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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report** Wednesday, February 27, 2008

**Entity:** Weatherly Area SD

**Address:** 602 6th St  
Weatherly, PA 18255-1520

**Phone:**

**Contact Name:**

## **Organization Description**

### **Weatherly Area School District**

The Weatherly Area School District is a rural public school district located in Carbon County in Northeastern Pennsylvania. The school district covers approximately 91 square miles comprising Weatherly and East Side Boroughs, and the townships of North Kidder, Lausanne, Packer, and Lehigh. The school district includes medium-sized residential areas, but continues to have fertile, well-kept farms. Weatherly Area School District serves a community of approximately 5,000 individuals with 1900 home owners.

The top employers in the area are:  
Weatherwood; Carbon County Home of the Aged  
Weatherly Area School District  
Blue Ridge Real Estate  
Jack Frost Mountain Co.  
Holiday Inn  
Weatherly Casting and Machine  
Heritage Hill  
Hickory Run Plaza

Weatherly Area School District consists of 3 schools; an elementary, middle and high school with a total student population of approximately 758 students. In the elementary school there are 310 students, which consist of 2 American Indian/Alaskan Native, 1 Asian/Pacific Islander, 5 Black (non-hispanic), 8 Hispanic, and 294 Caucasian students. The middle school has 187 students with 6 Black (non-hispanic), 1 Hispanic, and 180 Caucasian. In high school we have 261 students with 1 American Indian/Alaskan Native, 3 Asian/Pacific Islander, 2 Black (non-hispanic) and 255 Caucasian. The Administrative staff includes; the superintendent, business manager, a high school principal, elementary/middle school principal, and an elementary/middle school assistant principal(who is also the supervisor of special education). Also included in the staff are a part-time school psychologist, two guidance counselors, (one for the high school and one for the elementary/middle school), and a maintenance supervisor. Our food services and student transportation are contracted out to independent contractors. The budget for 2005/2006 was \$10,200,000.

Table of Organization:

### **Weatherly Area School District**

#### **Weatherly Area School District Directors:**

Bonita L. Barbush  
Joanne N. Dougherty  
Gilbert Gerhard  
William H. Gerhard  
Corey E. Gerhart  
Gerard E. Gega  
Thelma A. Kew  
John Toft, Jr.  
John J. Ursta

#### **Superintendent of Schools:**

Dr. Gene Freeman

**Board Secretary/Business Manager:**  
Martha Kew-Goodale

**Solicitor:**  
Daniel A. Miscavige

**Elementary/Middle School Principal:**  
Sandra Slavick

**High School Principal:**  
Thomas McLaughlin

**Maintenance Supervisor:**  
John Trovitch

**Coordinator of Technology and Educational Services:**  
Brian Borosh

**Food Service Coordinator:**  
David Feller

## **Core Purpose**

### **Mission**

The mission of the Weatherly Area School District, in partnership with family, business, and community, is committed to providing academic excellence in an educational environment that nurtures responsible, contributing citizens in a changing society. Such citizens can shape a nation.

### **Vision**

Unifying and serving the whole Weatherly community, Weatherly Area School District holds students at the center of all that we do. We are committed to creating a supportive and exemplary learning environment. We are dedicated to offering a varied and demanding course of study in which all students succeed by exploring personal talents, developing life skills, and achieving at high academic levels.

## **Shared Values**

We believe that education is one of the most important influences on individuals and their roles in the global society.

We believe that educational change through ongoing staff development is necessary to meet the many challenges occurring in society.

We believe that learning is a life long process that should begin with the family, and be encouraged and nurtured through the partnership of parents, students, administration, teachers, staff, business, and community members.

We believe that the "whole child" can be nurtured in these developmental areas: Emotional, Social, Physical, Intellectual, Creative, Ethical, and Aesthetic.

We believe that our schools should provide a safe learning environment that offers security, understanding, acceptance, respect, and direction from caring adults.

We believe every individual has intrinsic worth and value.

We believe every individual should be sensitive to the diversity of others.

We believe every student has talents, skills, and gifts; high expectations for each student should be the foundation of the educational process fostering the student's personal best.

We believe all students should develop life skills appropriate to their potentials.

We believe that a positive educational environment can enable every student to become a caring, responsible individual, who will care for himself/herself, each other, and the community.

We believe it takes a whole community to educate a child.

We believe that all students will learn to communicate effectively, problem solve, develop higher level thinking skills, collaborate, and use technology efficiently.

## **Goals**

### **Goal: Weatherly Area School District Professional Staff Technology Curriculum**

Description: Develop a technology curriculum for WASD professional staff to enhance their technological classroom skills.

### **Goal: Weatherly Area Web Site**

Description: Expand the use of the Weatherly Area School District home page.

### **Goal: Career Education**

Description: Develop Career Educational Programs for students and increase faculty interaction with students to provide students a greater opportunity in the post-high school world.

### **Goal: Distance Learning**

Description: Continue to utilize distance learning.

### **Goal: District Internet Connectivity**

Description: Continue to provide a minimum of a 10MB Ethernet connection to the High School, Middle School, Elementary School, and District Offices.

### **Goal: District Wide Student Information Systems**

Description: The administration and faculty will continue to use the district-wide student management system, and expand the utilization of this system to realize its full benefit.

### **Goal: Five-Year Cycling Plan**

Description: Develop a five year cycling plan for computer equipment.

### **Goal: Four Year Graduation Rate**

Description: Graduation rate will continue to be at 95%.

