



Palmerton Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

680 Fourth Street
Palmerton, PA 18071
(610)826-2364
Superintendent: Scot Engler
Director of Special Education: Suzanne Rentschler

Planning Process

The District's Comprehensive Planning (CP) committee is comprised of administrators, teachers, parents and other stakeholders from across the district. This committee is established in October of the year preceding adoption. The District level planning committee meets to develop a planning timeline and to establish the subcommittees. Subcommittees are formed for each of the following areas.

- Safety & Security
- Technology
- Facilities
- Curriculum, Instruction & Assessment
- STEM
- Career Readiness
- Special Education
- Building Level School Improvement

All committee members serve on one or more of the district's subcommittees. The subcommittees work on the core foundations, instructional strategies, assessments, safe schools, materials and resources, technology and professional education sections. They analyze data to identify deficiencies and establish a plan to remediate those insufficiencies.

Mission Statement

Palmerton Area School District educates and provides students with opportunities to soar in society with PRIDE.

Vision Statement

Vision

The vision of Palmerton Area School District is to educate and prepare all students for success in a globally competitive society. This shall be accomplished through activities that enhance their social, mental and physical well-being.

Shared Values

Shared Values

We believe...

- Each student has the ability to learn and be successful.
- Education is a shared student, parent, school and community responsibility.
- All students have a right to learn in a safe and nurturing environment.
- Motivated, adaptable, and well-trained staff are critical for student achievement.
- Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems.
- Using technology in a responsible way aids education, and provides the opportunity for students to learn problem-solving and communication with a purpose.
- That meeting all students' needs through appropriately challenging them, and providing relevant and rigorous opportunities both in and outside of school will allow each student to reach his/her own personal potential.

Educational Community

The Palmerton Area School District is a suburban school district located in the southern region of Carbon County which is situated in Northeastern Pennsylvania. It encompasses one hundred square miles just north of the Lehigh Valley on the edge of the Poconos Mountains and serves following communities: Palmerton, Bowmanstown, Aquashicola, Towamensing and Lower Towamensing Townships.

The School District is governed by a nine member Board of School Directors, elected for four year terms. The Superintendent is the chief administrative officer of the School District, with the overall responsibility for all aspects of operations. The Business Manager is responsible for budget and financial operations. These officials are selected by the Board of School Directors. The School District operates a primary education center, two elementary schools, a junior high school, and a senior high school. The district's total enrollment is approximately 1900 students.

Palmerton Area School District students are provided a challenging and diverse curriculum, with differentiated lessons offered to meet the interest and needs of all learners. Students have the opportunity to enroll in full-time career and technical education at the Carbon County Career and Technical Institute. Many students also enroll in college-level courses taught at Palmerton Area High School, as well as on the campus of Lehigh-Carbon County Community College. Palmerton Area School District has a graduation rate of 95.6% with over 80% of our graduates matriculating into higher education.

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing

American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler-Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Standards that are non-existent indicate that we do not have related courses at this level.

All grade levels are guided in reading and mathematics instruction by benchmarks established through the alignment of the curriculum with the state standards. Additionally Teachers at the primary level are well versed in the state standards which guides all of their instruction.

Elementary Education-Intermediate Level

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

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

Standards that are non-existent indicate that we do not have related courses at this level.

All grade levels are guided in reading and mathematics instruction by benchmarks established through the alignment of the curriculum with the state standards. Additionally Teachers at the primary level are well versed in the state standards which guides all of their instruction.

Middle Level

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

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

Standards that are non-existent indicate that we do not have related courses at this level.

All grade levels are guided in reading and mathematics instruction by benchmarks established through the alignment of the curriculum with the state standards. Additionally Teachers at the middle level are well versed in the state standards which guides all of their instruction.

High School Level

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

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

Standards that are non-existent indicate that we do not have related courses at this level.

All grade levels are guided in reading, mathematics and science instruction by benchmarks established through the alignment of the curriculum with the state standards. Additionally Teachers at the high school level are well versed in the state standards which guides all of their instruction.

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 Palmerton Area School District has an 8 year curriculum cycle which incorporates the following steps for curriculum development: (a) review of existing curriculum, (b) curriculum writing and adoption of resources, (d) refining of curriculum based upon adopted resources, (e) implementation and evaluation, and (f) evaluation and adjustment. The written curriculum documents created through this process identify the relationships desired between our objectives and academic standards in each course. Our planning also incorporates materials, activities; the amount of instructional time, and assessment methodology utilized in the course.

Our District also has monthly Curriculum Council Meetings (CAC) at both the elementary and secondary level where much of the discussion is focused on curriculum renewal and implementation.

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

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Our District also has monthly Curriculum Council Meetings (CAC) at both the elementary and secondary level where much of the discussion is focused on curriculum renewal and implementation.

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 Palmerton Area School District has an 8 year curriculum cycle which incorporates the following steps for curriculum development: (a) review of existing curriculum, (b) curriculum writing and adoption of resources, (d) refining of curriculum based upon adopted resources, (e) implementation and evaluation, and (f) evaluation and adjustment. The written curriculum documents created through this process identify the relationships desired between our objectives and academic standards in each course. Our planning also incorporates materials, activities; the amount of instructional time, and assessment methodology utilized in the course.

Our District also has monthly Curriculum Council Meetings (CAC) at both the elementary and secondary level where much of the discussion is focused on curriculum renewal and implementation.

High School Level

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

interdisciplinary 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.	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 Palmerton Area School District has an 8 year curriculum cycle which incorporates the following steps for curriculum development: (a) review of existing curriculum, (b) curriculum writing and adoption of resources, (d) refining of curriculum based upon adopted resources, (e) implementation and evaluation, and (f) evaluation and adjustment. The written curriculum documents created through this process identify the relationships desired between our objectives and academic standards in each course. Our planning also incorporates materials, activities; the amount of instructional time, and assessment methodology utilized in the course.

Our District also has monthly Curriculum Council Meetings (CAC) at both the elementary and secondary level where much of the discussion is focused on curriculum renewal and implementation.

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 Palmerton Area School District and teaching staff have many processes in place to address individual student academic needs. Data teams meet to discuss PVAAS, PSSA, Keystones and other benchmark data and how incorporate differentiated instruction strategies and practices into their respective classrooms. In addition, in grades K to 8 we utilize Response to Intervention Instruction (RtII) to address specific needs. Our high school's Academic Enrichment Committee identifies students based on their needs and places them into appropriate group during our enrichment period. During this time remediation or enrichment activities are provided based on the students identified need.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Walkthroughs targeted on instruction
- Peer evaluation/coaching

*Regular Lesson Plan Review**Checked Answers*

- Administrators
- Department Supervisors
- Not Reviewed

Unchecked Answers

- Building Supervisors
- Instructional Coaches

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

Our district utilizes PA-Etep to organize and communicate the various components involved in the formal observation process. This tool incorporates all the necessary steps to complete a formal evaluation with the focus on the Educator Effectiveness Domains. It is used to streamline communication between teachers and their direct supervisor or other district administrators with regard to pre-conference, the observation, supervisor and teacher self-assessments, the post-observation conference, official sign-off, and the formal PDE 82-1 rating form.

In addition, to ensure standards aligned instruction and consistency, curriculum units are developed for the entire district. These serve as a guide for all teachers and more importantly, ensures that all students are receiving similar content by course/grade level. Lesson plans are not turned in but must be readily available for review by building administrators.

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

We are in the early stages of incorporating informal walkthrough observations with our professional staff.

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

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

used to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

Elementary Education-Intermediate Level

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

Middle Level

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

High School Level

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

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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.

Palmerton Area School District hires professional staff that meet highly qualified criteria without exception, and we maintain a 100% highly qualified status for staff throughout the District at all times. In our hiring process we require full credentials, clearances, and certification, complete a thorough review of references, and utilize a multi-step interview process to select the best teaching candidates.

The District posts all professional vacancies on its website in addition to local print media. A team of teachers and administrators interview candidates using a scripted set of questions that are consistently refined based on the particular vacancy. Once the interview process is complete, the team discusses particular building needs and selects the appropriate candidate staff based on specific building/grade level/subject area/student needs.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
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	3.00	3.00	3.00
Electives	7.00	7.00	7.00
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.

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.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
PASA		X	X	
Keystone Exams			X	X
Advanced Placement Exams				X
Unit & Chapter Tests	X	X	X	X
Textbook Assessments	X	X	X	X
Written works	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Study Island	X	X	X	
Textbook Assessments			X	X
Classroom Diagnostic Test		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Study Island		X	X	
Daily Assignments	X	X	X	X
MathXL		X	X	X
iXL		X	X	X
Distributed Practice	X	X	X	X
Questioning	X	X	X	X
Teacher Observation	X	X	X	X
Small Group Instruction	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT's		X	X	
DIBELS	X	X		

Validation of Implemented Assessments

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

Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The District has no formal process for reviewing 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.

All schools have either an academic enrichment committee or data team who meet regularly with the expressed purpose of collecting, analyzing, and disseminating assessment data. Professional development opportunities are available for staff to attend

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.

