtII / MTSS is not offered at the high school level, one of the district's current actions plans is to explore the possibility of similar services.

Diagnostic, Intervention and Referral Services

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

The district offers a continuum of prevention programs for all students as well as a continuum of intervention programs for at-risk students

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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 has entered into a partnership with Lehigh County Drug and Alcohol and has developed a plan which coordinates and provides the district with multiple support services from Center of Humanistic Change, Communities in Schools, Mid-Atlantic Reahabilitation Servies (MARS), Pyramid Healthcare, Valley Youth House, Bradbury-Sullivan LGBT Community Center, and Lehigh County Probation.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
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	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Collaboration between classroom teachers and other individuals providing support services is accomplished through both formal and informal processes. At the Elementary schools, the referral for support process is referred to as WIT (Whitehall Intervention Team.) Students who are identified as in need of support are reviewed and supports are put into place through this team process The elementary schools provide academic support in grades K-5 through RtII for reading and MTSS for math. Student data is collected and reviewed weekly if needed or monthly for progress. At the Middle School and High School, the collaboration process is accomplished through Child Study Teams that identify students at-risk, initiate supports, and track progress. Beginning in the 2018-2019 school year students in grades K-3 will have the same opportunity to be referred to the Student Assistance Program (SAP) that has been available to students in grades 4-12. for many years.

Community Coordination

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

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

The District has developed collaborative relationships with daycare and preschool programs to facilitate transportation and share developmental and instructional practices and ideas. In partnership with Community Services for Children, the district hosts the Pre-K Counts progam. The district also provides facilities for Whitehall Township youth recreation and sports.

The district offers a breakfast program to all students. Through the district's involvement in Communities that Care (CTC) has collaboratively developed a student backpack program which provides students in need access to meals during holiday breaks and long weekends. Additionally, the district partners with CTC to provide a breakfast program during summer vacation that also includes enrichment activities.

Currently the district does not provide any community based tutoring or afterschool programs, however, the district offers after-school tutoring in grades 2 through 12. We continue to support current and explore new community programming.

The District in conjunction with CLIU 21, LCTI, and Communities in Schools support youth workforce development programs.

Preschool Agency Coordination

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

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

The District collaborates with community agencies and provides for Early Intervention Services through the Carbon-Lehigh Intermediate Unit. The CLIU then coordinates transition services for students entering Kindergarten or upon entering the District to ensure access to services and programs need.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

As each content area moves through the district's curriculum cycle materials and resources are purchased that are aligned to the standards and are appropriate for each grade level.

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

N/A

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

As each content area moves through the district's curriculum cycle materials and resources are purchased that are aligned to the standards and are appropriate for each grade level.

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

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

As each content area moves through the district's curriculum cycle materials and resources are purchased that are aligned to the standards and are appropriate for each grade level.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

As each content area moves through the district's curriculum cycle materials and resources are purchased that are aligned to the standards and are appropriate for each grade level.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

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

	district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of

	district classrooms

Further explanation for columns selected "

The district uses SAS along with many other resources including textbooks, websites, software programs, manipulative materials, and other research tools when seeking ways to increase student achievement. Interpersonal skills and school climate are addressed through alternative materials and integrated into the daily curriculum. These two specific areas are addressed in the counseling program and supported by all teachers.

Elementary Education-Intermediate Level

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

	classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district uses SAS along with many other resources including textbooks, websites, software programs, manipulative materials, and other research tools when seeking ways to increase student achievement. Interpersonal skills and school climate are addressed through altnernative materials and integrated into the daily curriculum. These two specific areas are addressed in the counseling program and supported by all teachers.

Middle Level

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

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

Further explanation for columns selected "

The district uses SAS along with many other resources including textbooks, websites, software programs, manipulative materials, and other research tools when seeking ways to increase student achievement. Interpersonal skills and school climate are addressed through altnernative materials and integrated into the daily curriculum. These two specific areas are addressed in the couseling program and supported by all teachers.

High School Level

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

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

Further explanation for columns selected "

The district uses SAS along with many other resources including textbook, websites, software programs, manipulative materials, and other research tools when seeking ways to increase student achievement. Interpersonal skills and school climate are addressed by all staff through daily interactions with students and embedded in many courses.

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.

Other

Comments:

The district tried the Dashboard at the Middle School. While the concept seemed very beneficial, the system never seemed to function and operate correctly.

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.				
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 district periodically surveys the staff to evaluate the effectiveness of current professional development and determine future professional development needs. This data

is analyzed and used to develop action plans to address the perceived training needs of our staff as well as the training needs that are the result of initiatives by the District and by PDE. Additionally, curricular changes and student assessment data are factored into determining professional development.

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

While our district does not provide formal training to help teachers work with parents and the community it is a topic that is informally addressed at the building level. Although the district has not specfically addressed interventions for gifted students, we have provided training on ways to enhance and enrich instruction for advanced students whether they are identified or not. Our gifted teachers attend specific networking meetings at our local I.U. to exchange ideas. These teachers also serve as a resource for all staff members.

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:
8/26/2014 The majority of staff completed this training during the 8/26/14 PD Day. Other staff used the nOct 13/14 PD day or during the 2014-15 school year. New staff members complet the training as part of their induction program.
10/13/2014
12/17/2014

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:
3/11/2016 The majority of staff completed this training during scheduled PD days New staff complete the training as part of their induction program during the first few months of employment.
5/5/2016
6/14/2016

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

This section was not answered.

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.

Need assessment survey results are always analyzed by building to ensure that future professional trainings focus on the specific needs stated. Content of professional development is revisited and collaboration time is provided to foster implementation. Learning walks conducted in each of the schools are frequently used to ensure professional development activities are being implemented. Professional Learning Communities (PLC) have been initiated to provide a more personalized approach to professional development and ensure that teacher-specific needs are being addressed. In order to support the District's current focus on engaging students through the use of technology, the staff may select from a tiered menu of professional development choices designed to meet the staff's personal technology needs.

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

N/A

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 observe a minimum of two teachers in their content/grade level.

- Inductees will meet with mentors a minimum of ten hours throughout the year to discuss established topics (i.e. teacher conferences, grading).

Unchecked answers

> *None.*

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

Inductees maintain a log documenting dates and times met as well as topic of discussion. They also must submit a brief summary of their classroom visits.

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

N/A

Needs of Inductees

Checked answers

- 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.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Review of written reports summarizing instructional activity.

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

Inductees maintain a log of hours and their meeting topics. The induction program is reviewed annually as well as the completed surverys of past inductees to determine whether the objectives of the program are being met. Principals meet periodically with inductees to assess that their needs are being met.

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

Frequent observations by a mentor cannot always happen due to building and schedule conflicts. The district does not require inductees to write a written report to summarize their instruction. Lesson plans are reviewed during informal and formal observations.

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.