### **Goal: Gifted Education**

Description: Teachers and administrators will become more knowledgeable in teaching students identified as gifted.

### **Goal: Mathematics**

Description: Students will be proficient in Mathematics as dictated by the No Child Left Behind Implementation schedule for Pennsylvania, as measured by the annual state-wide PSSA assessments. During the year 2007, this is 75% , during the years 2008-2010, 82%; during 2011, 86%; during 2012, 90%.

**Goal: Portable Projection Units**

Provide portable projection units for all department/grade levels to intergrate technology into the classroom curriculum.

**Goal: Reading/ Writing/Speaking/Listening**

Description: Students will be proficient in reading and writing as dictated by the No Child Left Behind Implementation schedule for Pennsylvania, as measured by the annual state-wide PSSA assessments. During the year 2007, this is 71%; during the years 2008- 2010, 77%; during 2011, 82%; and during 2012, 85%.

**Goal: Safety**

Description: The district will ensure the safety of students in the schools through Weatherly Area School District's Safe Schools/Emergency Operations Plan.

**Goal: Science**

Description: Students will score proficient in science as dictated by the No Child Left Behind Implementation schedule for Pennsylvania, as measured by the annual state-wide PSSA assessments during the years 2008-2012.

**Goal: Student and Parent Access of Information**

Description: Faculty will use district wide on-line grading system with student and parent access.

**Goal: Use of Technology Devices and Software**

Description: Students will use technology devices and software to learn and process concepts in, Mathematics, Social Studies, Reading and Writing, Science, Computer Technology, Family and Consumer Science, Art, Music, Health and Phys Ed, World Languages, and Library Sciences.

**Goal: Utilize server resources**

Description: Upgrade system software for students and staff to authenticate to server and utilize server resources.

## **Academic Standards**

### **4.12. Academic standards.**

(a) School districts (including charter schools) or AVTSs may develop, expand or improve existing academic standards in the following content areas until the Board adopts standards under subsection (g) and rescinds the description of the corresponding content areas:

#### **Reading, Writing, Speaking and Listening**

**Reading-** The application of phoenemic awareness, phonics and word study, vocabulary, fluency, and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language; and learning how to search a variety of texts to conduct research.

**Writing-** Narrative, informational, and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

**Speaking and Listening-** Participation in conversation and formal speaking presentation.

#### **Mathematics**

The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry, and concepts of calculus.

### **Science and Technology**

Study of the natural world and facts, principles, theories, and laws in the area of biology, chemistry, physics, and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.

### **Environment & Ecology**

Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.

### **Social Studies**

**History**-Study of the record of human experience including important events; interactions of culture, race, and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics, and civics studies on major developments in the history of the Commonwealth, the United States, and the world.

**Geography**-Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region, and physical processes.

**Civics and Government**-Study of the United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work, and international relations.

**Economics**-Studies of how individuals and societies choose to use resources to produce, distribute, and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy, and international trade.

### **Arts & Humanities**

Study of theatre, music, visual arts, language, and literature including forms of expression, historical and cultural context, critical and aesthetic judgment, and production, performance, or exhibition of work.

### **Career Education and Work**

Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government, and economy, and their effect on individuals and careers. Development of knowledge and skills in job-seeking and job-retaining skills, and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

### **Health, Safety, and Physical Education**

Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, and strategies, safety in physical activity settings, leadership and cooperation in physical activities.

### **Family and Consumer Science**

Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

**World Language**

Ability to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

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**Goal: Utilize server resources**

Description: Upgrade system software for students and staff to authenticate to server and utilize server resources.

**Graduation Requirements**

In order for students to graduate they must successfully complete:

- \* 24 credits in 2007/2008 and 24 credits in 2008/2009 in the Weatherly Area High School with an academic score no lower than a D or attendance at an academic summer school for the purpose of make-up credit

- \* A Senior Project demonstrating proficiency in reading, writing, and mathematics on PSSA

For the school years 2007 and 2008, the Senior Project will be required to involve:

- \* Over 1 year of student input
- \* Scheduled meeting with a faculty advisor
- \* A concrete product or outcome
- \* A written component in the form of a research paper, log or reflective journal
- \* A presentation to a panel of scorers

**Mastery of Academic Standards:**

All planned courses have had the course content matched to the standards. During the 2007/2008 school year, alignment with anchors will be finalized. Additionally, teachers will record standards in the class plan books for each lesson they teach.

Each student must demonstrate proficiency of the PA Academic Standards either on the Pennsylvania System of School Assessment or a local system of assessment or standardized test. Currently, students are required to meet the graduation requirement of number of course credits. These courses have been matched to the standards and assess standards and content. This criteria will continue with our students currently in high school.

Weatherly Area SD  
Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Thomas McLaughlin	WASD	H.S. Principal	Superintendent
Brian Borosh	WASD	Coordinator of Tech. and Information Services	Superintendent
Gene Freeman	WASD	Superintendent	School Board
Martha Kew-Goodale	WASD	Business Manager	Superintendent
Sandra Slavick	WASD	ES/MS Principal	Superintendent
John Trovitch	WASD	Maintenance Supervisor	Superintendent
Joann Dougherty	WASD	Board Member	WASB
John Toft	WASD	Board President	WASB
Margaret Brown	WASD	E.S./M.S. Guidance	ES/MS Principal
Ronald Kelshaw	WASD	H.S. Guidance	High School Principal
Katie Leach	WASD	H.S. Teacher	WEA
Catherine Penkala	WASD	E.S. Teacher	WEA
Tiffany Maylath	WASD	M.S. Teacher	WEA
Barbara Sipler	WASD	Reading Specialist	WEA
Maria Whitley	WASD	H.S. Teacher	WEA
Georgia Farrow	Parent	Parent	Superintendent
Cathy Lafey	Parent	Parent	Superintendent
Paula Russell	Parent	Parent	Superintendent
Donnell Stump	Parent	Parent	Superintendent
Lori Ursta	Parent	Parent	Superintendent
Chief Gary Veasie	Weatherly Borough	Police Chief	Superintendent

**Goals, Strategies and Activities**

**Goal: Weatherly Area School District Professional Staff Technology Curriculum**

**Description:** Develop a course of study to enrich the professional staff to enhance their technological classroom skills.