Palmerton Area School District uses an assortment of assessment data to help target the individual instructional needs of students who have not demonstrated proficiency on the academic standards. The data is used to determine the appropriate interventions as well as student groupings K-12. Building level data teams review the data sources during team meetings, in-service days and faculty meetings.

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.

Palmerton Area School District uses assessment data tools to determine content where students have additional learning needs. Analysis of PSSA results, Keystone Exams, CDTs, Study Island, and other common assessments allow data teams to identify specific content standards not being met by specific groups or individual students. This information is used to modify student groups for interventions, identify the need for differentiated instructional strategies, as well as address weaknesses in the taught curriculum.

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

Lack of sufficient assessment data at the primary level make reporting out PA assessment anchor or standards-aligned learning objective a difficult endeavor.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				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	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters		X	X	X
Press Releases		X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Palmerton Area School District uses a variety of methods to disseminate information to help ensure access is available to all stakeholders. Every school conducts a “Meet the Teachers” night as well as parent/teacher conferences after the issuance of first quarter report cards. The district maintains a website and information is updated on this site on a regular basis. Parents also have access through Powerschool to check students' grades, assignments and attendance. The district also utilizes a mass notification system to send updates and emergency alerts to everyone through emails and phone calls.

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

Course planning guides are not utilized at the elementary and middle school levels.

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.

Palmerton Area School District will demonstrate continued growth in student achievement across the district through professional development, coordinated curriculum development using the PA Core, Response to Instruction and Intervention, Student Progress Teams, and Positive Behavior Support Programming (SOAR/PRIDE). Additionally, the District will support the use of grade level data to monitor growth in student achievement. This will include Curriculum-Based Assessments, Classroom Diagnostic Tools, Statewide Testing, Informal Observations and Data Meetings.

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	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				
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 district has an active safety committee that meets monthly to review and address safety concerns in the district. The district has implemented technology to monitor day to day activities in the buildings. All buildings are locked and require swipe card or public intercom entrance to access the buildings.

Crisis Management Plan	Teams are in place in each building to respond to various crisis situations. Assemblies on school safety, fire drills, bus safety, weather drills, safety lessons, lock-downs, and evacuation plans instill the concept of safe school environment.
Emergency Preparedness Plan	Drills are held twice per year in various buildings simulating different types of emergencies. Safety committee meets monthly. Emergency plans are updated yearly.
Positive Behavior Support Plans	Plans are put in place by school psychologists and administrators to reduce inappropriate behavior and improve academic development.
Power-School & SWISS: Power-School Student Management System & SWISS Behaviors Tracking Monitoring	
Group counseling	Group counseling sessions are offered by school guidance counselors or outside agencies. Groups offered grades 7 through 12 - Anger Management and Violence Prevention, Not on Tobacco, Insight, Normal But Bumpy, COA, and Support Groups for Females. Groups offered kindergarten through grades 6 - Anger Management, Divorce Separation, Grief Counseling, Social Skills, and Family Relationships.
Individual counseling	Individual sessions are held with students as necessary to meet students needs. Students are referred to outside counseling when needed.
Student Assistance Program (SAP)	SAP is an intervention program designed to identify and refer potentially high-risk students to the SAP team in grades K -12. The team takes the referrals, collects information, and then makes referrals to the appropriate resources in the school and/or community.

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.)

Information regarding Gifted Programming are included in the School Handbooks (Section: Services & Programs for Students with Special Needs). All parents Grades receive the Student Handbook. Additionally, a Parent Training on Services & Programs for Student with Special Needs is offered at Meet-The-Teacher Nights.

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

All incoming kindergarten students are screened using the Brigance Early Childhood Screening. Results of the kindergarten screenings are used to identify students who are thought-to-be gifted. Additionally, grade-level Data Meetings are held one time per month to review student progress which includes PSSA results, report card grades, and benchmarking/progress monitoring scores (CDT scores, Fountas & Pinnell, DIBELS, etc.). Teacher referrals for gifted screening are completed through the Data Meeting process. Parent referrals for screening are completed per parent request. Once a student is thought-to-be gifted, they are screened individually by the school counselor using the Kauffman Brief Intelligence Test - Second Edition (K-BIT 2).

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

The Palmerton Area School District utilizes a Gifted Matrix which include numerous components including cognitive ability, standardized academic achievement scores, review of report card grades and progress monitoring/benchmarking data, parent/teacher input, and gifted rating scales. The gifted MDE team also investigates rates of acquisition and retention, and other factors which may be masking giftedness (ESL, dual exceptionality, socio-economic status).

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.

Student who are identified as being gifted and in need of gifted education services are provided with a Gifted IEP which is individualized to each student's strengths based upon the results of the Gifted Evaluation Report. The GIEP team considers all options including acceleration, enrichment, or a combination of both depending on the students identified areas of strength.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
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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
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Palmerton Area School District provides a full continuum of developmental services. It is important to the district that students and parents have a wide range of options available to them. The district belief is to be proactive and provide services that remediate any difficulties prior to their identification. Palmerton Area School District develops teams to research and implement best practices for all students. The concept of remediation prior to identification is the main goal of the district, which integrates the concept of Response to Intervention & Instruction (RTII). The districts developmental services mission is to provide research, test, and instruction to improve students' outcomes.

Integrated into the district's comprehensive services is School-Wide Positive Behavior Support (SWPBS) plan, created by the district's psychologists and administrators. Palmerton Area School District has implemented SWPBS in all buildings. Interventions for struggling students will be reviewed by the Student Progress Teams and revised as needed. As the Student Progress Teams revise and improve interventions, teachers will be trained in new intervention strategies.

The career portfolio initiative is an essential component in all students' academic career as an authentic assessment of students' work. Students will use the portfolio during their college interviews to showcase their work. This process will also assist them in reviewing and revising career goals.

Letters notify families when children pass the vision, hearing and body mass index screenings. Nurses complete required health reports and submit them to the state. Students have dental exams in the following grades: K, 1, 3, and 7. They also receive physicals in the following grades: K, 1, 6, and 11. For low income students the district provides dental services.

Health curriculum is being taught in grades K - 12, with new textbooks.

Coordination of Services

Director of Special Education and School Psychologists are responsible to coordinate the following agencies: Carbon Lehigh Intermediate Unit #21, Children and Youth, MHMR, County Services, and Flight teams. Director of Special Education and School Psychologists will coordinate the intake of students that are outplaced for social, emotional or academic needs.

Guidance assists teachers with grouping of students regarding math and reading levels. This grade level planning helps group students at appropriate levels of instruction.

The Palmerton School District acknowledges that students at all stages of growth and development exhibit needs that can be met through a formal guidance program. In response to these needs, the guidance program is designed to meet a wide range of academic, career and personal/social issues that confront today's students, beginning in kindergarten and continuing through grade twelve.

Objectives of the guidance curriculum:

To provide an instructional program of developmental guidance in grades kindergarten through eight that promotes student development of positive self awareness and successful coping skills.

Guidance curriculum of preventing problems from developing or escalating.

To provide a formalized intervention program for at-risk students.

To coordinate and refer students to community resources in order to facilitate their social and emotional wellness.

To provide crisis intervention when necessary.

To facilitate career education programs.

To coordinate a system of identification of learning problems

To provide academic counseling to students to include problem-solving, identification of possible tutorial assistance, course selection, post graduation continuing education options, and financial advisement for college.

To provide consultation to parents, teachers and administrators in regard to meeting student needs.

To facilitate staff development as necessary to promote understanding of students.

Bullying Prevention: Bullying is unwanted, aggressive behavior by a child or group of children against a more vulnerable child. Bullying differs from normal conflicts of childhood in that aggressive behavior occurs repeatedly and often cause lasting emotional harm.

Bullying can take various forms: Physical, Verbal, Emotional, and Cyberbullying. Bullying is addressed at the systematic level, a group level, and an individual level. Bullying Prevention is covered in the K-12 Health Curriculum. The curriculum is developed systematically to build on from year to year. Also implementation of SWPBS (Soar/Pride) addresses bullying throughout the school day

As a counseling department we cannot provide assistance to a student who is being bullied in a way that is not clearly observable to a staff member unless the student, or another student, or a parent directly notifies a staff member, counselor, or administrator.

