Nazareth Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

One Education Plaza
Nazareth, PA 18064
(610)759-1170
Superintendent: Dennis Riker
Director of Special Education: Therese Myers

Planning Process

Development of Comprehensive Plan

The Comprehensive Planning process at the Nazareth Area School District was purposefully designed to be collaborative and include all stakeholders. Professional staff members, administrators, and an NASD Board Director were selected by their peers to participate on a Comprehensive Planning committee. Community members and parents were invited to be a part of the Comprehensive Planning committee. The committee met monthly, every 4th Wednesday, in the evening from 6:00 pm to 8:00 pm beginning February 28, 2018, through May 23, 2018.

The Comprehensive Planning process was led by the Superintendent of Schools, Dr. Dennis L. Riker, the Assistant Superintendent, Dr. Isabel C. Resende, and the Assistant Superintendent for Support Services and Secondary Education, Dr. Mark Madson. Together they facilitated the Comprehensive Planning process. Building administrators, faculty, and staff will develop, implement, and monitor action plans tied to the Comprehensive goals.

Implementation of Comprehensive Plan

The Comprehensive Plan implementation process will be directed by the Superintendent of Schools, Dr. Dennis L. Riker; and all administrators. Administrators, faculty, and staff will communicate progress on the implementation of the action plans for the Comprehensive goals.

Communication on the implementation of the Comprehensive Plan to all stakeholders will occur by providing:

1. Annual progress reporting to the Education Committee of the Board

2. Annual updates at public Board Meetings

3. Annual updates at the Nazareth Area School District Teacher Liaison Committee

4. Annual updates by administrators to staff

Mission Statement

Mission

The mission of the NASD, a catalyst for excellence in education, is to develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community.

Vision Statement

Vision

Focus on Learning   Build Character   Shape the Future

The Nazareth Area School District's vision is to inspire students to become innovative, collaborative, and constructive citizens who embrace diversity, value education and honesty, develop a strong work ethic, and a sense of responsibility, that challenges them to be leaders in a global society.

Shared Values

CORE BELIEFS AND SHARED VALUES

We believe:

Education is a lifelong process to prepare all students to become responsible, contributing citizens of an ever-changing global society.

1. Instructional strategies should accomplish these goals:

   a. Recognize diverse learning styles and needs of all students.

   b. Challenge all students to develop to their fullest potential.

2. Responsibility for education should be shared among students, parents, educators and the community.

3. Assessment is an ongoing process which measures, reinforces, and guides instruction using a variety of methods with high expectations for all.

4. All students and staff should be provided with a safe and secure school environment.

5. By holding students to high academic standards they will be equipped with the necessary knowledge, communication skills and attitudes to pursue further education and/or enter the workplace.

6. All students can learn and that learning is a shared responsibility in a community of lifelong learners.

7. In the inherent worth of every individual and that everyone in our community deserves to be treated with dignity and respect. This belief forms our standard of social conduct.

8. That the community is made up of diverse individuals living in a competitive environment working together for the betterment of the entire community.

Educational Community

District Profile

The Nazareth Area School District is located near the eastern border of Pennsylvania, in Northampton County. The District is immediately north and west of the cities of Bethlehem and Easton, and includes the Boroughs of Nazareth, Stockertown, and Tatamy, and the Townships of Bushkill, Upper Nazareth, and Lower Nazareth. There are approximately 28,500 residents in the School District with increases in populations expected due to new housing construction. The School District is a combination of rural and suburban areas with farming, industrial, and professional work sites throughout the area.

Student enrollment is approximately 4,731. There are six buildings in the District: three elementary buildings; an intermediate school; a middle school; and a high school. The elementary schools include grades K-3, with an enrollment of 1,304. The intermediate school services students in grade 4-6, with an enrollment of 1,106. The middle school houses grades 7 and 8, with an enrollment of 762. The high school includes grades 9-12, with an enrollment of 1,559. The majority of the students, 85.12 %, in the Nazareth Area School District have identified as White Non-Hispanic; 0.19% Native Hawaiian or Pacific Islander; 4.06% Asian; 1.61% Black or African-American; 6.26% Hispanic; 0.13% American Indian/Alaskan Native; and 2.64% Multi-Racial.

Personnel

Nazareth Area School District is a mid-size district. The Nazareth Board of School Directors strives to provide high-quality educational programs and personnel to the district. Presently, the district

employs approximately 30 administrators (Educational and Support), 342 professional staff (teachers and educational specialists).

The Nazareth Area School District prides itself on the quality and experience of its staff. Approximately 80% of the professional staff holds at least a Master's Degree in Education. Of the 342 professional staff members, 72% have 1 year to 15 years of experience in education, and 28% professional staff members have 16 or more years of experience in education. The average years of experience in education for professional staff in the Nazareth Area School District are approximately 14.8 years. Finally, all professional staff meets the Pennsylvania Department of Education certification requirements.