Discussions between induction supervisors and building principals are used to determine the best match of mentor to inductee using the characteristics stated above.

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

N/A

Induction Program Timeline

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

If necessary, provide further explanation.

The above topics are all introduced during the district's formal induction days which generally occur in mid-August prior to the opening of school. In general, three days are provided for teachers, mentors, and principals to introduce the above topics. Additional induction meetings occur throughout the school year discussing the cited topics and other relevant topics to the individual school or the district.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The principal meets periodically with the mentor and the inductee to ensure that the inductees needs are being met. In addition, each inductee is required to complete an end of the year survey evaluating the induction process and to assess any additional needs. Guidelines for mentors are provided at the onset of the program to ensure that mentors are addressing the inductees needs. All end of the year surveys are administratively reviewed and modifications to the induction program are recommended.

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: **775**

Identification Method

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

The Whitehall-Coplay School District utilizes a multidisciplinary team when assessing a student who may have a learning disability. The school counselor collects important information for record review (e.g. current and past report cards, PSSA scores, Home Language Survey). The school nurse will note any pertinent medical history (e.g. did the student pass his/her hearing and vision screenings done at school; is the student on any

medication; are there any allergies or known medical condition that may impact the student's educational performance). Parents complete a parent input form that includes pregnancy/birth history, developmental milestones history, their understanding of the student's educational difficulties/strengths, activities the student likes to take part in, medical history, and any emotional/behavioral problems the student may experience or have experienced in the past. The current teacher or teachers will provide their observations of the student's strengths and weaknesses, as well as observations relative to the student's social skills, attention, test scores, and homework record. Other school staff who work with the student are also asked to provide input as to their observations. If the student is in grades K-6, their DIBELS Next scores are used as another piece of data to review. Students in grades K-8 who are in need of reading support are progress monitored regularly and that data is reviewed. The school psychologist observes the student in the classroom, often using a systematic observation tool that records active and passive engaged time, in addition to off-task behaviors. Then, the school psychologist administers a cognitive assessment, achievement tests related to the areas of difficulty, as well as curriculum based assessments as appropriate. If any behavioral problems are noted, behavior checklists are administered to teacher, parent, and in many circumstances to the student if age-appropriate. The student is identified as having a specific learning disability based on a severe discrepancy between cognitive ability and his/her achievement scores (statistically significant discrepancy between actual achievement scores and predicted scores based on cognitive ability as outlined by the test publishers), as well as significant delays on curriculum based assessments and current performance. In addition, a pattern of strengths and weaknesses model is also used to determine an SLD. In this model, a student has a statistically significantly cognitive strength, which would be compared to their cognitive weakness(es) and academic achievement in areas of concern. This is appropriate when students have uneven cognitive profiles. The team input is essential for determining that the discrepancy is not due to any behavior problems, medical problems, or any environmental, cultural or economic disadvantage. After the evaluation is completed, the multidisciplinary team (parent, school psychologist, current teacher, and any other pertinent member, such as the reading specialist or school counselor) meets to review the multidisciplinary evaluation findings and discuss recommendations to meet the student's needs. If a educational disability is identified, the team will reconvene within 30 days to create an Individualized Education Plan for Special Education services and support.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

According to the 2016-2017 State performance Plan, there is more than a 10% discrepancy in the disability categories of Intellectual Disability (10% below), Other Health Impairment (10% below), and Specific Learning Disability (10% above). Upon review of previous years, this has been a trend in the Whitehall-Coplay School District. Whitehall has a high percentage of families that are economically disadvantaged (54% free and reduced lunch) and a high transient population. These factors may contribute to the high numbers of students identified with Specific Learning Disabilities, as they may not have received services early on. Early social/emotional development and physical health provide the foundation upon which cognitive and language skills develop. During the 2016-2017 school year, the WCSD volunteered to house a Pre-K Counts program for economically disadvantaged students within the Whitehall-Coplay School District in hopes to provide children with an early start to education.

The Whitehall-Coplay School District will continue to monitor the evaluation process to ensure that students receive the most appropriate supports and services. As always, the Whitehall-Coplay School District will continue to provide educational support to students needs and not necessarily their disability category.

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?

School districts in which children's institutions, including detention homes, drug and alcohol treatment centers and other similar facilities are located (referred to as host school districts) are required to provide an education and, when appropriate, special education to nonresident students of the host district who are placed into the institution. This includes the right to attend the school district's public schools if appropriate for the child. Enrollment of these students follows the same requirements as resident students of the school district. The Whitehall-Coplay School District currently hosts two facilities within the district. Both facilities are considered group homes for individuals with developmental disabilities. In this setting, an individual lives indefinitely with supports from the participating agency.

To ensure that a student is receiving a free and appropriate public education in the least restrictive environment,The Director of Special Education becomes involved immediately by working collaboratively with the case manager or counselor from the facility, the parents/guardians and county representatives. A record request is sent to the home district if records are not submitted upon enrollment. The IEP is implemented within five (5) business days of the school district's receipt of the required documentation. The special education placement is determined by the most current IEP and Notice of Recommended Educational Placement from the previous district. If the special education placement

determined by the current IEP and NOREP is not available within the school district (ex. multiple disabilities support), the Director of Special Education seeks the program through the local Intermediate Unit or a private educational facility.

Currently, there are no barriers that limit the district's ability to meet its obligations under Section 1306 of the Public School Code. Communication between the home district and the host district is on-going.

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).

As such a facility is not located within the Whitehall-Coplay School District, we follow PDE 4605 Determination of District of Residence for Students in Facilities or Institutions in accordance with Section 1306 of the School Code to facilitate and ensure all eligible students up to age 21 receive a FAPE while incarcerated. Communication is established between the Whitehall-Coplay School District and the provider of educational services in the facility. The district maintains financial responsibility for the education of these identified incarcerated youth and adults. Records are provided for eligible students.

Least Restrictive Environment

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

The Whitehall-Coplay School District is diligent in its efforts to provide an education to students identified with a disability in the least restrictive environment. The IEP team continually enforces its practice to consider regular education with supports and services before looking into a more restrictive environment. The LEA provides all necessary

information to parents so they are part of the process and instrumental in the decisions regarding their child. All staff working with a child with a disability has access to the IEP through PowerSchool Student Information System. Each child has a case manager who ensures the components of the child's program are delivered consistently including specially designed instruction and modifications. IEPs are monitored closely with the emphasis on instructing students in the least restrictive environment. The Whitehall-Coplay School District provides a continuum of services for students with special needs. This includes regular education with supplementary aids and services, co-taught regular education classes, a learning support continuum, an emotional support continuum and life skills support programs. Training and professional development is provided to staff in the areas of inclusionary practices, Autism, de-escalation strategies, Indicator 13 and various other topics to support the education of students with disabilities in the least restrictive environment. Many resources are utilized throughout the Whitehall Coplay School District to support students with special needs such as differentiated instruction, highly qualified classroom paraprofessionals, one-to-one paraprofessionals, high and low tech assistive technology, the SETT process, school-wide and individualized behavior plans, psychological services, counseling, work-based learning, community based instruction, transition activities and research-based instructional programs. The Whitehall-Coplay School District provides supplementary aids and services to allow students with disabilities to be successful in the general education environment. These aids and services may include but are not limited to: small group instruction, modified curriculum, modified assessments and grading, positive behavior support plans, assistive technology, adaptations for mobility, room arrangement and seating, use sensory and motor breaks, and teacher collaboration and training time. If the general education school setting is not meeting the student's needs through supplementary aids and services, only then, the LEA will seek a program outside of the school district. Communication and collaboration is maintained for all students placed outside of the district. The LEA attends all IEP, Evaluation, and team meetings for students receiving education outside of the district. For students placed in separate public or private facilities, LRE is discussed and considered at each meeting.