Wellness program Student wellness is included in the health and physical education curriculum. The district also has a wellness plan that addresses the promotion of a healthy lifestyle for students.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Student Assistance Program

The Student Assistance Program (SAP) K-12 is an intervention program designed to identify and refer potentially high-risk students to the SAP team. The SAP team consists of the school principal, guidance counselors, school psychologists, teachers, school nurse and representatives from Drug & Alcohol and Mental Health. Referrals are made to the team anonymously and can be made by a teacher, administrator, counselor, parent, or another student or by the student themselves. The student behavior triggering SAP referrals include:

Academic decline, Disciplinary problem, Frequent visits to nurse and/or guidance office, Decreased attention span, Observable expressions of anger, sadness, excessive talking in class, laughing inappropriately, poor anger management, disrespect to faculty or staff, and/or frequent or inappropriate conversations about alcohol or other drugs, Smell similar to marijuana or alcohol on a student or their belongings, Significant weight gain or loss, Frequent trips to the bathroom Distinct behavior change or change in friends, Drug-related, satanic-related or death-related language or drawings, and Physical symptoms such as glassy-eyed, red eyes, agitation, loss of interest in academic and extracurricular activities, frequent cold-like symptoms, or rash around

the nose/mouth

The team takes the referrals, collects information and then makes referrals to the appropriate resource in the school and/or community. The information collected consists of but is not limited to the following: academic performance, classroom behaviors, attendance records and school policy violations.

Another avenue to help students reach their fullest potential is student support groups. Student support groups are offered at Palmerton High School and Junior High School. The groups meet throughout the school year and address a variety of topics such as divorce, anger management, female issues, smoking cessation, grief and loss, and general peer pressure groups. Students have the opportunity to sign up for any of these groups at the beginning of each school year or they may contact their guidance counselor for more informatio

Psychologists develop and strengthen relationships between school Consultation Services personnel, parents, and the community to increase students' achievements.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	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				
Carbon Career and Technical Institute. Special education students are provided the same services to career and vocational training in an included setting. These students learn job skills that will sustain them after high school. Special Education			X	X

Explanation of consultation and coordination services:

Students are referred to the Student Assistance Programs (SAP), which will determine the needs and make recommendations. Some consultation and referral is provided through Guidance, Special Education and other Student Services Personnel on a case by case basis. The district has implemented Truancy Elimination Planning and the coordination of services needed to ensure students' success. All students' recommendations are made through a team approach to ensure input from various sources.

Care and Case Management	Develop the Individual Care Plan with physicians and parents of the student in their 504 plan. The plan consists of diagnostic treatment, emergency phone numbers and procedures to follow in the event of an emergency. Each student with an Individual Care plan has a case manager who coordinates services with all parties for the student. Case managers for IEP students also coordinate services with all parties involved with the student.
Coordination of Services	Psychologists are responsible to coordinate the following agencies: Carbon Lehigh Intermediate Unit #21, Children and Youth, MHMR, County Services, and Flight teams. Psychologists will coordinate the intake of students that are outplaced for social, emotional or academic needs.

Communication: Palmerton Area School District provides parents opportunities to access instructional programs through meetings with guidance counselors to discuss their individual student. Parents also use the website to access information regarding pertinent student information. The district website is updated on a daily basis as needs dictate to provide up-to-date information to the parents and community. Handouts to parents such as the school calendar, the student handbook, and program of studies are distributed yearly. As needed, parents are given updated information about all activities provided within the district by handouts to students or postal service to their home. By providing the community with the pertinent information about school policy and goals, the district can provide instructional goals that meet the needs of the community and the workforce, and improve student outcomes. The four main goals that the district focused on for the strategic plan were Academic Proficiency, Technology Integration, Communication, and Building Operations. The strategic plan is on the district website for the community and

parents to view.

Palmerton Area has a Truancy Elimination Program (TEP) district-wide. The TEP form is completed after the following steps are implemented:

1. Sharing and reviewing school policy on attendance and student responsibilities during parent/teachers conferences. Students' agendas/handbooks contain students' responsibilities and attendance requirements.
2. Contacting the student's parent/guardian upon his/her excessive attendance problems
3. Meeting individually with students to discuss chronic attendance problems.
4. Completion of TEP form and development of an action plan
5. School-Family Conference to discuss the causes of the truant behaviors
6. Collaborating with Student Assistance Teams or counseling
7. Continued unexcused absences will result in the following: citations, fines, or possible community services

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
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
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Through Professional Development, subject and grade level meetings, data teams; teachers have the opportunity to review students' progress. Strategies are developed and implemented in the classroom.

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 area childcare centers to facilitate transportation and share developmental and instructional ideas and practices. These centers offer before and after school child care which is coordinated with the district. At the upper levels, afterschool activities are offered to all students. Tutoring is available to all students and is set up on a case by case basis. Tutoring can be offered in an individual or group setting. Students at the high school level are provided information regarding employment that includes application completion, resume and cover letter writing as well as job opportunities in the area. Students with IEP's are offered the availability of worked based learning when they reach the secondary level.

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 works closely with the Intermediate Unit and community agencies that service pre-kindergarten students. Transition meetings are held before the child enters kindergarten to ensure the child's needs are met. Parental participation in these meetings is strongly encouraged. During kindergarten registration screenings are done on all students to identify any student who may be in need of support. Through both District and Intermediate Unit implemented services, student needs can be met.

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.

Materials and resources are purchased as part of our curriculum cycle. As curriculum revision occurs, materials and resources that are aligned to state standards are purchased to supplement instruction. In addition, the district sets funds aside to allow for any additional materials as needed.

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.

Materials and resources are purchased as part of our curriculum cycle. As curriculum revision occurs, materials and resources that are aligned to state standards are purchased to supplement instruction. In addition, the district sets funds aside to allow for any additional materials as needed.

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.

Materials and resources are purchased as part of our curriculum cycle. As curriculum revision occurs, materials and resources that are aligned to state standards are purchased to supplement instruction. In addition, the district sets funds aside to allow for any additional materials as needed.

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.

Materials and resources are purchased as part of our curriculum cycle. As curriculum revision occurs, materials and resources that are aligned to state standards are purchased to supplement instruction. In addition, the district sets funds aside to allow for any additional materials as needed.

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

	classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler through Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected”

The areas identified above as having less than 50% of the student achievement planning incorporate the SAS Materials and Resource are marked as such because we use a variety of resources when planning for student achievement. As we continue to provide professional development featuring these materials and resources, the percent student achievement planning incorporating them is likely to increase.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected”

The areas identified above as having less than 50% of the student achievement planning incorporate the SAS Materials and Resource are marked as such because we use a variety of resources when planning for student achievement. As we continue to provide professional development featuring these materials and resources, the percent student achievement planning incorporating them is likely to increase.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district

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

	district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected”

The areas identified above as having less than 50% of the student achievement planning incorporate the SAS Materials and Resource are marked as such because we use a variety of resources when planning for student achievement. As we continue to provide professional development featuring these materials and resources, the percent student achievement planning incorporating them is likely to increase.

High School Level

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

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

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected”

The areas identified above as having less than 50% of the student achievement planning incorporate the SAS Materials and Resource are marked as such because we use a variety of resources when planning for student achievement. As we continue to provide professional development featuring these materials and resources, the percent student achievement planning incorporating them is likely to increase.

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.

Professional Education

Characteristics

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

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

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

The Palmerton Area School District has monthly Curriculum Advisory Council (CAC) meetings. During these meetings, discussions take place regarding the professional development needs of our teaching staff.

Our building principals and central office administrators are fully involved in planning of all professional development to balance the needs of individual buildings with those of the district.

During observations, administrators look for evidence that strategies stressed in Professional Development are being used in the classroom.

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:
8/23/2018 Completed: PA Act 126 - Part 1: Child Abuse and Mandatory Reporting (1 of 2)
8/24/2018 Completed: PA Act 126 - Part 2: Educator Discipline Act, Sexual Misconduct and Maintaining Professional Boundaries (2 of 2)

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:

5/6/2016 Completed: Youth Suicide Awareness And Prevention 1 & 2
8/24/2016 Completed: Youth Suicide Awareness And Prevention 3 & 4

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.

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.
- 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

- 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.

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

Our professional development planning is focused on providing our teaching staff with timely and appropriate opportunities for professional growth. Our administrative team works together with input from staff, curriculum advisory council and our local intermediate unit to provide professional development focused on our specific needs as a district as well as any state initiatives.

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

To address the items not selected above the district plans to create an evaluation tool to validate the overall effectiveness of professional development initiatives. Expectations

related to teaching practice will be established and incorporated into informal teaching evaluations.

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.

Unchecked answers

None.

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

The Palmerton Area School District utilizes the Carbon Leigh Intermediate Unit's Induction Program. The program assures that the goals, objectives and competencies outlined above are addressed through their program. The selected characteristics are ensured through regular communication between CLIU and the district. The district also requires that new teachers attend two additional days of training where the focus is on LEA policies and procedures.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- 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

None.

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

The induction program for Palmerton Area School District requires inductees attend two days of in-service prior to the start of school, mandatory professional development workshops, meetings with mentor teacher, meetings with building principal and they must submit an evaluation of the Induction program upon its completion.

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.

Our Induction Program guidelines, which are based on PDE's recommended criteria for mentor selection, ensure that the above mentioned qualities are met. Mentors are typically selected based on similar content or grade level placement. The selection process is purely voluntary. All of our mentors are exceptional in their abilities and exhibit model professional practices.