**Strategy: Technology Course of Study**

**Description:** Develop a course of study to enrich the professional staff's technology skills. Provide professional development to enhance integrating technology into classroom curriculum.

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures	
News Updates	WASD staff will be introduced to basic and advanced skills on software and peripherals that will integrate technology into each classroom. The Technology Coordinator will provide the training to staff during in-house workshops, after school workshops, summer workshops, and in-service days.	The use of technology in the classroom is monitored by standard lesson plans provided by the teacher. Referencing Pennsylvania State standards for technology in the daily lesson plans affirms to administration that technology is being provided to the students.	
Person Responsible	Timeline for Implementation		Resources
Gene Freeman	Start 2007/2008	Finish 2012/2013	\$CFF Grant

**Goal: Weatherly Area Web Site**

**Description:** Expand the use of the Weatherly Area School District home page.

**Strategy: Community Information**

**Description:** Continue to provide information to the community in addition to providing daily announcement information.

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures		
News Updates	Install software to provide news updates to all community subscribers. Keep the Website current and up to date w/ district activities.	Continued communication with community. Utilizing the web site as another tool of communication to provide parents, school board members, and community members with updated information. Give parents regular access to students' grades.		
Person Responsible	Timeline for Implementation			Resources
Brian Borosh	<b>Start</b> 2007/2008		<b>Finish</b> 2012/2013	\$0

**Goal: Career Education Plan**

**Description:** To develop Career Educational Programs for students and increase faculty interaction with students to provide students a greater opportunity in the post-high school world.

**Goal: Gifted Education**

**Description:** Teachers and administrators will become more knowledgeable in teaching students identified as gifted.

**Strategy: Differentiated Instruction**

**Description:** Teachers will learn about enrichment, computation and accelerated curriculums to provide students with appropriate curriculum.

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching.

Activity	Description	Evaluation Procedures
Differentiated Instruction Workshop/Multiple Intelligences/Brain & Learning/ Educational Options	Teachers will learn about the balance of emotional, academic, and physical education needs of gifted students. Teachers and administrators will attend workshops and conferences to learn about differentiated instruction, multiple intelligences, the brain and how students learn and need to be organized. Teachers will learn to use general education district assessments to determine the appropriate instructional level of students. Teachers will learn the importance of accelerating gifted students, their learning styles, and need not to participate in needless drill of repetitive tasks. Investigations of International Baccalaureate degree, AP courses, dual enrollment, and immersion programs, and Independent	Individual Educational Plans for gifted students will include enrichment activities and/or compacted curriculum and/or accelerated curriculums. Administrators' formal and informal observations of gifted students and teachers of gifted children. Act 48 evaluation forms.

	Studies could be outcomes of this activity.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	
Sandra Slavick and Thomas McLaughlin	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013
		<b>Resources</b> \$5,000.

**Goal: MATHEMATICS**

**Description:** Students will be proficient in mathematics as dictated by the No Child Left Behind Implementation schedule for Pennsylvania, as measured by the annual state-wide PSSA assessments. During the year 2007, this is 75%; during the years 2008-2010, 82%; during 2011, 86%; and during 2012, 90%.

**Strategy: Mathematics Improvement**

**Description:** Remedial Mathematics Program

**Educational Practices:** Artful Use of Infrastructure, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures
Math course for non-proficient students	Students who have not scored proficient on 8th grade PSSA will be enrolled in special math remediation courses in high school, 9th and 10th grades if necessary. This course will have its curriculum aligned to the 8th and 11th grade anchors. 11th grade students will retake the tests in their senior year.	Beginning with graduating class of 2010, at least 90% of students will pass PSSA test or district assessment matched to benchmarks, or standardized test.
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	
Thomas McLaughlin	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013
		<b>Resources</b> \$1,000.

Activity	Description	Evaluation Procedures
Strategic Mathematical Instruction	Teachers will devote in-service time to analyze PSSA mathematic data for general group and subgroups of students. Teachers will research strategic mathematical problem solving in mathematics and utilize these strategies in the classroom. Teachers will work with one another and students to develop scoring guidelines for regular and open-ended problems so that they understand the proficiency expectations. Teachers will use discussion-based techniques to clarify and model how to	Evaluation will consist of Act 48 evaluation forms, numbers of teachers involved in workshops. Documented research to identify strategic mathematical problem solving in mathematics, and strategies documented by administrators through classroom observation. Increases in % of students proficient on PSSA will also be used as evaluation criteria.

	<p>approach math problems individually, before sharing in small groups and discussing as a class. Through meetings teachers will design instructional strategies to address students' needs. Adopt-an-anchor of anchors-in-practice tools will be used to help accomplish this. Journal, conferences, workshops and school visitations will be utilized. New textbooks and supplemental materials will be purchased.</p>		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
Gene Freeman	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013	\$5,000.