The December 1, 2016 count indicated that the district met the Indicator 5 SPP target for SE in Other Settings. The district did not meet the Indicator 5 SPP target for SE Inside Regular Class 80% Or More (WCSD 60.7%, State 62.4%) or Inside Regular Class Less Than 40% (WCSD 9.6%, State 9.0%). Over the past three years, WCSD has provided professional development through the IU on Inclusive Practices to better prepare our regular and special education staff to meet the needs of our students with disabilities in the general education setting. This professional development is on-going to address new staff and inclusion teams. In addition, we have added Middle School and a High School Itinerant teaching positions to support the students within the general education setting. The Whitehall-Coplay School District continues to diligently improve our inclusionary practices and increase the number of students receiving services and support in the least restrictive educational environment.

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 WCSD Behavior Support Policy (113.2) indicates that 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. Positive techniques are methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Behavior support programs and plans include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

School Wide Positive Behavior Support (SWPBS): School Wide Positive Behavior Support (SWPBS) supports the WCSD's Policy on Behavior Support. The district has embraced the importance of providing a positive environment to shape and reinforce appropriate behaviors.   To date we have full implementation of SWPBS from Kindergarten through Middle School including transportation. Training was provided to each school building core team by the local IU who in turn provided training to all building faculty, staff, administrators and bus drivers. Implementation began after the initial year of training. Baseline and data have been collected each year indicating fewer office referrals and bus referrals and a more positive environment throughout the buildings. For two consecutive years, Gockley Elementary has received the 2015 PA Fidelity of Implementation Award.

Positive Steps: The Whitehall High School implements Positive Steps which is a student led organization focused on improving school climate and culture by implementing monthly events that educate the student body about topics that impact the school climate and culture.

Non-Violent Crisis Intervention Training: The Whitehall-Coplay School District provides training in the Non-Violent Crisis Intervention Training Program. The initial six hour training provides staff with the signs of crisis development and interventions to reduce and prevent crisis situations. Verbal de-escalation techniques are presented to guide staff through behaviors of a defensive student. Staff is trained to respond to a verbally acting-out student in order to defuse and avoid an escalation in behavior. In addition, staff demonstrate and practice CPI Personal Safety Techniques. These techniques are to protect staff and the acting-out individual if behavior escalates to a physical level. Additionally, Nonviolent Physical Crisis Intervention Techniques are taught to provide staff with skills to safely manage a physically aggressive individual. These techniques are considered a measure of last resort and shall only be used after other less restrictive measures have been attempted. Once staff has completed the initial training, a three hour refresher course will be required at the beginning of each school year. Refresher courses will provide a greater

understanding of knowledge and skills; give staff the opportunity to problem solve, support and reflect on experiences; and review and practice personal safety and intervention techniques. Continuous support will be provided at each building within the district. Buildings will have a designated team trained in Non-Violent Crisis Intervention Prevention to intervene when a student is in need of crisis support or if a staff is in need of assistance. The crisis team meets on a monthly basis to review procedures and assess interventions. SAP: The Whitehall-Coplay School District utilizes The Student Assistance Program (SAP) at the Middle School and High School Levels. The Student Assistance Program is a systematic team process is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. The core of the Student Assistance Program is a professionally trained team, including school staff and liaisons from community drug and alcohol and mental health agencies. SAP team members are trained to identify issues, determine whether or not the presenting issue lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the issue lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community through Provider 50 or Behavioral Health Associates.

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.

To date the WCSD has been able to provide services to all students with disabilities. If a child's needs can not be met within the school district programs, the LEA works closely with the Intermediate Unit to find an appropriate program for any student in need. Some options outside of the district include Intermediate Unit programs such as the Multiple Disabilities Support, Life Skills Support, Autism Support and Emotional
Support classrooms. The WCSD also uses the services of private facilities such as Behavior Health Associates and Lehigh Learning Academy.
For students with severe medical needs, the WCSD provides Instruction Conducted in the Home. A Special Education teacher implements the IEP, including related services and supports, and provides instruction within the child's home setting.
WCSD is in a consortium with local school districts to provide the Whitehall Coplay Virtual

Learning Program for students to have another option. Students with special needs enrolled in our cyber program also have a case manager to maintain their IEP.
Through the CASSP process, the Director of Special Education, guidance counselors, and principals participate in meetings held for any WCSD students in need of more restrictive placements. This is coordinated by the county offices of mental health and/or intellectual disabilities.

Strengths and Highlights

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

The Whitehall-Coplay School District's mission is to serve the diverse community by providing educational opportunities designed to challenge students to strive for professional excellence and responsible citizenship. The entire Whitehall-Coplay School District staff supports children both socially and emotionally and will challenge them academically. It is the District's goal to promote and maintain a positive environment focusing on a shared vision of unity based on trusting, supportive relationships. We will continue to develop and enhance the safety and security of the overall school district environment to support teaching and learning. Furthermore, the WCSD will encourage personalization of professional growth activities and sharing of information with colleagues to increase student academic achievement and growth
The Whitehall-Coplay School District recognizes that learning is a life-long process and offers opportunities for professional development for teachers and staff. Professional development is offered through the Intermediate Unit; on-site training; and opportunities to attend trainings at all PATTAN locations, Lehigh University, King Spry, and Educational Conferences offered by PDE. The following are examples of trainings that have been offered at the WCSD:

- Professional Development in the areas of Literacy: Guided Reading, Effective Learning Stations, Reading strategies in line with the Common Core, Common Core Literacy Strategies, Writing Strategies, Read 180 and System 44, Research-based Replacement Reading Programs

- Non-Violent Crisis Intervention (full training and refreshers)

- Technology in Education (leveled competencies)

- The Mind and Body Connection

- Hot Topics in Special Education Law

- Trauma Informed Training

- Flipped Classroom

- Youth Mental Health First Aid Training

- STEM

- Positive Behavior Support Plans

- Autism Support

- Transition, Indicator 13

- A Look at Executive Functioning

- PowerSchool IEP

The Whitehall-Coplay School District focuses on providing student education in multiple modalities to meet individual student learning needs. During the 2017-2018 School Year, the District has implemented our QUEST 21 initiative. QUEST, Questioning and Understanding by Engaging Students through Technology, is our district's one-to-one technology initiative. Our goal is to give each student access to a Chromebook by the year 2021. This year the focus will be on the High School, which will be receiving 14 new Chromebook carts containing 30 Chromebooks for student use.