Induction Program Timeline

Topics	A g - S e p	O c - N o v	D c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X			X		
Assessments	X	X	X	X	X	
Best Instructional Practices	X		X		X	
Safe and Supportive Schools	X		X		X	
Standards				X	X	
Curriculum				X	X	X X X
Instruction					X	X X X X
Accommodations and Adaptations for diverse learners						X X X
Data informed decision making						X X X X
Materials and Resources for Instruction						X X X X X

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program for Palmerton Area School District requires inductees attend two days of in-service prior to the start of school, mandatory professional development

workshops, meetings with mentor teacher, meetings with building principal and they must submit an evaluation of the Induction program upon its completion.

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: **329**

Identification Method

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

Identification Method:

Pre-Referral Process:

The identification process takes place throughout all of the grades from elementary through secondary students. Administrators, teachers, parents, support professionals and students may indicate the student is not achieving adequately for the student's age level or is not meeting the state approved grade-level standards. When students are demonstrating academic needs, teachers provide classroom- level accommodations and interventions to meet those needs. Academic skills are also screened several times per year for students in

grades kindergarten through 6th grade using several curriculum-based measurement and diagnostic tools (i.e. DIBELS, Fountas & Pinnell, and Classroom Diagnostic Tools). As part of the elementary-level Child Study process, grade-level data meetings are held once per month for teachers and administrators to review grade-level academic data and discuss interventions to be used with students demonstrating below grade-level performances. Students are grouped into Tier 1, Tier 2, and Tier 3 groups to receive targeted, evidence-based interventions for their areas of need during Tier Time every school day (approximately 45 minutes). When students do not demonstrate adequate academic progress in their tier group, teachers refer them to the Child Study. Members include general education teachers, special education teachers, reading specialists, the school counselor, the school psychologist, and the school principal. At Student Progress Team meetings, individual student data is reviewed, individualized interventions are recommended, and progress monitoring tools are designated. If students do not demonstrate adequate progress toward progress monitoring goals, then they are referred for an initial evaluation for special education services. As part of the elementary-level Child Study process, grade-level data meetings are held once per month for teachers and administrators to review grade-level academic data and discuss interventions to be used with students demonstrating below grade-level performances. When students in the junior high and high school do not respond to classroom-level, teacher-directed interventions and accommodations, they are referred to a Child Study Team to review individual data and recommend individualized, evidence-based interventions and strategies. If students do not adequately respond to the suggested interventions, they are referred for an initial evaluation for special education services.

Palmerton Area School District follows a comprehensive Child Find Process. The district works in conjunction with the Carbon Lehigh Intermediate Unit, wherein the Annual Notification of Rights under FERPA is issued each year. This notification is posted on the Palmerton Area School District website, Carbon Lehigh Intermediate Unit website, local newspapers and is displayed in each of the district's buildings. The PASD website also lists the directions for parents and caregivers to locate the process for identification. All of the school district personnel are trained in the process for directing families indicating a need for meeting their student's needs and addressing their concerns. The Child Find process also extends to the preschool population which provides Early Intervention Services. Palmerton Area School District works in combination with Carbon Lehigh Intermediate Unit to make a seamless transition for the students who were receiving developmental services.

Identification of Specific Learning Disability:

A multi-disciplinary psychoeducational evaluation is completed for all students who are suspected of having a learning disability. Testing procedures may include, but are not limited to: cognitive assessments, academic achievement assessments, social/emotional/behavior assessments, transition planning assessments (students 14 years and older), executive functioning assessments, adaptive behavior assessments, parent/teacher input, review of curriculum-based measurement, classroom observations,

and review of available records. In order to provide statistical evidence of a learning disability, the predicted ability/achievement discrepancy model is utilized. In this model, students' levels of predicted achievement are calculated based on their cognitive ability scores. If there is a significant discrepancy (≥ 1 standard deviation), between predicted achievement scores and the actual achievement scores, it is very likely that the student has a learning disability in those areas of academic achievement. When the predicted model of achievement cannot be used, the simple ability/achievement discrepancy model is used. A student is found eligible for special education services for a learning disability if that student needs cannot be met in the general education setting without specially designed instruction.

Identification of Additional Disabilities:

If a student is suspected of having a disability other than a learning disability (i.e. Autism, Emotional Disturbance, a medical diagnosis under the category of Other Health Impairment, etc.), a multi-disciplinary evaluation is also conducted. Possible areas of testing include, but are not limited to: cognitive assessments, academic achievement assessments, social/emotional/behavior assessments, transition planning assessments (students 14 years and older), executive functioning assessments, adaptive behavior assessments, parent/teacher input, review of curriculum-based measurement, classroom observations, and review of available records (including medical records). Specific procedures are also utilized to meet the individual symptoms of the suspected disability (i.e. Pragmatic language testing for students suspected of having Autism). State and federal criteria are used to determine the presence of a disability, and eligibility for special education services is dependent on the student's need for specially designed instruction.

In the identification of all special education disabilities, multi-disciplinary team meetings are held to discuss the findings of the evaluation reports and the students' needs for specially designed instruction. Parents are included throughout the evaluation process through parent input forms, rating scales, and provision of medical and mental health records. Parents are invited to multi-disciplinary team meetings and encouraged to take an active role in their child's services.

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>

In review of the Special Education Data Report School Year 2016-2017, students identified as Intellectual Disabilities is at 8.5% compared to the state average of 6.5%. The

discrepancy indicates that there is a disproportionate representation. The overall number of students with a classification of Intellectual Disabilities is high for the district. The percentages are more volatile and this is a reflection of the small numbers within the district. Continuing the review of the Special Education Data Report School Year 2016-2017 indicates disproportionality of Speech and Language Impairment. Students identified as Speech and Language Impairment is at 18.9% compared to the state average of 14.7%. A large majority of the students coming from Early Intervention are classified Speech and Language Impaired. Also 37% of the district's total population is Economically Disadvantaged and this affects the readiness of students coming to school with poor language skills. Palmerton will continue to analysis data of significant disproportionalities within the district and maintain state averages.

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 age children are sometimes placed in residential programs for reasons not related to the child's educational needs. This may occur, for example, under the auspices of a county mental retardation program, mental health program, children and youth agency, or through a local court. The PA Public School Code considers these residential programs for the "care or training" of the children and youth who reside in "children's institutions." The educational rights of students who are residing in a "children's institution" whose parents are not residents of the school district in which the institution is located are set out in School Code (24 P.S. §13-1306), and the students are referred to in BEC 24 P.S. §13-1306) as "§1306" students. Children's institutions include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. (22 PA Code §11.18)

Palmerton Area School District does not have any facilities within our district boundaries. The district is aware that should such an institution move into our district we would work collaboratively with said institution to ensure we continue to meet our established Child Find and FAPE obligations.

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).

School Age Individuals Convicted of a Criminal Offense

Section 1306.2(a) requires that persons under twenty-one (21) years of age who are confined to an adult local correction institution following conviction for a criminal offense shall be eligible for educational services in the same manner and to the same extent as a student who has been expelled pursuant to Section 1318 of the Public School Code.

Pursuant to 22 Pa.

Code Section 12.6(e), expelled students who are less than 17 years of age are still subject to the compulsory school attendance law, and districts must make some provision for the students' education. Applicable to programs for both charged and convicted individuals, Section 1306 of the School Code requires the "host" district (the district in which the jail is located) to allow nonresident students residing in institutions within the district to attend the public schools of the host school district. Where this is not possible, the host district shall conduct an educational program at the institution. Historically, the host district has charged the school district where the student's parents live, or "resident" district, the host district's tuition rate as determined by Section 2561 of the School Code. Act 30 of 1997, by the addition of Section 1306.2(c), requires the Department of Education to effectuate necessary procedures for the transfer of funds from the school district of residence to the host school district in which the local correction institution is located. Pursuant to these procedures, the Department, not the host district, effectuates the transfer of funds. In doing so, the Department may deduct the appropriate amount from the basic education funding allocation of any school district whose resident students were provided educational services in a local correction facility. Districts educating individuals in local correction institutions should secure and file all applicable forms with the Department's Bureau of Budget and Fiscal Management, Division of Subsidy Data and Administration to ensure appropriate billing by the Department. The Palmerton Area School District does not have any Correctional Institutions within our district boundaries. The district is aware that should such an institution move into our district we would work collaboratively with said institution to ensure we continue to meet our established Child Find and FAPE obligations.

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.

Palmerton Area School District maintains a pre-referral procedure (Student Progress Team) that identifies and screens students who are at risk academically or behaviorally. A team approach is utilized to identify the local resources and services that are available to students in regular education that may help them to become more successful. The Parkside Elementary Center and S. S. Palmer Elementary School are Title 1 funded elementary schools that provide targeted students with assistance in reading. Reading specialists assist students at all of the elementary schools. The use of educational software also assists those students that have difficulty in the core academic subject areas. The educational software provides a differentiated model approach to learning so that non-disabled students are working next to disabled students, each working at their own appropriate level. Peer assisted tutoring programs are implemented in each building based on student need. After-school programs and summer programs for tutoring are in place in S.S. Palmer Elementary School, Towamensing Elementary School and Palmerton Area Junior High School. Teachers monitor student progress and make adaptations for those students who need additional assistance.