**Goal: Reading/Writing/ Speaking/Listening**

Description: Students will be proficient in reading and writing as dictated by the No Child Left Behind Implementation schedule for Pennsylvania, as measured by the annual state wide PSSA assessments. During the year 2007 this is 71%; during the years 2008-2010, 77%; during 2011, 82%; and during 2012, 85%.

**Strategy: Improve reading performance for all students**

**Description:** Curriculum alignment

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

<b>Activity</b>	<b>Description</b>	<b>Evaluation Procedures</b>	
Curriculum Alignment	<p>Teachers in grades kindergarten through 12 will meet collaboratively to align the curriculum to reading, writing, speaking, and listening standards and within grade levels and subject areas as well as between grade levels and school levels. Through meetings, teachers will design instructional strategies to address students' needs. Adopt-an-anchor, anchors-in-practice tools, Item Banks, Scoring Samplers, and Grownetwork.com resources will be used to help accomplish this. Discussion-based techniques will be used to clarify and model how to approach reading from a variety of strategies.</p>	<p>Number of homeroom periods scheduled for students to meet with their mentors. Lists of students assigned to mentors. Evaluation during students' senior year on assistance of mentor during school years.</p>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>

Gene Freeman	<b>Start</b> 2007/2008		<b>Finish</b> 2012/2013		\$
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Activity	Description	Evaluation Procedures		
Proactive Reading	Faculty will meet as groups to discuss how to motivate students to read more. Supplemental instructional materials, banners, reward programs, etc. will be determined and implemented.	The numbers of teachers involved in the workshops, a list of reading activities completed by students, materials purchased, and increase in PSSA reading scores will be the evaluation criteria obtained in the procedure just described.		
Person Responsible	Timeline for Implementation			Resources
Sandra Slavick	<b>Start</b> 2007/2008		<b>Finish</b> 2012/2013	Title I and Other Grants

**Goal: Safety**

**Description:** The district will ensure the safety of students in the schools.

**Strategy: Alcohol Tobacco and Other Drugs**

**Description:** To monitor and reduce ATOD use by students

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedures		
Student Assistance Program	To increase number of teachers and administrators to become Student Assistance Trained	The number of teachers and administrators who are trained in Student Assistance Program		
Person Responsible	Timeline for Implementation			Resources
Sandra Slavick and Thomas McLaughlin	<b>Start</b> 2007/2008		<b>Finish</b> 2012/2013	\$1,500.

**Goal: Science**

**Description:** Students will score proficient in science as dictated by the Non Child Left Behind Implementation schedule for Pennsylvania, as measured by the annual state-wide PSSA assessments during the years 2008-2012.

**Strategy : Improving science performance for all students**

**Description:** Teachers will do curriculum mapping for science, technology, environment and ecology standards, benchmarks and anchors and redesign instructional programs to help students achieve proficiency on PSSA science assessments to meet the no Child Left Behind requirements for Pennsylvania.

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures
Curriculum Alignment	Rewrite planned courses of study to match science,	The administrators observing changes in classroom

	technology, environment, and ecology standards, benchmarks and anchors. Design instructional strategies that include, but are not limited to, Reading Apprenticeship, problem solving, and hands-on learning that include hypothesizing, designing and implementing experiments, drawing conclusions, and proving hypothesis for students in science and to utilize these strategies in the classroom. Journals, on-line resources, conferences, workshops, inservice credits, college courses, and school visitations will be utilized. New textbooks and supplemental materials will be purchased.	instruction, the number of teachers participating in the workshops and visiting other schools. The staff development evaluation procedure for faculty and administrators. The summative evaluation will be the % of students achieving proficiency on the PSSA science, technology, environment, and ecology tests each year and meeting No Child Left Behind requirements.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
Sandra Slavick and Thomas McLaughlin	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013	\$3,500. Grants

**Goal: Use of Technology Devices and Software**

**Description:** Students will use technology devices and software to learn and process concepts in : Mathematics, Social Studies, Reading and Writing, Computer Science Technology, Family and Consumer Science, Art, Music, Health and Phys Ed, World Languages, Library Sciences.

**Strategy: A. Mathematics & Science**

**Description:** Students will use technology devices and subject-specific software to learn and process concepts in Mathematics.

Students will be able to use and/or develop a spreadsheet to record and analyze data in both math and science projects.

Elementary students will use subject specific software to enhance math concepts discussed in the classroom and tied to the PA State standards.

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures	
Software Products	Students will utilize products such as: Microsoft Office, Compass Learning, Macromedia Design, Inspiration, Adobe Studio, and Blended Schools.	The use of technology in the classroom is monitored by standard lesson plans provided by the teacher. Referencing Pennsylvania State standards for technology in the daily lesson plans affirms to administration that technology is being provided to the students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>		<b>Resources</b>
Sandra Slavick and Thomas McLaughlin	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013	\$15,000.