In order to proactivity address special education services and to ensure that student needs are being met, the special education administration routinely meets with the special education teachers. The Director of Special Education provides legal updates on current issues in special education, provides training on legally defensible IEP goals, and provides updates on special education initiatives. Teachers are encouraged to discuss any issues, concerns or challenges that they may have recently encountered in their classrooms. It is our goal to share ideas among colleagues and for staff to feel supported and heard. In addition to open discussions, presenters from OVR and the Intermediate Unit have been invited to speak on Transition Services that are available to students and families. Furthermore, teachers are regularly provided with resources from OVR, SEED, VIP, Project Search, PATTAN and PDE.

The WCSD promotes transition activities in order to promote post-secondary education and future career opportunities for students graduating from High School. Students in grades 8-12 have access to Career Cruising, a web-based program that offers career and college exploration, interest inventories, job opportunities, and resume building skills. Students are also provided the opportunity to enroll at The Lehigh Career and Technical Institute. LCTI offers students the opportunity to explore more than 45 skills-based programs of study where teachers guide students from instruction to action, helping them tackle projects that mirror on-the-job challenges as they develop the knowledge and skill necessary to secure industry credentials or earn college credit. LCTI's Service Occupations Cluster (SOC) is designed to help students transition from basic, entry-level skill development to more advanced technical training that will lead them directly to the workforce. Typically, these programs are well suited for students who learn best in small-group settings and require intense reading and math support to master skill competencies.   As another transition option, the district contracts through the IU to provide a work-based learning program to

expose students to real-life, hands-on work experience. Community-based Instruction is also utilized to teach students the skills to navigate the community setting. Project Search and The Vocational and Independence Program (VIP) are high school transition programs that focus on soft skills, independence, employment readiness, and integrated competitive employment. the programs provide hands-on work experiences and training in work essential skills, such as appearance, communication, job performance, and community-appropriate behaviors. In addition, the program provides lessons in Independent Community Travel (ICT) and Community Based Instruction (CBI) once a as well as practice taking public transportation and help develop age-appropriate skills for functioning outside the school environment.

In 2012, the Whitehall-Coplay School District joined with community partners to create Communities that Care, a framework for assisting a community in building healthy, resilient youth. Communities that Care enhances and supports the mission of Whitehall-Coplay School District by developing relationships with community partners. CTC recognizes that schools, communities and families cannot do it alone. Whitehall's youth needs guidance and support from the adults in their lives, both in the school setting and in the community. CTC provides education and support to families and youth in need within the Whitehall-Coplay School District.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Person's Directed Supports - residential home	Nonresident	Behavioral Health Associates and the Whitehall-Coplay School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU 21 Classroom at Salisbury High School, Salisbury Township School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Catasauqua High School, Catasauqua School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Orefield Middle School, Parkland School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Sheckler Elementary School, Catasauqua School District	Neighboring School Districts	Multiple Disabilities Support	6
IU 21 Classroom at Northwestern Lehigh Middle School, Northwestern Lehigh School District	Neighboring School Districts	Multiple Disabilities Support	2
IU 21 Classroom at Parkland High School, Parkland School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Peters Elementary, Northern Lehigh School District	Neighboring School Districts	Multiple Disabilities Support	2
IU 21 Classroom at Weisenberg Elementary School, Northwestern Lehigh School District	Neighboring School Districts	Multiple Disabilities Support	5
IU 21 Classroom at Macungie Elementary School, East Penn School District	Neighboring School Districts	Life Skills Support	3
IU 21 Project Search	Special Education Centers	Life Skills Support	1
IU 21 Lehigh Learning and Adjustment School	Special Education Centers	Emotional Support	10
IU 21 Allentown Learning and Adjustment School	Special Education Centers	Emotional Support	5
IU 21 Carbon Learning and Adjustment School	Special Education Centers	Emotional Support	3

Behavior Health Associates, BHA Academy	Other	Emotional Support	1
IU 21 Vocational and Independence Program (VIP)	Special Education Centers	Life Skills Support	1
IU 21 Lehigh County Enhanced Autism	Special Education Centers	Autism Support	1
IU 21 Classroom at Parkland High School, Parkland School District	Neighboring School Districts	Deaf and Hard of Hearing Support	1
IU 21 Classroom at Ironton Elementary School, Parkland School District	Neighboring School Districts	Multiple Disabilities Support	2
Jaindl Elementary School, Parkland School District	Neighboring School Districts	Multiple Disabilities Support	1
IU 21 Classroom at Truman Elementary School, Salisbury School District	Neighboring School Districts	Emotional Support	1
Behavioral Health Associates, Dual Diagnosis	Other	Multiple Disabilities Support	2
IU 21 Classroom at Western Salisbury Elementary School, Salisbury School District	Neighboring School Districts	Multiple Disabilities Support	1
Behavioral Health Associates, ISST	Other	Emotional Support	1
IU 21 Lehigh Career and Technical Institute	Other	Learning Support	4

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	1	0.1
Locations:				
Gockley	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	5 to 7	17	0.9
Locations:				
Gockley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 30, 2017

        Reason for the proposed change: Correction of program description in the District Profile

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	36	1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 30, 2017

        Reason for the proposed change: Correction of program description in the District Profile

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 21	33	1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 30, 2017

        Reason for the proposed change: Correction of program description in the District Profile

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	23	0.9
Locations:				
Whitehall 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 18	2	0.1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* March 30, 2017
> > *Reason for the proposed change:* Correction of program description in the District Profile
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	9	1
Justification: Speech therapist has grouped her high school students according to ability and age.				
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	13	0.9
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* March 30, 2017
> > *Reason for the proposed change:* Correction of program description in the District Profile
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	23	1
Locations:				

Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 30, 2017

        Reason for the proposed change: Correction of program description in the District Profile

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	24	1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 30, 2017

        Reason for the proposed change: Correction of program description in the District Profile

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	23	1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 30, 2017

        Reason for the proposed change: Correction of program description in the District Profile

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	26	1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