To the maximum extent possible Palmerton Area School District includes students with disabilities with non-disabled peers. Learning support teachers provide adaptations and modifications to the regular education curriculum for students with disabilities. Interventions are implemented and instructional time in special education is adjusted to accommodate student need. Progress monitoring data and direct instruction has been helpful in making placement determinations and monitoring student progress. Students with disabilities are considered for more restrictive programs when the student's individual academic needs outweigh the benefits of inclusion.

Placement of students in other settings has shown a slight increase. The overall number of students with disability classifications is low for the district. Therefore, the percentages are more volatile which is a reflection of the small total student population which is 1956 students. The district continues to integrate students, from other settings, back into the regular educational environment. The goal is to continue promoting inclusionary practices that integrate all students into the regular educational environment.

The 2016-2017 Special Education Data Report indicates that 63.6% of Palmerton's special education students are educated inside the regular education class 80% or more of their day. While the state is lower at 62.4% as of 12/01/2016. While this is 1% below the LRE target of 85% the district has taken steps such as implementing and improving our co-teaching model, providing positive behavior support plans derived from FBA's, and improved professional development for all staff to ensure we are educating our students in the least restrictive educational environment.

The same report indicates that Palmerton has 9% of its identified population educated less than 40% inside the regular class which is 5% less than the PPP target of 8.3% for the 2016 school year.

The district will continue to evaluate the needs of its students and staff in order to support our students in the least restrictive environment.

Service	Comment

Partnership with Carbon Lehigh Intermediate Unit	CLIU #21 provides training opportunities, instructional materials support, assistive technology support as well as a wide range of special education services, ie OT, PT, Speech and Language, Work Based Learning, vision, hearing, audiology, etc.
Instructional Assistants	The District employs instructional assistants who are used to support special education students. Some are classroom IA's and some are 1:1 IA's,
Carbon Career and Technical Institute	CCTI provides technical training for students.
Behavioral Counseling and Psychological Support	The District employs two school psychologists and each building has a guidance counselor. They provide individual and small group counseling. These groups may be for Social Skills training, Anger Management, or other groups as needed. They also provide psychological services. They provide support to the IST, SAP teams as well as support to teachers and other staff.
Supplementary Aids and Services Available to Students	<p>COLLABORATIVE:</p> <ul style="list-style-type: none"> -Co-teaching -Professional development related to Co-Teaching -Meetings with staff to discuss specific student needs -Meetings with parents and staff to discuss specific student needs -Meetings with Assistive Technology Consultants in order to provide guided support in the use of different assistive technology <p>INSTRUCTIONAL:</p> <ul style="list-style-type: none"> -Modified curricular goals -Adapted/modified/alternative tests, assignments, homework -Flexible groupings -Adapted materials to match instructional level -Assistive technology -Trainings in using different types of assistive technology -Use of technology across the curriculum -Use of research based alternative curriculum -Use of study guides <p>PHYSICAL:</p> <ul style="list-style-type: none"> -Alternate test sites -Use of FM systems for certain students -Individualized seats, desks, materials for specific students -Adaptive equipment -Adjustments to sensory input (ie, light, sound) -Specific seating arrangements where needed <p>SOCIAL/BEHAVIORAL:</p>

	<ul style="list-style-type: none"> -Social Skills Instruction -Anger Management Instruction -Reinforcing for specific target behaviors -Individual and group counseling -Use of Positive Behavior Plans where needed
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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.

Behavior Support Services

Palmerton Area School District's School-Wide Positive Behavior Support (SWPBS) is in all buildings. SWPBS has been implemented in the elementary schools for the past 10 years. The Junior High implemented SWPBS in the 2012-2013 school year. The High School is developing their model during the 2013-2014 school year.

S.S. Palmer Elementary School and Parkside Elementary School were recognized in 2011-2012 through the 2016-2017 school year by the Positive Behavior Interventions and Support Network for implementing Tier 1 services with high fidelity. Additionally, these schools were awarded the Pennsylvania Department of Education Special Education Performance Grant for School Based Behavioral Health Programs: PBIS Model Sites during the 2013-2014 school year. This grant acknowledges schools that are successfully implementing a continuum of interventions and supports that focus on universal prevention, strategic intervention (secondary intervention), and/or intensive service delivery or crisis management needs of school-aged students (tertiary intervention).

Towamensing Elementary School was recognized from 2012-2013 through the 2016-2017 school year by the Positive Behavior Interventions and Support Network for implementing Tier 1 services with high fidelity.

The Junior High and High School continue to implement Positive Behavior Intervention and Support. On a daily basis students positive behaviors are being reinforced. In the Junior High there is a monthly reward incentive in place. Staff monitor and evaluate PBIS regularly and make the necessary changes.

In each school there are systems level interventions that are in place to encourage appropriate behaviors. Students are provided with positive reinforcement for meeting behavioral expectations. At each grade level there is an emphasis placed on parent communication and parents are involved in the behavioral support services in all of the buildings. At each building, there are also interventions in place to address any behavioral

difficulties that may arise. These interventions are delivered in a positive manner and are focused on helping students develop coping strategies.

Positive Approaches/Programs

At the S.S. Palmer Elementary School, Parkside Elementary School, and Towamensing Elementary School the students are given direct instruction in the areas of safety, responsibility, trying their best, and respecting themselves and others. There are lessons conducted in each setting of the school at the beginning of the year and booster lessons throughout the year. Additionally, students in grades K-3 participate in the Second Step program, which is a social-emotional curriculum that is focused on teaching students skills for learning, empathy, managing emotions, and problem solving. This research based curriculum is delivered by the classroom teacher, a school counselor, or a school psychologist. In 6th grade students participate in the Stepping Up program, which teaches them valuable skills that will need as they transition to the Junior High School.

Students in grades K-1 who are demonstrating the behavioral expectations are given positive reinforcement and a ticket. These tickets may be given to students individually or to students in a group. When a student is given a ticket, the staff member explicitly states why the student is receiving the ticket. Students then save their tickets and trade them in each month. Students can turn in tickets for items such as pencils, pens, and other smaller items.

In grades 2-6 positive reinforcement is delivered through our SOAR 200 club. Each morning 10 tickets are placed in teacher mailboxes or handed out to other staff in the building. Teachers must give the ticket out to a student that they see demonstrating positive behavioral expectations throughout the course of the day. When a student is given a SOAR 200 ticket the staff member explicitly states why the student is receiving the ticket. The following day, those students who received SOAR 200 tickets are called to the office. At this time each student signs the SOAR celebrity book and chooses a stick that is labeled 1-200. The student's name is then placed on a magnet that is displayed on the SOAR 200 board. In addition, a staff member (e.g. related arts teachers, principal, school counselor) calls home to acknowledge each student's achievement. Once there are 10 names in a row on the board, those students win a mystery motivator.

In addition to SOAR tickets, staff also completes Passport for Success Certificates. When staff (teachers, instructional assistants, cafeteria staff, custodial staff, etc.) are walking through the hall and they notice that a class is demonstrating exceptional behavior (this may be in the classroom, hall, recess, etc.) the staff member completes a Passport for Success certificate. At the end of the day those classes earning Passport for Success certificates are acknowledged on the afternoon announcements. Each grade level has a chart on a bulletin board that shows how close it is to earning a grade-wide incentive. Each grade has a target goal and an incentive they are working toward meeting. These activities are facilitated by the classroom teachers.

At the Palmerton Junior High School a similar program is used to acknowledge students behavior. Teachers give out Bomber Bucks throughout the school day to acknowledge students who are demonstrating respect and responsibility throughout the school day.

Teachers are encouraged to provide specific verbal praise when handing out a Bomber Buck. Students save their Bomber Bucks and trade them in once per month. Students may trade tickets for coupons to the school store and the cafeteria or for other incentives, such as tote bags and water bottles. In addition, each month the Junior High School holds Bomber Pride Day. On this day all students who have not received a major referral are eligible to participate in a half-day of activities. Those students who have received a referral are provided with social skill/behavior management instruction during this time.

At the Palmerton High School students are provided with rewards for demonstrating character traits such as positivity, respect, integrity, determination, and excellence.

Teachers are encouraged to let students know when they are showing "PRIDE". The High School is currently working on developing a token economy system to provide reinforcement for positive behavior.

De-Escalation Techniques and Responses to Behavior

Each building has procedures in place to ensure that any behavior issues are dealt with appropriately. Consequences are delivered on a continuum and parents are always a part of the process. At each building a referral form is used that aligns with each school's school-wide positive behavior support program. A minor referral form is used when the behavior is managed in the classroom. Teachers are taught and encouraged to use practices, such as mediation, re-teaching of behavioral expectations, restitution, and parent conferences to manage behavior in the classroom. Privileges, such as lunch in the cafeteria and recess, may only be revoked if teachers pair it with one of the strategies that are listed above. Teachers are encouraged to use natural consequences. For example, if a student uses inappropriate language, the teacher might ask them to apologize to the class and re-phrase the statement in an appropriate manner. Teachers are provided with professional development about behavioral strategies during faculty meetings and through consultation with the school psychologist and the school counselor at each building.