Activity	Description	Evaluation Procedures	
Staff Development	Provide Staff Development for faculty, staff, and administrators to enhance the integration of technology in the classroom. Continue to provide professional development on technology devices and associated software. Workshops will be conducted during in-house workshops, after school workshops, and summer workshops. Direction will be provided by Coordinator of Technology and certified individuals. Instruction will be provided on a regular basis.	The use of technology in the classroom is monitored by standard lesson plans provided by the teacher. Referencing Pennsylvania State standards for technology in the daily lesson plans affirms to administration that technology is being provided to the students.	
Person Responsible	Timeline for Implementation		Resources
Sandra Slavick and Thomas McLaughlin	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013	\$CFF Grants

**Strategy: B. Social Studies and Science**

**Description:** Students will use technology devices and software to learn and process concepts in Social Studies and Science. Students will use on-line resources (i.e. World Wide Web, On-line encyclopedias, etc.) and word processing software for Social Studies, and Science (and all areas inclusive) research projects.

**Educational Practices:** Artful use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures	
Internet Access	Provide Internet Access to three schools for technological device connectivity. Provide technical support and professional development to faculty, staff, students (where appropriate) and administration.	The use of technology in the classroom is monitored by standard lesson plans provided by the teacher. Referencing Pennsylvania State standards for technology in the daily lesson plans affirms to administration that technology is being provided to the students.	
Person Responsible	Timeline for Implementation		Resources
Sandra Slavick and Brian Borosh	<b>Start</b> 2007/2008	<b>Finish</b> 2012/2013	\$22,000.

**Strategy: C. Family and Consumer Science, Art, Music, Health and Phys. Ed., World Languages, Library Science**

**Description:** Students will use technology devices and subject specific software to learn and process concepts in Family and Consumer Science, Art, Music, Health and Phys. Ed., World Languages, Library Science

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedures		
Software Products	Continue use of Microsoft Products and various software vendors to utilize the district technological devices	The use of technology in the classroom is monitored by standard lesson plans provided by the teacher. Referencing Pennsylvania State standards for technology in the daily lesson plans affirms to administration that technology is being provided to the students.		
Person Responsible	Timeline for Implementation			Resources
Sandra Slavick and Thomas McLaughlin	<b>Start</b> 2007/2008		<b>Finish</b> 2012/2013	\$3,400.

#### Strategy : D. Reading and Writing

**Description:** Students will use technology to develop skills in reading and writing. Students will be able to use word processing and multi-media software to develop extended responses to reading and literature passages.

**Educational Practices:** Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, and Quality Teaching

Activity	Description	Evaluation Procedures		
Software Products	Continue use of Microsoft products, especially Word and various software vendors to utilize the district technological devices	The use of technology in the classroom is monitored by standard lesson plans provided by the teacher. Referencing Pennsylvania State standards for technology in the daily lesson plans affirms to administration that technology is being provided to the students.		
Person Responsible	Timeline for Implementation			Resources
Deborah Popson Brian Borosh	<b>Start</b> 2007/2008		<b>Finish</b> 2012/2013	\$Grants

#### Measurable Annual Improvement Targets

On an annual basis, the PSSA data is reviewed and analyzed by all the faculty in the school district. (A similar presentation is made to the Curriculum Technology Committee of the School Board and for the public in attendance.) A general information session is held for all teachers in the district, K-12, and each school's data is reviewed. A comparison of Weatherly Area School District's scores is made to No Child Left Behind requirements and other school districts in the county and from similar school districts outside the county. After the general session, workshops are held at the school level for analysis of scores, more specifically, students scoring proficient or not proficient on the entire tests as well as standards. Teachers then analyze their curriculum to determine if and when content was taught. An analysis of district assessments is also examined to determine if students demonstrated similar scoring. Next, teachers analyze curriculum to make modifications in curriculum. New courses are designed as well as additional textbooks and supplemental materials are reviewed and purchased when necessary.

The following objectives will guide the improvement of student achievement with measurement as stated:

**Objective #1:** By the year 2012, all Weatherly Area Elementary students will demonstrate improved reading, writing, mathematics, and science skills as evidenced by the following measures:

- a.) Maintain an average of 3% yearly increase for the general population and thereby achieving a 85% level of proficiency in reading
- b.) Achieve an average of 7% yearly increase for the IEP students and thereby achieving a 59% level of proficiency in reading
- c.) Achieve an average of 4% yearly increase for the economically disadvantaged and thereby achieving a 76% of proficiency in reading
- d.) Achieve an average of 4% yearly increase for the general population and thereby achieving a 62% level of proficiency in writing
- e.) Achieve an average of 4% yearly increase for the IEP students and thereby achieving a 62% level of proficiency in writing
- f.) Achieve an average of 4% yearly increase for the general population and thereby achieving a 90% proficiency in mathematics
- g.) Achieve an average of 5% yearly increase for the IEP students and thereby achieving a 63% proficiency in mathematics
- h.) Achieve an average of 3% yearly increase for economically disadvantaged students and thereby achieving an 90% proficiency in mathematics
- i.) Achieve Adequate Yearly Progress in science annually based on science PSSA scores and No Child Left Behind Requirements for general population
- j.) Achieve Adequate Yearly Progress in science annually based of science PSSA scores and No Child Left Behind Requirements for IEP students
- k.) Achieve Adequate Yearly Progress in science annually based on science PSSA scores and No Child Left Behind Requirements for economically disadvantaged students

**Objective #2:** By the year 2012, all Weatherly Area Middle School students will demonstrate improved reading, writing, mathematics, and science skills as evidenced by the following measures:

- a.) Maintain an average of 3% yearly increase for the general population and thereby achieving a 90% proficiency in reading
- b.) Achieve an average of 7% yearly increase for the IEP students and thereby achieving an 69% level of proficiency reading
- c.) Achieve an average of 2% yearly increase for the economically disadvantaged and thereby achieving a 75% of proficiency in reading
- d.) Achieve an average of 4% yearly increase for the general population and thereby achieving a 90% level of proficiency in writing.
- e.) Achieve an average of 2% yearly increase for the IEP students and thereby achieving a 78% level of proficiency in writing
- f.) Achieve an average of 2% yearly increase for the general population and thereby achieving a 91% proficiency in mathematics

g.) Achieve an average of 5% yearly increase for the IEP students and thereby achieving a 50% proficiency in mathematics.

h.) Achieve an average of 2% yearly increase for economically disadvantaged students and thereby achieving an 82% proficiency in mathematics

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k.) Achieve Adequate Yearly Progress in science annually based on science PSSA scores and No Child Left Behind Requirements for economically disadvantaged students

**Objective #3:** By the year 2012, all Weatherly Area High School students will demonstrate improved reading, writing, and mathematics skills as evidenced by the following measures:

a.) Maintain an average of 2% yearly increase for the general population and thereby achieving a 92% level of proficiency in reading.

b.) Achieve an average of 2% yearly increase for the economically disadvantaged and thereby achieving a 77% level of proficiency in reading

c.) Achieve an average of 2% yearly increase for the general population and thereby achieving a 92% level of proficiency in writing.

d.) Achieve an average of 2% yearly increase for the general population and thereby achieving an 79% level of proficiency in mathematics.

e.) Achieve an average of 3% yearly increase for economically disadvantaged students and thereby achieving a 71% level of proficiency in mathematics.

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### **Curriculum Instruction and Instructional Materials**

Weatherly Area School District has aligned our curriculum with the Pennsylvania standards as listed in Chapter 4. Additionally, we have and will continue to match anchors to standards. Instruction is designed to help students learn content and skills stated in standards and anchors. Instructional strategies are designed to assist all students to learn. Both district assessments and standardized assessments are aligned to the standards and provide important information to teachers, administrators, and parents on the success of our students in learning. Teachers are required to list the standards they are teaching in their lesson plans. Administrators observe teachers to make certain the standards they are teaching are in their lesson plans and to make certain the standards are being implemented.

Highly qualified teachers instruct students in grades K-12. Special education teachers are certified in middle and high school subject areas. When we have needed to hire emergency certified teachers at the beginning of the school year, the district has, and will continue to assist the teachers to become highly qualified. The district pays for teachers to attend study sessions and college courses. Students needs are matched to teachers skills and scheduled accordingly. All students have equitable access to school staff for initial learning and remediation in order to better achieve success in school and score proficiency on standards.

The district has one elementary school with grades K-5, one middle school with grades 6-8, and one high school with grades 9-12. At the elementary level, all the same textbooks by grade level are used across the district. Teachers also meet by grade levels to discuss curriculum, assessments, and instructional programs. Funding resources are provided through the district budget, federal projects, and state funds to provide core curriculum and approximately 40-45 minutes per subject per day for Science and Social Studies and approximately 84 minutes per subject, per day for Reading and Math. Times must also vary to allow teachers to provide instruction for students to master concepts being taught.

### **Assessments and Public Reporting**

The Weatherly Area School District has a comprehensive assessment plan. The first step in creating the district assessment plan involved taking the PA academic standards on grades 3, 5, 8 and 11 and back-mapping to identify K-12 benchmarks. The benchmarks and anchors were reviewed and analyzed to determine subject area learning goals. The methods and measures that will be used to monitor students proficiency have been aligned to the PA standards and combine commercial, state, and district-developed assessment tools. The tasks of reviewing the assessments for math, reading, writing, speaking, and listening will be completed during 2006-2007.

Assessments will be designed for other subject areas by 2008. PSSA assessments are given in grades 3-8 and 11 in reading and math. Science (2006-2007) and other PSSA assessments as they are designed will be administered to students at appropriate grade levels in required years. Terra Nova tests are given to students in grade 2. DIBELS testing is administered in kindergarten through fifth grades. 4-Sight testing in reading and math in third through eighth grades.

District Assessments include:

#### Elementary Level

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Checklists  
Dictation  
Phonemic Awareness  
Retelling  
Running Records  
Inventories  
Unit Assessments  
End of Book Tests  
Performance Tasks  
DIBELS K-5th grades  
4-Sight (Reading and Math) 3rd-5th grades

#### Middle School

End of Theme Tests  
Unit Tests  
End of Book Tests  
Performance Tasks  
Retelling  
Lab Reports

Writing Portfolios  
Projects  
Research Papers  
4-Sight (Reading and Math) 3rd-8th grades  
High School  
Performance Tasks  
End of Theme Tests  
End of Book Tests  
Unit Tests  
Collection of Writings in Writing Portfolios  
Speeches  
Lab Reports  
Projects  
Semester Exams  
Final Exams

In addition, daily quizzes and tests, oral demonstration of skills, class participation, and homework are considered in assessing student learning. Performance tasks are used to measure student learning as well. State and district developed rubrics are used to evaluate performance tasks. Both teacher-made and authentic assessments are used to evaluate students ability to demonstrate their learning of standards, benchmarks, and anchors including academic knowledge and skills.

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Website: District Report Card

Local Newspapers

### **Qualified Effective Teachers and Capable Instructional Leaders**

The district maintains a strong commitment to providing our students with qualified, state certified, professional personnel to develop, deliver, and assess the curricular offerings and instruction of the district as per state regulation. Of the instructional staff, 47% of teachers have a Bachelor's Degree and 51% have a Master's Degree. With the administration staff, 1 has a Doctorate Degree and all others have a Master's Degree.