    Operator: School District

    PROGRAM DETAILS

Type: Class
Implementation Date: March 30, 2017
Reason for the proposed change: Correction of program description in the District
Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.2
Locations:				
Whitehall 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	Learning Support	14 to 16	10	0.8
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class
Implementation Date: March 30, 2017
Reason for the proposed change: Correction of program description in the District
Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	11	0.8
Locations:				
Whitehall 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	Learning Support	17 to 21	2	0.2
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class
Implementation Date: March 30, 2017
Reason for the proposed change: Correction of program description in the District
Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	11	0.8
Locations:				
Whitehall 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	Learning Support	16 to 19	2	0.2
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	8	0.9
Locations:				
Whitehall 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	Life Skills Support	18 to 21	1	0.1
Locations:				
WhitehallHigh School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

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	8	0.9
Locations:				
Whitehall High School	A Junior/Senior High	A building in which General Education programs are		

		School Building	operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 18	1	0.1
Locations:				
Whitehall High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	20	1
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 30, 2017
Reason for the proposed change: Correction of program description in the District Profile
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.9
Locations:				
Whitehall Coplay 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
Full-Time Special Education Class	Emotional Support	11 to 15	1	0.1
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18
Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	9	0.6
Locations:				
Whitehall Coplay 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	11 to 15	6	0.4
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	22	1
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	24	1
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	20	1

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

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	11	0.8
Locations:				
Whitehall Coplay 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	Learning Support	13 to 15	3	0.2
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	0.8
Locations:				
Whitehall Coplay 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	Learning Support	12 to 14	4	0.2
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.8
Locations:				
Whitehall Coplay 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	Learning Support	11 to 13	2	0.2
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	15	1
Locations:				
Zephyr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	7	0.5
Locations:				
Zephyr 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	Emotional Support	9 to 11	6	0.4
Locations:				
Zephyr	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 11	1	0.1
Locations:				
Zephyr	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	30	1
Locations:				
Zephyr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	27	1
Locations:				
Zephyr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	1

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

Program Position #30

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

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	18	1
Locations:				
Zephyr Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 9	38	1
Locations:				
Steckel Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2017

Reason for the proposed change: Correction of program description in the District Profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	12	0.8
Locations:				
Steckel	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 9	3	0.2

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

Program Position #33
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	28	1
Locations:				
Steckel	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* March 30, 2017
>> *Reason for the proposed change:* Correction of program description in the District Profile
> **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	16	0.9
Locations:				
Steckel	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	8 to 9	2	0.1
Locations:				
Steckel	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* March 30, 2017
>> *Reason for the proposed change:* Correction of program description in the District Profile
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	7 to 8	15	0.9

but More Than 20%)				
Locations:				
Steckel	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	7 to 8	1	0.1
Locations:				
Steckel	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	33	1
Locations:				
Gockley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 30, 2017
Reason for the proposed change: Correction of program description in the District Profile
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	13	0.8
Locations:				
Gockley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	2	0.1
Locations:				
Gockley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Emotional Support	5 to 7	1	0.1

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

Program Position #38

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: August 29, 2016

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	9	0.9
Locations:				
Gockley Elementary School	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	5 to 6	1	0.1
Locations:				
Gockley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 29, 2016

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	23	1
Locations:				
Whitehall Coplay Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 27, 2018

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 7	3	0.6
Locations:				
Gockley Elementary School	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	5 to 7	2	0.4
Locations:				
Gockley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	7 to 9	5	0.6
Locations:				
Steckel	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 9	4	0.4
Locations:				
Steckel	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	2	0.3
Locations:				
Zephyr	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%)	Life Skills Support	9 to 11	4	0.7
Locations:				
Zephyr	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43
> *Operator:* School District

PROGRAM DETAILS
Type: Position
Implementation Date: August 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	1
Justification: The Speech Therapist will work with the 3 new Full-Time Learning Support Classes, across 3 different buildings. The therapist will only see students within the age range in each building.				
Locations:				
Steckel	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Whitehall Coplay School District	1
Supervisor of Special Education, Secondary	Whitehall Coplay School District	1
Psychological Services	Gockley Elementary School	1
Psychological Services	Steckel Elementary	1
Psychological Services	Zephyr Elementary	1
Psychological Services	Whitehall Coplay Middle School	1
Psychological Services	Whitehall High School	1
Emotional Support Interventionist K-12	All Buildings	0.75
Special Education Paraprofessional (56 part-time)	All Buildings K-12	0.75
Special Education Secretary	District Office	1
Guidance Counselors	All Buildings K-12	0.15
Supervisor of Special Education, Elementary	Whitehall-Coplay School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	1 Days
Work Based Learning Services	Intermediate Unit	5 Days
Adapted Physical Education	Intermediate Unit	4 Hours
SETT Coordinator	Intermediate Unit	15 Minutes
Audiologist	Intermediate Unit	0.5 Hours
Bi-Lingual Psychologist for Evaluations	Outside Contractor	0.5 Hours
Transportation	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Challenges

1. Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

2. Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

3. Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Accomplishments

1. All schools within the district earned School Performance Profile scores that met or exceeded state expectations.

2. MTSS will be fully implemented in Math K-5 as of the 2018-19 school year.

3. RtII is fully implemented in Reading K-6.

4. School-Wide Positive Behavior Support is implemented District Wide.

5. Inter-Agency collaboration supports and enhances prevention and intervention strategies and programming for at-risk students.

6. The community actively supports the schools and district initiatives.

District Accomplishments

Accomplishment #1:
Across the District, safety and security measures have been addressed through enhancements to campus lighting, video surveillance systems, Emergency Operation Plans, secure building entrances and dedicating professional development time to emergency/crisis training.

Accomplishment #2:
The District has committed significant resources for the acquisition of technology resources and the upgrade of infrastructure across the District.

Accomplishment #3:
Through recent professional development the district has made significant strides in enhancing instruction through the use of technology tools for teaching and learing.

Accomplishment #4:
Inter-Agency collaboration supports and enhances prevention and intervention strategies and programming for at-risk students.

Accomplishment #5:
School-Wide Positive Behavior Support is implemented District Wide.

Accomplishment #6:
RtII is fully implemented in Reading K-6.

Accomplishment #7:
MtSS will be fully implemented in math K-5 as of the 2018-19 school year.

Accomplishment #8:
The community actively supports the schools and district initiatives.

District Concerns

Concern #1:
Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Meeting PDE's expectations for academic acheivement and growth for all students in the district continues to present significant challenges.

Concern #2:

Establish a system that fully ensures barriers to student learning are addressed in order to:

- Increase student achievement and graduation rates.

- Ensure at-risk students are identified early and supported by a process that provides interventions based on student needs and includes procedures for monitoring effectiveness.

Concern #3:

Establish a system that fully ensures each member of the district community promotes, enhances, and sustains a shared vision of positive school climate, and ensures family and community support of student participation in the learning process.

Concern #4:

Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Concern #5:

Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

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

Meeting PDE's expectations for academic acheivement and growth for all students in the district continues to present significant challenges.

Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Systemic Challenge #2 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

> **Aligned Concerns:**
>
> Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
>
> Meeting PDE's expectations for academic acheivement and growth for all students in the district continues to present significant challenges.
>
> ....
>
> Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
>
> ....
>
> Establish a system that fully ensures barriers to student learning are addressed in order to:
>
> - Increase student achievement and graduation rates.
> - Ensure at-risk students are identified early and supported by a process that provides interventions based on student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #3 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

> **Aligned Concerns:**
>
> Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
>
> Meeting PDE's expectations for academic acheivement and growth for all students in the district continues to present significant challenges.
>
> ....
>
> Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
>
> ....

Establish a system that fully ensures barriers to student learning are addressed in order to:

- Increase student achievement and graduation rates.

- Ensure at-risk students are identified early and supported by a process that provides interventions based on student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #4 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Establish a system that fully ensures each member of the district community promotes, enhances, and sustains a shared vision of positive school climate, and ensures family and community support of student participation in the learning process.

Systemic Challenge #5 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

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

Meeting PDE's expectations for academic acheivement and growth for all students in the district continues to present significant challenges.

District Level Plan

Action Plans

Goal #1: 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.

Indicators of Effectiveness:

Type: Interim

Data Source: Learning Walks

Specific Targets: All teachers demonstrating effective research-base instructional practices related to their content and/or grade level.

Type: Annual

Data Source: Drop-Ins/Informals and Formal Observation of Instructor Practices

Specific Targets: All teachers design lessons with class objectives aligned to state standards, and incorporate an appropriate level of challenge and meet the learning needs of all students in their class.

All teachers receive an annual rating of proficient or above in Domains 1 (Planning and Preparation), 2 (Classroom Environment), and 3 (Instruction).

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform

teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Getting Results with Curriculum Mapping)

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to

Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Utilize Educator Effectiveness Model

Description:

Apply Danielson Framework through:

Formal Observations with follow up Walk-Throughs

Drop-Ins

Learning Walks

Feedback provided during Grade Level and Department Meetings

SAS Alignment: Instruction

Classroom Technology

Description:

Effective use of technology for teaching and learning increases students' interest level which is turn increases student performance and achievement.

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

Common Learning Walk Instrument

Description:

A common instrument will help define effective instructor practices and inform us of teaching practices. Consistent implementation.

SAS Alignment: Instruction

Research Based Best Practices

Description:

Effective implementation of best practices in teaching and learning increases students' engagement and ultimately performance and achievement.

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

Implementation Steps:

Common Learning Walk Look for Instrument

Description:

Provide common look for instruments by grade spans to inform staff and administration of effective implmeneted instructional practices.

Start Date: 9/1/2018   **End Date:** 6/28/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Differentiating Instruction
- Classroom Technology
- Common Learning Walk Instrument
- Research Based Best Practices

Research Based Instructional Best Practices

Description:

Provide Professional Development opportunities that will foster the utilization of best practices for effective teaching and learning, while providing our graduates the skills needed in the 21st Century.

Start Date: 9/2/2019   **End Date:** 6/28/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- Differentiating Instruction
- Classroom Technology
- Common Learning Walk Instrument
- Research Based Best Practices

Classroom Technology

Description:

Provide professional development opportunities that will foster the utilization of best practices for effective integration of technology to support 21st Century teaching and learning.

Start Date: 9/2/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Substantial Professional Development
- Differentiating Instruction
- Classroom Technology
- Common Learning Walk Instrument

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Child Study

Specific Targets: Expansion of Child Study to include a tiered intervention system at the secondary level to provide academic supports to students during the school day.

Type: Annual

Data Source: PowerSchool Data File

Specific Targets: Increased Graduation Rates/Grade-level Promotion Rates and Reduction in Course Failures

Type: Annual

Data Source: PVAAS

Specific Targets: All students are meeting or exceeding one year's growth across all assessed areas.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Utilize Educator Effectiveness Model

Description:

Apply Danielson Framework through:

Formal Observations with follow up Walk-Throughs

Drop-Ins

Learning Walks

Feedback provided during Grade Level and Department Meetings

SAS Alignment: Instruction

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate". (Sources: Effective Strategies , 15 Effective Strategies for Dropout Prevention , Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database , Dropout Prevention , Career Academies)

SAS Alignment: Safe and Supportive Schools

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information

gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Professional Development Plan - Assessments

Description:

Provide professional development opportunities on analyzing data from formative and summative assessments and utilize data to adjust instructional practices.

SAS Alignment: Assessment, Instruction

Comprehensive Guidance Plan - 339

Description:

Develop a comprehensive guidance program aligned to state standards that will address the varying needs of all students. This plan will include college and career readiness skills, interpersonal skills, as well as prevention and intervention programs addressing health, social, and emotional issues.

SAS Alignment: Standards, Safe and Supportive Schools

District-wide Intervention and Prevention Program

Description:

Explore ways to expand existing intevention and prevention programs (WIT, ZAP, SAP, RtII, MTSS, Choices) as well as seek opportunities for additional services to meet the needs of all students.

SAS Alignment: Safe and Supportive Schools, Instruction

Internal Academic Support System

Description:

Implement an Internal Academic Support System to use at the secondary level to support struggling students during the school day.

SAS Alignment: Instruction, Safe and Supportive Schools

MTSS

Description:

Explore additional interventions to use with students to support MTSS. Explore alternative intervention programs.

SAS Alignment: Assessment, Instruction, Materials & Resources

Universal Screener

Description:

Explore Universal Screener to identify Academic, Behavioral and Social Emotional needs.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Internal Academic Support System

Description:

Implement an Internal Academic Support System to use at the secondary level to support struggling students during the school day.

Start Date: 8/26/2019   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

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

- Dropout Prevention Expansion

- District-wide Intervention and Prevention Program

- Internal Academic Support System

- MTSS

- Universal Screener

Multi-Tiered Support Systems (MTSS)

Description:

Explore additional interventions to use with students to support MTSS.

Expand training to stff; refresher trainings.

Start Date: 8/21/2018   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

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

- Differentiating Instruction

- District-wide Intervention and Prevention Program

- Internal Academic Support System

- MTSS

- Universal Screener

Supporting At-Risk Students Through Drop Out Prevention

Description:

Implementation of Prevention and Intervention Program to provide supports for at-risk students to increase the probability that the student will graduate in 4 years and are college/career ready.

Examples of programs to be implemented are, but not limited to, Choices, SAP, Project Success, Steps, Life Skills for Teens, School to Career Program, Peer Mentoring, Truancy Intervention, PATHS, and Alcohol Tobacco and Other Drugs (ATOD) prevention programming.

Foster partnerships with community and parents and provide parent programs to support prevention and interventions (STEP, Strengthening Families, ESOL Family Night, PBS Reading Support Program).

Continuation of School-Wide Positive Behavior Support in grades K-12.

Continuation of Child Study Teams in all buildings to address the individual needs of all learners.