When a student demonstrates a behavior problem that significantly disrupts the learning environment or a teacher has made multiple efforts to correct behavior within the classroom, a major referral will be completed. These referrals are handled by the principal, assistant principal, school counselor, and/or school psychologist. Parents are contacted for every major referral. A continuum of consequences is used to address students who demonstrate severe behavioral difficulties. This is an example of the continuum that is used at S.S. Palmer Elementary School:

1 Major Referral: 3 days loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

2 Major Referrals: Conference with parents, 2 days of detention, and 5 days loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

3 Major Referrals: Implementation of Tier II behavior plan, conference with parents, 3 days of detention, and 5 days loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

4 Major Referrals: Review/modification of Tier II behavior plan, conference with parents and behavioral contract, 4 days of detention, and 10 day loss of privileges (breakfast, lunch, recess in the office) with re-teaching or restitution

5+ Major Referrals: Conference with parents, Issuance of a Permission to Evaluate/Permission to Re-Evaluate, ISS/OSS

When a student continues to demonstrate a pattern of behavior difficulties, Student Team meetings are held to discuss possible interventions, a Permission to Evaluate may also be issued to determine whether or not the student meets the criteria for an educational disability and whether or not the student qualifies special education services.

Additional support for students who are demonstrating behavioral difficulties or showing symptoms that may be caused by substance abuse is provided through the Student Assistance Program (SAP). Each building has a SAP team that educates staff about the symptoms of substance abuse and symptoms of mental health difficulties. A referral process is in place and students are provided Drug and Alcohol and/or Mental Health screenings at no cost to the student. At the Junior High School and High School there are also targeted groups that address issues such as smoking cessation, familial substance abuse, and anger management. There are also classroom based lessons delivered that address substance abuse and mental health issues.

Restraints are only used after all other de-escalation strategies have been attempted. Staff in each building are trained annually to be certified in Crisis Prevention Intervention and De-Escalation Techniques. Staff who are CPI certified and have gone through the proper Crisis Prevention Institute Training are the only staff members that would use a restraint. Each building has a team of trained staff members that are established to provide their perspective building with a certified individual in case of student need. After a restraint is used the proper paperwork is filed with the state each quarter.

Professional Development

The district provides training on School-Wide Positive Behavior Support (SWPBS) throughout the school year. The data teams review data on behaviors/interventions and makes recommendations for SWPBS trainings. The staff is also trained on De-Escalation Techniques. "Crisis Teams" will be trained on Crisis Development Model. The teams will follow the Staff Attitudes/Approaches:

1. Support: An empathetic non-judgmental approach attempting to alleviate anxiety.
2. Directive: Staff takes control by setting limits.
3. Non violent Physical Crisis Intervention: SAFE, non-harmful control and restrain technique used to control individual until he or she can regain control of his or her

behavior. This techniques should only be used as a last resort when an individual presents a danger to himself or others.

4. Therapeutic Rapport: An attempt to re-establish communication.

The Crisis Teams will be able to identify "Crisis Development Behaviors Levels:

1. Anxiety
2. Defensive
3. Acting Out Person
4. Tension Reduction

SWPBS Model:

1. Proactive approach to preventing students' behaviors before they get out of control.
2. Strategies that are designed to be used in situations during which a student's behavior is escalating and out of control.
3. Replacement instruction for inappropriate behaviors.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Palmerton Area School District is not currently experiencing any difficulties providing a free and appropriate public education (FAPE) for any student. By utilizing a continuum of supports and services within the district we are able to provide for the majority of our students. Collaboration with other local districts, IU #21, and a few approved private schools, allows us to ensure FAPE for the students we cannot accommodate within the district. The district collaborates with different agencies. The following are agencies that the district works with to provide FAPE.

1. Carbon County MH & DS

2. Carbon County Children & Youth
3. Lehigh Carbon Community College
4. Behavioral Health Associates (BHA)
5. Northwestern Human Services
6. Redco
7. Office of Vocational Rehabilitation (OVR)
8. Human Resource Center (HRC)
9. Kids Peace
10. Victim's Resource Center
11. Carbon, Monroe, and Pike Counties Drug & Alcohol
12. IU#21
13. Goodwill Transition Services
14. Children's Home of Reading
15. CARES
16. PA Treatment & Healing
17. Lehigh Learning Academy

The district works collaboratively with all outside agencies. When meetings are held, an administrator and/or representative from the district attends. The Children and Adolescent Service Program (CASSP) is a comprehensive system of care for children and adolescents with severe emotional disturbance. The CASSP core team consists of staff from mental health, substance abuse, mental retardation, education, juvenile justice, and the welfare systems. The core team meets with the parents, family members, staff from school, and other key people in the child/adolescent's life to review their situation, make recommendations for services, and together develop a plan for the individual and family.

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.

Palmerton Area School District offers a full continuum of special education supports and services. Although it is not possible for every student with a disability to attend the resident student's neighborhood school, the students of the Palmerton Area School District are provided with a quality and appropriate special education program. Palmerton Area School District

partners with service providers to meet the needs of all students. These providers include but are not limited to: Carbon Lehigh Intermediate Unit #21 (IU 21), Carbon Career and Technical Institute (CCTI), PA Treatment & Healing (PATH), Behavioral Health Associates (BHA), Lehigh Learning Academy, and other local education agencies. Students are taught in the least restrictive environment while still meeting their educational needs.

Palmerton has Response to Intervention & Instruction teams (RTII) in place at Parkside Education Center, S. S. Palmer Elementary School and Towamensing Elementary School. A student assistance programs (SAP) is in place in the Palmerton Area Junior High School and Palmerton Area Senior High School. Both the RTII and the SAP programs provide screening and pre-referral interventions for students.

Parents and teachers work collaboratively with students with disabilities to provide a quality education with supplemental supports and services. Teachers and administrators are flexible and work collaboratively to provide modifications and supply supplemental services that help students identified with disabilities remain in regular education classrooms. Each special education teacher has a Para educator to assist with student needs. All of the district's special education teachers as well as Para educators are highly qualified. The district also has two full-time psychologists.

Transition activities to make stronger connections between post-secondary education and future career opportunities are being developed in order to promote active and meaningful participation and graduation from high school. Students in grades 8-12 have access to a web-based career program, Career Cruising. This program has a wealth of information regarding careers, interest inventories, job opportunities, college exploration and resume building skills. The district contracts through CLIU 21 and Behavior Health Associates to provide a work-based learning program to expose students to real-life, hands-on work experience.

The reading curriculum includes Guided Reading in grades Kindergarten through sixth grade. Soar to Success and Leveled Literacy Intervention are research-based intervention programs that are used for struggling students. The district also uses Houghton Mifflin leveled reader series and anthology. This series gives students the opportunity to read on their own reading level. Franklin Parkside Education Center, S. S. Palmer Elementary School and Towamensing Elementary School have reading specialists that assist all struggling readers. A peer tutoring system is also in place at S. S. Palmer Elementary and Towamensing Elementary Schools. The students have opportunities to use technology to improve their reading skills. The district uses Istation for kindergarten through second grade, which is a reading program targeted for struggling readers. The district also uses Study Island and PLATO which is utilized at a kindergarten through twelfth grade level using differentiated instruction through technology. DIBELS is used to progress monitor students in grades K through six. This focuses on oral reading fluency. The district also uses the STAR Reading and Math assessment as a diagnostic tool for all students with disabilities.

The junior high and high school Mathematics program incorporates Math Excel which is a tutorial program that coincides with the lessons and textbooks. The series has the benefits of differentiated instruction identified for the teachers, along with pre and posttest given to assist teachers in a differentiated model. Study Island and PLATO also have Mathematics components to assist struggling students. The PLATO program is also used at the high school level as a tool for credit recovery.

Professional Development

Training is provided to parents and staff to assist them in understanding the philosophy and practice of Inclusion and Least Restrictive Environment. Staff training is provided to instructional assistants, teachers and administrators through in-services, private providers, and special education meetings/training. The District incorporates evidence-based practices in its own district-operated programs and its continuum of services available to district students. The District utilizes the Training and Consultative (TAC) staff from the Carbon Lehigh Intermediate Unit (CLIU#21), PATTAN trainings, and videoconferences to educate staff in a variety of specialized topics to enhance the continuum of services. District instructional assistants participate in systematic professional development and continue to receive a minimum of 20 hours of training in topics relevant to their positions including inclusionary practices.

Parents have opportunities for trainings and supports regarding Least Restrictive Environment and Inclusionary Practices to assist them in understanding the IEP process. During the Open House parents are offered the opportunity to attend an informational training on the referral process, identification process and available services. A discussion also takes place at each IEP meeting ensuring that the team considers programming that meets individual student's needs. There is also a parent transition night that is offered by the Carbon County School Districts to provide parents with the supports they need as their student transitions into adult life. Parents are able to attend and participate in the Local Right to Education Task Force sponsored by the Carbon-Lehigh Intermediate Unit. Opportunities for parents are regularly posted on the District website.