In a district of two schools we have the following professional personnel:

1 Superintendent

1 Maintenance Supervisor

1 Business Manager

1 Coordinator of Technology and Information Services

2 Principals

1 High School Guidance Counselor

1 Elementary/ Middle School Guidance Counselor

1 School Certified Nurse and One Part Time Nurse

2 School Librarians

1 Title I Teachers

1 Psychologist(part time)

2 Teachers of Gifted(part time)

2 English as a Second Language Teacher(part time)  
 7 Learning Support Teachers  
 2 Autistic Teachers(CLIU)  
 2 Speech and Language Teachers(CLIU)/(part time)  
 2 Art Teachers  
 2 Music Teachers  
 1 German Teacher(part time)  
 1 Spanish Teacher  
 16 Elementary Teachers  
 2 Computer Technology Teachers  
 Middle/High School Technology Education Teacher (shop)(part time)  
 2 Health and Physical Education Teachers  
 1 Family & Consumer Science Teachers Middle School/High School  
 3 Middle School Math Teachers  
 3 Middle School English Teachers  
 1 1/2 Middle School Science Teachers  
 1 1/2 Middle School Social Studies Teacher  
 3 High School Math Teachers  
 2 High School English Teachers  
 2 High School Science Teachers  
 1 High School Business Education Teacher  
 1 High School Technology Education Teacher (shop)(part time)

The properly certified professional staff has the responsibility of delivering instruction designed to achieve the academic goals and standards identified in the planned courses of study. These standards are rigorous and teachers are required to teach them to students. When teachers need additional assistance to design and implement curriculum to teach students, they are encouraged to attend conferences, workshops, take college courses, read articles, work with other teachers, and participate in staff development activities. Our teachers are effective in their instruction and this is demonstrated by the fact that all of our schools have made adequate yearly progress for the Elementary School for two consecutive years 2002-2003 and 2003-2004 and again for 2003-2004 and 2004-2005 and again for 2004-2005 and 2005-2006. Progress for the Middle School for two consecutive years 2003-2004 and 2004-2005 and again for 2004-2005 and 2005-2006.

**Parent and Community Participation**

Parents and Community participate in the Weatherly Area School District but are not limited to, the following ways (but is not limited to):

School holiday activities  
 PTA's  
 Parent chaperones of field trips  
 Booster Groups  
 Sporting Events  
 Special Events  
 Parent Conferences  
 Back-to-school night  
 Chorus Programs  
 Band Concerts  
 Veteran's Day Program  
 Co-curricular and extracurricular activities  
 Intermediate Unit Programs  
 Child Study/SAP programs  
 School-Business Partnerships  
 Chamber of Commerce  
 Title I Parent Meetings  
 Title I Parent Involvement Committee

Local Nursing Homes  
 Children & Youth Agency  
 Work Study Partnerships with local businesses  
 Community Groups  
 Wellness Committee  
 PIE  
 Local fire and ambulance companies  
 Local child developmental centers

**Pre-Kindergarten Transition**

We conduct transition meetings with Special Education students and student tours for local pre-school students.

**Utilization of Resources and Coordination of Services**

**Services or Resource**

**Comment or Reflection**

School Libraries	All of our schools have a library. In grades K-8, library classes are held for students by 1 PDE certified librarian. In the high school, a certified librarian offers 9th grade week-long introduction classes to the library. The high school librarian is available throughout the day to assist students in using the reference materials. The libraries contain volumes of fiction, non-fiction, periodicals, reference materials, computers, on-line reference materials, and audio visual equipment available for use by teachers, administrators, staff, and students.
PA Federal Program Coordinators Conference	Annual Conference attended by federal program coordinator to make application for federal and state funds to enhance school curriculum and programs.
Keystone State Reading Association	An association to which a number of our teachers and administrators belong for updated information on reading innovations and teaching strategies.
Bloomsburg Reading Conference	A yearly conference attended by teachers and reading specialists
CPR Certification	Our nurse and some physical education teachers along with other members of the teaching staff have CPR certification and are able to assist in providing CPR instruction to our staff.
Title I	A federally funded program that provides reading remediation to students in grades K-3
Medical and Emergency Services	Weatherly Area Ambulance Hospital as per parents request Children & Youth Services of Carbon County
The Rape and Victim Assistance Center	Services to students and also provides instruction to students of "Good Touch, Bad Touch" (Victim's Resource Center)
CPI Certification	Many of our staff have CPI Certification

Intermediate Units throughout the state	Numerous Intermediate Units have resource materials on-line as well as consultants available to assist districts for staff development and with curricular issues.
Guidance Student Assistance Program	Weatherly Area School District employs 2 guidance counselors
eSchool Book	On-line system so that parents and students can monitor students' grades
Big Brothers/Big Sisters	County agency provides training for high school students to work with elementary students
Children & Youth Services of Carbon County	County agency to assist faculty with keeping students safe in school and at home
Pennsylvania State Police Weatherly Borough Police	Police to assist faculty with keeping students safe in school and at home
Serento Gardens	Alcohol and Drug Abuse programs
Learning support services(part time WASD)	
Emotional support services(part time CLIU)	
Speech and Language services(itinerant CLIU)	Levels of service are full time, part-time, resource and interant district-operated classes.
Autistic support(full time CLIU)	
Life skills support(full time CLIU)	
Psychologists	1 Psychologist in district
Occupational Therapy Physical Therapy Behavior Support	Contracted Services with Intermediate Unit 21
Hearing-impaired support services	
Vision-support	Contracted services provided in district
Audiological services	
Assestive Technology Support services	
Comprehensive staff development services through TAC (Technical Assistance Consultants)	IDEA funding
Contract with districts for multiple-disabilities support and life-support	Contracted services with Intermediate Unit 21