Explore options to expand credit recovery.

Start Date: 9/2/2018   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

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

- Dropout Prevention Expansion

- Positive Behavioral Interventions and Supports

- District-wide Intervention and Prevention Program

- Internal Academic Support System

- MTSS

- Universal Screener

Universal Screeners

Description:

Explore Universal Screeners to identify Academic, Behavioral and Social Emotional needs.

Start Date: 8/20/2018   **End Date:** 8/31/2021

Program Area(s): Student Services

Supported Strategies:

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

- Differentiating Instruction

- Positive Behavioral Interventions and Supports

- District-wide Intervention and Prevention Program

- Internal Academic Support System

- MTSS

- Universal Screener

Differentiated Instruction

Description:

Provide opportunities for professional development on Differentiated Instruction.

Start Date: 8/20/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

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

- Differentiating Instruction

Use of Benchmarks and Diagnostic Testing

Description:

Continue use of Study Island benchmarking programming to support standards acquisition.

Expand diagnostic testing to include the Classroom Diagnostic Tools (CDTs).

Foster standardization of data analysis across grade levels and courses.

Adjust classroom instruction and/or instuctional groups based on student data

Start Date: 8/21/2018   **End Date:** 6/30/2021

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

Supported Strategies:

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

- Differentiating Instruction

- District-wide Intervention and Prevention Program

- Internal Academic Support System

- MTSS

- Universal Screener

Teaching Strategies for ELL and Diverse Learners

Description:

Provide presentations highlighting effective teaching strategies that can be utilized in the classroom to support the district's growing ELL and diverse learner population. These professional development sessions will focus on the awareness of cultural sensitivity, personal space, touching, eye contact, work ethic, and terminology. These presentations will also highlight the top three cultures and/or religious affiliations represented in our school community and provide data on the most up-to-date demographics.

Topics may include effective modeling tasks for students, creating hands-on activities, using visual cues, benefits of small group instruction, and use of repetition and slowing of instructional pace.

Start Date: 9/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- District-wide Intervention and Prevention Program
- Internal Academic Support System

Goal #3: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Child Study

Specific Targets: Expansion of Child Study to included a tiered intervention system at the secondary level to provide academic supports to students during the school day.

Type: Annual

Data Source: PowerSchool Data File

Specific Targets: Increase Graduation Rates/Grade-level Promotion Rates, Reduction in Course Failures

Type: Annual

Data Source: PVAAS

Specific Targets: All students are meeting or exceeding one year's growth across all assessed areas.

Strategies:

Utilize Educator Effectiveness Model

Description:

Apply Danielson Framework through:

Formal Observations with follow up Walk-Throughs

Drop-Ins

Learning Walks

Feedback provided during Grade Level and Department Meetings

SAS Alignment: Instruction

Comprehensive Guidance Plan - 339

Description:

Develop a comprehensive guidance program aligned to state standards that will address the varying needs of all students. This plan will include college and career readiness skills, interpersonal skills, as well as

prevention and intervention programs addressing health, social, and emotional issues.

SAS Alignment: Standards, Safe and Supportive Schools

Internal Academic Support System

Description:

Implement an Internal Academic Support System to use at the secondary level to support struggling students during the school day.

SAS Alignment: Instruction, Safe and Supportive Schools

Intervention Collaboration

Description:

Provide increased communication systems for staff to collaborate regarding interventions targeted to students' specific academic, behavioral and social-emotional needs.

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

Implementation Steps:

Intervention Collaboration

Description:

Develop a common system that is easy to use and encompasses all interventions for a student in order for staff to collaborate regarding interventions targeted to students' specific academic, behavioral and social-emotional needs.

Start Date: 8/21/2018   **End Date:** 6/28/2021

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

Supported Strategies:

- Intervention Collaboration

Goal #4: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Demographic Data

Specific Targets: Students, parents, and community

Type: Interim

Data Source: Quarterly Recognition

Specific Targets: All students and staff

Type: Interim

Data Source: Brightbyte Survey, Clarity Survey and Disciplinary Data

Specific Targets: All students, staff, parents, and community.

Strategies:

Parent Engagement Strategies

Description:

Provide for a system where parental outreach program is housed and shared with the community.

SAS Alignment: Safe and Supportive Schools

Achievement Recognition

Description:

Building and district acknowledgements are regularized and focused on the mission and vision.

SAS Alignment: Safe and Supportive Schools

Community Outreach

Description:

Develop an inclusive program that reaches all parents and community members in an effort to disseminate District information and survey data to guide continuous improvements.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Parent Engagement Strategies

Description:

Provide for a system where parental outreach program is housed and shared with the community.

Start Date: 8/24/2018   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Parent Engagement Strategies
- Achievement Recognition
- Community Outreach

Achievement Recognition

Description:

Building and district acknowledgements are regularized and focused on the mission and vision.

Start Date: 8/20/2018   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Parent Engagement Strategies
- Achievement Recognition
- Community Outreach

Community Outreach

Description:

Develop an inclusive program that reaches all parents and community members in an effort to disseminate District information and survey data to guide continuous improvements.

Start Date: 8/20/2018   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Parent Engagement Strategies
- Achievement Recognition
- Community Outreach

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Curriculum Mapping Strategy #2: Differentiating Instruction Strategy #3: Classroom Technology Strategy #4: Common Learning Walk Instrument Strategy #5: Research Based Best Practices

Start	End	Title	Description
9/2/2019	6/28/2021	Research Based Instructional Best Practices	Provide Professional Development opportunities that will foster the utilization of best practices for effective teaching and learning, while providing our graduates the skills needed in the 21st Century.

Person Responsible	SH	S	EP	Provider	Type	App.
Building and District Administrators	1.5	3	25	Whitehall-Coplay School District	School Entity	Yes

Knowledge	Utilization of best practices for effective teaching and learning.
Supportive Research	Research-Based & Best Practiced: 21st Century Taeching and Learning Skills

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. 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 Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

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

      Creating lessons to meet varied student learning styles

      Peer-to-peer lesson discussion

      Lesson modeling with mentoring

      Joint planning period activities

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

      Standardized student assessment data other than the PSSA

      Classroom student assessment data

      Participant survey

      Evaluation of Professional Development Session

LEA Goals Addressed:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Common Assessment within Grade/Subject** **Strategy #2: Substantial Professional Development** **Strategy #3: Differentiating Instruction** **Strategy #4: Classroom Technology** **Strategy #5: Common Learning Walk Instrument**

Start	End	Title	Description
9/2/2018	6/30/2021	Classroom Technology	Provide professional development opportunities that will foster the utilization of best practices for effective integration of technology to support 21st Century teaching and learning.