The district provides training on School-Wide Positive Behavior Support (SWPBS) throughout the school year. The data teams review data on behaviors/interventions and makes recommendations for SWPBS trainings. The staff is also trained on De-Escalation Techniques. "Crisis Teams" will be trained on Crisis Development Model. The teams will follow the Staff Attitudes/Approaches:

1. Support: An empathetic non-judgmental approach attempting to alleviate anxiety.
2. Directive: Staff takes control by setting limits.
3. Nonviolent Physical Crisis Intervention: SAFE, non-harmful control and restrain technique used to control individual until he or she can regain control of his or her behavior. This techniques should only be used as a last resort when an individual presents a danger to himself or others.
4. Therapeutic Rapport: An attempt to re-establish communication.

The Crisis Teams will be able to identify "Crisis Development Behaviors Levels:

1. Anxiety

2. Defensive
3. Acting Out Person
4. Tension Reduction

SWPBS Model:

1. Proactive approach to preventing students' behaviors before they get out of control.
2. Strategies that are designed to be used in situations during which a student's behavior is escalating and out of control.
3. Replacement instruction for inappropriate behaviors

SS Palmer Elementary School and Parkside Elementary School were recognized in 2011-2012 and 2012-2013 by the Positive Behavior Intervention and Support Network for implementing Tier 1 services with high fidelity

Towamensing Elementary were recognized in 2012-2013 by the Positive Behavior Intervention and Support Network for implementing Tier 1 services with high fidelity

Additional Strengths

Datum reflects there is no discrepancy between the rate of special education and general education students suspended or expelled.

Evaluations are conducted within mandated timelines.

Continuum of Services

SS Palmer Elementary (2012-2013): Life Skills Support Classroom grades 4-6 was opened.

Towamensing Elementary (2013-2014): Life Skills Support Classroom grades K-3, transfer of entity.

Jr. High/Senior High (2014-2015): Life Skills Support Classroom grades 7-10 was opened

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Leighton Area High School	Neighboring School Districts	Life Skills Support	3
Carbon Career Technical Institute(IU#21)	Neighboring School Districts	Life Skills Support	8
Carbon Career Technical Institution	Neighboring School Districts	Learning Support/Technical Shop	28
Carbon Learning Achievement Center	Other	Emotional Support	3
Palmerton Alternative Education Center	Other	Emotional Support	2
Enhanced Autism Center	Special Education Centers	Multiple Disabilities Support	1
Slatington Elementary	Neighboring School Districts	Multiple Disabilities Support	2
Northern Lehigh High School	Neighboring School Districts	Multiple Disabilities Support	1
Behavioral Health Associates	Other	Emotional Support	12
Lehigh Learning Academy	Other	Itinerant Emotional Support	1
Penn Kidder Elementary	Neighboring School Districts	Emotional Support	3
Lehigh Learning and Adjustment	Special Education Centers	Emotional Support	1
Lehigh Learning and Adjustment	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 14	10	0.77
Justification: Two sixth grade students were retained for the 2013-2014 school. The students were able to remain in their home district until a new Life Skills classroom could be opened for grades 7 to10 for the 2014-2015 school year within the district.				
Locations:				
SS Palmer (KG)	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	Life Skills Support	10 to 12	3	0.23
Locations:				
SS Palmer (KG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.91
Locations:				
SS Palmer (LS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.09
Locations:				
SS Palmer (LS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	15	0.88
Locations:				
SS Palmer (MZ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.12
Locations:				
SS Palmer (MZ)	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	9	0.25
Locations:				
SS Palmer (KT)	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 7	1	0.25
Locations:				
SS Palmer (KT)	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 7	3	0.5
Locations:				
Parkside	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.18
Locations:				
Towamensing (DH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	0.82
Locations:				
Towamensing (DH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	1	0.08

Locations:				
Towamensing (DT)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	11	0.92
Locations:				
Towamensing (DT)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 5	2	0.22
Locations:				
Towamensing (SM)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	0.78
Locations:				
Towamensing (SM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	8	0.86
Locations:				
Towamensing (AH)	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	Life Skills Support	8 to 8	1	0.14
Locations:				
Towamensing (AH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	10	1
Locations:				
Towamensing (AD)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 10	1	0.17
Locations:				
Towamensing (AB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	4	0.66
Locations:				
Towamensing (AB)	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	11 to 11	1	0.17
Locations:				
Towamensing (AB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	18	0.95
Justification: Itinerant Program not self-contained.				
Locations:				
High School (MB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.05
Locations:				
High School (MB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	19	1
Locations:				
High School (TM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	13	0.76
Locations:				
High School (TT)	A 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 18	4	0.24
Locations:				
High School (TT)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.4
Locations:				
Palmerton Jr. High (ZT)	A Junior 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	12 to 15	6	0.6
Locations:				
Palmerton Jr. High (ZT)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	6	0.55
Locations:				
Palmerton Jr. High (SL)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	5	0.45
Locations:				
Palmerton Jr. High (SL)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

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	6	0.43
Locations:				
Palmerton Jr. High (DB)	A Junior 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	13 to 15	8	0.57
Locations:				
Palmerton Jr. High (DB)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	4	0.8
Locations:				
Palmerton Jr. High (DF)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.2
Locations:				
Palmerton Jr. High (DF)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	22	0.5
Locations:				
Parkside Elementary (LB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	41	0.5
Justification: Itinerant, not self-contained. Speech and language is a push-in program. When students are pulled in for small group it is done by grade level. It meets age range requirements.				
Locations:				
SS Palmer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	52	1
Justification: Itinerant, not self-contained. Speech and language is a push-in program. When students are pulled in for small group it is done by grade level. It meets all age range requirements.				
Locations:				
Towamensing Elementary (TW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 13	9	0.4
Locations:				
Jr. High (DH)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 16	2	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	9 to 14	11	0.5
Justification: Itinerant, not self-contained. Speech and language is a push-in program. When students are pulled in for small group it is done by grade level. It meets age range requirements.				
Locations:				
SS Palmer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2014***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	7	1
Locations:				
Palmerton Area Jr./Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 4, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	12	1
Justification: Students age may vary beyond the 4 year due to the nature of the educational environment				
Locations:				
Palmerton Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Wide	1
School Psychologists	District Wide	2
Guidance Counselor	SS Palmer Elementary	1
Guidance Counselor	Towamensing Elementary	1
Guidance Counselor	Jr. High	1
Guidance Counselor	High School	2

Instructional Paraprofessionals	District Wide	24
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Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	22 Hours
Physical Therapy	Intermediate Unit	6 Hours
Job Coaches	Intermediate Unit	90 Hours
Psychiatric Services	Intermediate Unit	6 Hours
Job Coaches	Outside Contractor	90 Hours
Speech Therapy	Outside Contractor	6 Hours

Needs Assessment

District Accomplishments

Accomplishment #1:

The Palmerton Area School District prides itself on the many accomplishments of our students and staff. During the 2016-17 school year, we had a Student Attendance rate of 94.3% as well as a Graduation rate of 95.6%.

Accomplishment #2:

Our district has also implemented some positive initiatives at the Elementary level, such as establishing a Full-Day Kindergarten program as well as a Pre-K Counts program.

Accomplishment #3:

85% of Palmerton Area School District's graduating students enter post-secondary education

Accomplishment #4:

At the secondary level, we have completed a Junior High School building expansion project, which has given us the opportunity to expand our curriculum as well as maximize our instructional time. This upgrade to our facilities has allowed us to offer more Advanced Placement (AP) courses

Accomplishment #5:

At the secondary level the percentage of students who have met the annual Academic Growth expectation in Mathematics/Algebra I and ELA/Literature have increase for three consecutive years

Accomplishment #6:

We have implemented a Technology Education curriculum in Grade 3 through 6 to address the needs of a rapidly changing society with regards to technology,

Accomplishment #7:

All classes in the district are taught by highly qualified teachers.

District Concerns

Concern #1:

A common pattern that can be observed is that the district does not have a consistent implementation of standard-aligned curriculum across all schools for all students.

Concern #2:

Only 45.97% of students achieved advanced or proficient on their end of course Keystone Exams (first time test takers) in 2017-2018

Concern #3:

At the High School level the percentage of students who have met the annual Academic Growth expectations in Science/Biology has declined for three consecutive years

Concern #4:

Only 45.43% of student in K to 8 achieved advanced or proficient on the 2018 Mathematics PSSA
45.43%

Concern #5:

Professional development must be clearly focused and implemented with fidelity. A 3-5 year long range plan for professional development needs to be established.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

A common pattern that can be observed is that the district does not have a consistent implementation of standard-aligned curriculum across all schools for all students.