**Milestones of Progress: 2006/2007**

**Weatherly Area School District Professional Staff Technology Curriculum**  
Technology Course of Study  
Staff Development

**Weatherly Area Web Site**

Community Information  
News Updates  
Upgrade Server Hardware

**Career Education**

Career Education Plan

**Distance Learning**

Utilization of Distance Learning Equipment

**District Internet Connectivity**

Internet Connectivity

**District Wide Student Information Systems**

On-Line grading system  
Maintain current Student Information System  
Staff Development  
Public Service Software  
Technological Support

**Five Year Recycling Plan**

Computer Equipment Program  
Rotation Equipment

**Four-Year Graduation Rate** (for districts and schools that graduate seniors)

Alternative Education Program  
Research and Design Alternative Education Program  
Maintain Graduation Rate of at least 80%  
Curriculum Alignment  
Assessment Alignment  
Curriculum Alignment  
Instructional Strategies and Materials

**Mentorship**

Design Mentorship Program  
Gifted Education  
Differentiated Instruction  
Differentiated Instruction Workshop/ Multiple Intelligences

**Mathematics**

Mathematics Improvements  
Math course for non-proficient students  
Strategic Mathematical Instruction  
4-Sight Assessments Remediation Periods 3rd-8th grades

**Peripheral Equipment**

Acquire Additional Equipment  
Purchase of Technology Media Equipment

**Portable Projection Units**

Technology Integration for Classroom Curriculum  
Smart Technology White Boards

**Reading/Writing/Speaking/Listening**

Improve Reading Performance for All Students  
Curriculum Alignment  
Proactive Reading  
DIBELS  
4-Sight Assessments-Remediation Periods 3rd-8th grades

**Safety**

Alcohol Tobacco and Other Drugs  
Student Assistance Program  
Physical Facility Review  
Feasibility Study  
Project Alert Program, 6th-8th grades  
PATHS Program Grades K-5th

**Science**

Improving Science Performance for all students  
Curriculum Alignment

**Student and Parent Access of Information**

ACTS in PA grant  
Software Products

**Use of Technology Devices and Software**

A. Mathematics  
Software Products  
Staff Development  
Technical Support  
B. Social Studies and Science  
Internet Access  
C. Family and Consumer Science, Art, Music, Health and Phys. Ed., World Languages, Library  
Science  
Software Products  
D. Reading and Writing  
Software Products

**Utilize Server Resources**

Data Storage  
File Sharing

## Graduation Requirements

### Graduation Requirements

In order for students to graduate they must successfully complete:

- \* 24 credits in 2007/2008 and 24 credits in 2008/2009 in the Weatherly Area High School with an academic score no lower than a D or attendance at an academic summer school for the purpose of make-up credit

- \* A Senior Project demonstrating proficiency in reading, writing, and mathematics on PSSA

For the school years 2007 and 2008, the Senior Project will be required to involve:

- \* Over 1 year of student input
- \* Scheduled meeting with a faculty advisor
- \* A concrete product or outcome
- \* A written component in the form of a research paper, log or reflective journal
- \* A presentation to a panel of scorers

## Strategic Planning Process

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Thomas McLaughlin	Weatherly Area School District	Administrator	Superintendent
Gene Freeman	Weatherly Area School District	Administrator	Board
Sandra Slavick	Weatherly Area School District	Administrator	Superintendent
Margaret Brown	Weatherly Area School District	Ed Specialist - School Counselor	Superintendent
Martha Kew-Goodale	Weatherly Area School District	Administrator	Superintendent

## Goals, Strategies and Activities

### Measurable Annual Improvement Targets

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## **Curriculum, Instruction and Instructional Materials**

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### **Targeted Assistance For Struggling Students**

For students who are struggling we have a variety of response to intervention programs. They are:

Title I

Differentiated Instruction

Using Multiple Intelligences approach to teaching

One on one reading remediation and tutoring

Co-teaching

Supported Technology in the classroom

Manipulatives

Variety of testing models (written, oral, visual and tactile models)

Project-Based Learning

## **Support for Struggling Schools**

Not applicable.

## **Qualified, Effective Teachers and Capable Instructional Leaders**

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- Parent Conferences
- Back-to-school night
- Chorus Programs
- Band Concerts
- Veteran's Day Program
- Co-curricular and extracurricular activities
- Intermediate Unit Programs
- Child Study/SAP programs
- School-Business Partnerships
- Chamber of Commerce
- Title I Parent Meetings
- Title I Parent Involvement Committee
- Local Nursing Homes
- Children & Youth Agency
- Work Study Partnerships with local businesses
- Community Groups
- Wellness Committee
- PIE
- Local fire and ambulance companies
- Local child developmental centers

## **Pre-Kindergarten Transition**

We conduct transition meetings with Special Education students and student tours for local pre-school students.

## **Utilization of Resources and Coordination of Services**

Service or Resource	Comment or Reflection
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## Signatures

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report 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 a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature Date  
School Board Secretary

\_\_\_\_\_  
Signature Date  
School Board President

\_\_\_\_\_  
Signature Date  
Chief School Administrator