Person Responsible	SH	S	EP	Provider	Type	App.
Building and District Administrators	1.0	5	25	Whitehall-Coplay School District	School Entity	Yes

| **Knowledge** | Utilization of best practices for effective integration of technology to support 21st Century teaching and learning. |

| **Supportive Research** | Engaging classroom, fostering 21st Century Skills, fostering Career and College Readiness Skills. |

Designed to Accomplish

| For classroom teachers, school counselors and education specialists: | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |

| For school and district administrators, and other educators seeking leadership roles: | Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
 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
 Supt / Ast Supts / CEO / Ex Dir

 School counselors | **Grade Levels** | Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)
 High (grades 9-12) |

Paraprofessional
New Staff
Other educational specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans Evaluation of Professional Development Session
LEA Goals Addressed:	**Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Differentiating Instruction** **Strategy #3: District-wide Intervention and Prevention Program** **Strategy #4: Internal Academic Support System** **Strategy #5: MTSS**

Strategy #6: Universal Screener

Start	End	Title	Description
8/21/2018	6/30/2021	Multi-Tiered Support Systems (MTSS)	Explore additional interventions to use with students to support MTSS. Expand training to stff; refresher trainings.

Person Responsible	SH	S	EP	Provider	Type	App.
District and Building Administrators, Classroom Teachers, School Counselors, School Psychologists, and Instructional Specialists	2.0	10	8	PaTTAN	PaTTAN	Yes

Knowledge — Interventions to support studnt learning

Supportive Research — Enhancement of student learning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
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 Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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 Joint planning period activities	**Evaluation Methods**	Classroom student assessment data Participant survey Universal Screener Data

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Dropout Prevention Expansion Strategy #3: Positive Behavioral Interventions and Supports Strategy #4: District-wide Intervention and Prevention Program Strategy #5: Internal Academic Support System Strategy #6: MTSS Strategy #7: Universal Screener

Start	End	Title	Description
9/2/2018	6/30/2021	Supporting At-Risk Students Through Drop Out Prevention	Implementation of Prevention and Intervention Program to provide supports for at-risk students to increase the probability that the student will graduate in 4 years and are college/career ready. Examples of programs to be implemented are, but not limited to, Choices, SAP, Project Success, Steps, Life Skills for Teens, School to Career Program, Peer Mentoring, Truancy Intervention, PATHS, and Alcohol Tobacco and Other Drugs (ATOD) prevention programming. Foster partnerships with community and parents and provide parent programs to support prevention and interventions (STEP, Strengthening Families, ESOL Family Night, PBS Reading Support Program). Continuation of School-Wide Positive Behavior Support in grades K-12.

Continuation of Child Study Teams in all buildings to address the individual needs of all learners.

Explore options to expand credit recovery.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent and Building Administration	2.0	2	100	Whitehall-Coplay School District	School Entity	Yes

Knowledge

Increased awareness of current trends in drug and alcohol use and prevention, trauma informed care, and cultural diversity awareness.

Supportive Research

Meeting the needs of diverse and at-risk learners

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	Series of Workshops School Whole Group Presentation Offsite Conferences		

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Analyzing SAP/WIT, attendance and discipline data	**Evaluation Methods**	Participant survey Analyzing SAP/WIT, attendance, and discipline data

LEA Goals Addressed:	**Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Differentiating Instruction** **Strategy #3: Positive Behavioral**

	procedures for monitoring effectiveness.	Interventions and Supports
		Strategy #4: District-wide Intervention and Prevention Program
		Strategy #5: Internal Academic Support System
		Strategy #6: MTSS
		Strategy #7: Universal Screener

Start	End	Title	Description
8/20/2018	8/31/2021	Universal Screeners	Explore Universal Screeners to identify Academic, Behavioral and Social Emotional needs.

Person Responsible	SH	S	EP	Provider	Type	App.
Building and District Administrators, School Counselors, Specialists, School Psychologists, Interventionists	1.0	1	100	Whitehall-Coplay School District	School Entity	Yes

Knowledge Learn how to utilze and interpret the selected universal screener.

Supportive Research Enhancement of student learning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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
	Live Webinar
	Department Focused Presentation

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
	New Staff		
	Other educational specialists		
	Related Service Personnel		

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
Creating lessons to meet varied student learning styles
Joint planning period activities

instructional delivery and professionalism.
Standardized student assessment data other than the PSSA
Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiating Instruction

Start	End	Title	Description
8/20/2018	6/30/2021	Differentiated Instruction	Provide opportunities for professional development on Differentiated Instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Building and District Administrators	2.5	2	45	Whitehall-Coplay School District	Independent Educational Consultant	Yes

Knowledge	Strategies to maximize student learning.
Supportive Research	Meeting the needs of all learners.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

    Creating lessons to meet varied student learning styles

    Peer-to-peer lesson discussion

    Joint planning period activities

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

    Classroom student assessment data

    Participant survey

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Differentiating Instruction** **Strategy #3: District-wide Intervention and Prevention Program** **Strategy #4: Internal Academic Support System** **Strategy #5: MTSS** **Strategy #6: Universal Screener**

Start	End	Title	Description
8/21/2018	6/30/2021	Use of Benchmarks and Diagnostic Testing	Continue use of Study Island benchmarking programming to support standards acquisition. Expand diagnostic testing to include the Classroom Diagnostic Tools (CDTs). Foster standardization of data analysis across grade levels and courses.

Adjust classroom instruction and/or instuctional groups based on student data

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators	2.0	1	50	Whitehall-Coplay School District	School Entity	Yes

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Knowledge

Diagostic testing provide in-depth data on a student's strengths and weaknesses as compared to grade expectations which will allow teachers to appropriately design instruction and or interventions to address each student's needs.

Supportive Research

Data driven decision making

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Differentiating Instruction Strategy #2: District-wide Intervention and Prevention Program Strategy #3: Internal Academic Support System

Start	End	Title	Description
9/3/2018	6/30/2021	Teaching Strategies for ELL and Diverse Learners	Provide presentations highlighting effective teaching strategies that can be utilized in the classroom to support the district's growing ELL and diverse learner population. These professional development sessions will focus on the awareness of cultural sensitivity, personal space, touching, eye contact, work ethic, and terminology. These presentations will also highlight the top three cultures and/or religious affiliations represented in our school community and provide data on the most up-to-date demographics. Topics may include effective modeling tasks for students, creating hands-on activities, using visual cues, benefits of small group instruction, and use of repetition and slowing of instructional pace.

Person Responsible	SH	S	EP	Provider	Type	App.
ELL Teachers and District Staff	2.5	3	25	Whitehall-Coplay School District	School Entity	Yes

Knowledge Enhance the staff's understanding of diverse learners and increase their repertoire instructional strategies.

Supportive Research Multiple intelligences

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.

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
Professional Learning Communities
Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Related Service Personnel	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

Peer-to-peer lesson discussion

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Wayne Grim on 4/25/2018

Board President

Affirmed by Lorie Hackett on 4/25/2018

Superintendent/Chief Executive Officer