At the High School level the percentage of students who have met the annual Academic Growth expectations in Science/Biology has declined for three consecutive years

Professional development must be clearly focused and implemented with fidelity. A 3-5 year long range plan for professional development needs to be established.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

A common pattern that can be observed is that the district does not have a consistent implementation of standard-aligned curriculum across all schools for all students.

Only 45.97% of students achieved advanced or proficient on their end of course Keystone Exams (first time test takers) in 2017-2018

At the High School level the percentage of students who have met the annual Academic Growth expectations in Science/Biology has declined for three consecutive years

Only 45.43% of student in K to 8 achieved advanced or proficient on the 2018 Mathematics PSSA 45.43%

Professional development must be clearly focused and implemented with fidelity. A 3-5 year long range plan for professional development needs to be established.

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

Aligned Concerns:

Only 45.97% of students achieved advanced or proficient on their end of course Keystone Exams (first time test takers) in 2017-2018

At the High School level the percentage of students who have met the annual Academic Growth expectations in Science/Biology has declined for three consecutive years

Only 45.43% of student in K to 8 achieved advanced or proficient on the 2018 Mathematics PSSA 45.43%

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.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Development survey results, feedback from completed professional development summary reports, PSSA, Keystone Exams

Specific Targets: Increased proficiency on PSSA exams, Keystone exams, and locally developed common assessments.

Strategies:

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

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Professional Development Plan

Description:

The district does not have a long-term (3-5 years) plan for professional development. Educators need to be prepared to teach effectively in a 21st century learning environment. There is a need for continuing professional development support to enable educators to be lifelong learners. All professional development efforts must be aligned with the strategic goals set forth in this plan.

The Palmerton Area School District will commit to provide professional development opportunities for teachers and staff. These opportunities have to be differentiated in order to meet the needs of all the learners. Administrators have to assume the role of the instruction leaders in the district. Administrators in turn, have to identify teacher leaders. These teachers will need direct support so that they can then model best practices. This type of modeling will create sustainability for all instruction in the district.

SAS Alignment: None selected

Classroom Diagnostic Tools (CDT)

Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: [Classroom Diagnostic Tools \(CDT\)](#))

SAS Alignment: Assessment

Implementation Steps:

Differentiated Instruction

Description:

Professional Development for the district will be to increase the use of differentiated instruction and personalized learning for all classrooms

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Professional Development Plan

Collect and analyze student data

Description:

Mathematics PSSA and Classroom Diagnostic Tools (CDT) data will be used to analyze the achievement and growth of students in grades 3 to 6. Establish grade level data teams to collect and analyze student data to increase student achievement and growth.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Professional Development Plan
- Classroom Diagnostic Tools (CDT)

Implement Instructional Strategies Professional Development

Description:

Using data amassed during formal observations, as well as data garnered from faculty surveys, develop and implement professional development programs addressing particular instructional strategies that are currently not well understood or implemented by our teachers.

Professional Development will be focused and strategic and aligned with established district goals.

- Improve instructional practice to increase student achievement.
- Continue efforts to establish and maintain a 21st century learning environment.

- Continue to create a data-driven culture.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Professional Development Plan

Block Schedule Teaching Strategies

Description:

Professional Development Workshops focused on block scheduling teaching strategies

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Plan

Goal #2: 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: Assessment data in mathematics (CDTs, PSSAs, Keystone Exams, etc.)

Specific Targets: Increase the student achievement and growth in Mathematics

Strategies:

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

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Curriculum Review

Description:

Each year, secondary course offerings will be reviewed to determine which courses will be recommended for continuation, elimination, or revision. Additionally, new courses will be added to ensure robust course offerings for all students.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- SAS: Curriculum

Curriculum Vertical Gap Analysis

Description:

Create opportunities for district faculty to meet during professional development days to conduct a vertical gap analysis amongst the district's buildings. Administration will create opportunities for K-12 content leaders to get together and discuss vertical alignment strategies.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- SAS: Curriculum

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone, Study Island, CDT's, iXL, and Math XL Data

Specific Targets: Increased student achievement and growth from all students

Strategies:

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

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#).)

SAS Alignment: Assessment

Common Assessments - Using CFAs to Improve Teaching and Learning

Description:

Video - Creating and using common formative assessments to improve student performance. (Sources: [Using CFAs to Improve Teaching and Learning](#))

SAS Alignment: Assessment

Classroom Diagnostic Tools (CDT)

Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: [Classroom Diagnostic Tools \(CDT\)](#))

SAS Alignment: Assessment

Implementation Steps:

Student Assessment

Description:

All students in grades 3 through 6 grade will be assessed using the Fountas & Pinnell Benchmark assessment at least 2 times per year. Those students performing below grade level expectations will be assessed 3 times a year. Using this data, teachers will be able to better target the reading needs of individual students. The teachers will be able to provide differentiated instruction based on the reading levels of students within their classes. Teachers will be able to provide students with independent reading material that is on their level and they will be able to more effectively communicate with parents.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Collect and analyze student data

Description:

Mathematics PSSA and Classroom Diagnostic Tools (CDT) data will be used to analyze the achievement and growth of students in grades 3 to 6. Establish grade level data teams to collect and analyze student data to increase student achievement and growth.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Classroom Diagnostic Tools (CDT)

Study Island Benchmarking

Description:

Students in grades 2 through 8 will complete Study Island's standards aligned benchmark assessments three times per year. Data teams will review results at data meetings and use the data to modify instruction and student's instructional groupings.

Start Date: 9/4/2019 **End Date:** 6/14/2022

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Common Assessments - Using CFAs to Improve Teaching and Learning

Common Assessment

Description:

The Palmerton Area School District will use PA Core Standards to develop a standards aligned common assessment for the content areas in Algebra I, Biology and Literature.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Common Assessments - Using CFAs to Improve Teaching and Learning

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Instructional Coaching: The Principles of Partnership
Strategy #2: Professional Development Plan

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Differentiated Instruction	Professional Development for the district will be to increase the use of differentiated instruction and personalized learning for all classrooms	Director of Curriculum, Instruction & Technology & Building Principals	7	3	50	CLIU	IU	No

Knowledge Teachers will use differentiated instruction and personalized learning for all classrooms

Supportive Research Differentiated Instruction

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.

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:

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

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Creating lessons to meet varied student learning styles

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data

LEA Goals Addressed:

Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
Establish a district system that fully ensures staff members in every school use standards

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Strategy #2: Professional Development Plan
Strategy #3: Classroom Diagnostic Tools (CDT)

aligned assessments to monitor student achievement and adjust instructional practices.

Start	End	Title	Description					
7/1/2019	6/30/2022	Collect and analyze student data	Mathematics PSSA and Classroom Diagnostic Tools (CDT) data will be used to analyze the achievement and growth of students in grades 3 to 6. Establish grade level data teams to collect and analyze student data to increase student achievement and growth.					
	Person Responsible	SH	S	EP	Provider	Type	App.	
	Director of Curriculum, Instruction & Technology and Building Principals	3.0	3	20	CLIU	IU	No	

Knowledge Using Student Achievement Data to Support Instructional Decision Making.

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

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	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 professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Instructional Coaching: The Principles of Partnership
Strategy #2: Professional Development Plan

Start	End	Title	Description
7/1/2019	6/30/2022	Implement Instructional Strategies Professional Development	Using data amassed during formal observations, as well as data garnered from faculty surveys, develop and implement professional development programs addressing particular instructional strategies that are currently not well understood or implemented by our teachers.

Professional Development will be focused and strategic and aligned with established district goals.

- Improve instructional practice to increase student achievement.
- Continue efforts to establish and maintain a 21st century learning environment.
- Continue to create a data-driven culture.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Technology and Building Principals	7.0	3	30	Carbon Lehigh Intermediate Unit	Association	No

Knowledge Improve instructional practice to increase student achievement.

Supportive Research Charlotte Danielson Framework for Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Professional Development Plan**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2020	Block Schedule Teaching Strategies	Professional Development Workshops focused on block scheduling teaching strategies							

Director of Curriculum, Instruction & Technology

7.0 2 40 CLIU

IU No

Knowledge

Block scheduling teaching strategies

Supportive Research

Teaching in the Block: Strategies for Engaging Active 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.

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

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Other educational

Grade Levels

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

specialists

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p>
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LEA Goals Addressed:	<p>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</p> <p>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #2: Common Assessments - Using Student Achievement Data to Support Instructional Decision Making</p> <p>Strategy #3: Classroom Diagnostic Tools (CDT)</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Collect and analyze student data	Mathematics PSSA and Classroom Diagnostic Tools (CDT) data will be used to analyze the achievement and growth of students in grades 3 to 6. Establish grade level data teams to collect and analyze student data to increase student achievement and growth.							

Director of Curriculum, Instruction & Technology and Building Principals

3.0 3 20 CLIU

IU No

Knowledge

Using Student Achievement Data to Support Instructional Decision Making.

Supportive Research

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

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Department Focused Presentation

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors

Grade Levels

Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

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

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

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Barry Scherer on 4/30/2018

Board President

Affirmed by Scot Engler on 4/30/2018

Superintendent/Chief Executive Officer