Finance

Fiscal stewardship is the keystone of school governance for the Nazareth Area School District. With 74% of the district revenues derived from local sources, the district diligently strives to balance the needs of our students with the community's ability to support those needs. In this effort, the district participates in numerous cost-saving consortiums to address high-cost areas such as medical benefits. Such measures have allowed the district to continue with high-quality programs, facilities, resources, and personnel. The 2018-2019 budget totals $88,879,838.00 with a real estate tax of 54.49 mills of assessed value, a real estate transfer tax of 1% and an earned income tax of 0.7%.

 Information regarding the School District can be obtained by accessing the District website http://www.nazarethasd.org

Planning Committee

Name	Role
Kelly Apruzzi	Administrator : Professional Education
Robert Bauder	Administrator : Professional Education
Alan Davis	Administrator : Professional Education
John Eates	Administrator : Professional Education
Jen Grube	Administrator : Professional Education
Dr. Sherry Holub	Administrator : Professional Education
Dr. Mark Madson	Administrator : Professional Education
William Mudlock	Administrator : Professional Education
Therese Myers	Administrator : Professional Education Special Education
Dr. Isabel Resende	Administrator : Professional Education
Dr. Dennis L. Riker	Administrator : Professional Education
Michael Santos	Administrator : Professional Education
Mike Uelses	Administrator : Professional Education

Pam Vlasaty	Administrator : Professional Education
Janet Wolff	Administrator : Professional Education
Dr. Adam McGlynn	Board Member : Professional Education
Julie Kaniper	Business Representative : Professional Education
Wayne Simpson	Business Representative : Professional Education
Michael Woodland	Business Representative : Professional Education
Maury Heller	Community Representative : Professional Education
Kathy Heller	Community Representative : Professional Education
David Holub	Community Representative : Professional Education
Wendy Weeast	Community Representative : Professional Education
Brian Witmer	Community Representative : Professional Education
Shawn Kimberly-Kocher	Ed Specialist - Instructional Technology : Professional Education
Sharon Strausser	Ed Specialist - Instructional Technology : Professional Education
Melissa Whitman	Ed Specialist - Instructional Technology : Professional Education
Tammy Drugatz	Ed Specialist - School Counselor : Professional Education
Kristy Hall	Ed Specialist - School Counselor : Professional Education
Jackie Bewick	Elementary School Teacher - Regular Education : Professional Education
Kathy Emmons	Elementary School Teacher - Regular Education : Professional Education
Lindsay McCarron	Elementary School Teacher - Regular Education : Professional Education
Jennifer Petinelli	Elementary School Teacher - Regular Education : Professional Education
Christina Rabeh	Elementary School Teacher - Regular Education : Professional Education
Mark Sterkenburg	Elementary School Teacher - Regular Education : Professional Education
Cynthia Peck	Elementary School Teacher - Special Education : Special Education

Kacy Clowser	High School Teacher - Regular Education : Professional Education
Ed Mazur	High School Teacher - Regular Education
Adele Mitch	High School Teacher - Regular Education : Professional Education
Krista Eyer	High School Teacher - Special Education : Special Education
Colin Ackerman	Middle School Teacher - Regular Education : Professional Education
Edward Bernhard	Middle School Teacher - Regular Education : Professional Education
Susan Spence	Middle School Teacher - Special Education : Special Education
David Holub	Parent : Professional Education
Julie Kaniper	Parent : Professional Education
Joseph Silimperi	Parent : Special Education
Wayne Simpson	Parent : Professional Education
Wendy Weeast	Parent : Professional Education
Brian Witmer	Parent : Professional Education
Michael Woodland	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
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	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler - Second Grade	Developing	Developing
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

As part of the established and documented curriculum review process, the Nazareth Area School District will:
1) review and revise the science curriculum to embed the Environment and Ecology standards when science is due for program evaluation as part of the established and documented curriculum review cycle

2) the process of embedding the Family and Consumer Science standards into the Social Studies, Health, and Career Education curricula is currently in progress
3) review and revise the English Language Proficiency curriculum to current State standards

Elementary Education-Intermediate Level

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

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

As part of the established and documented curriculum review process, the Nazareth Area School District will:
1) map and align curricula to PA Core Standards in History/Social Studies, Science and Technical Subjects in grade 4 and grade 5
2) review and revise the science curriculum to embed the Environment and Ecology standards when science is due for program evaluation as part of the established and documented curriculum review cycle
3) the process of embedding the Family and Consumer Science standards into the Social Studies, Health, and Career Education curricula is currently in progress

4) review and revise the English Language Proficiency, Alternative Academic Math/Reading curriculum to current State standards

Middle Level

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

As part of the established and documented curriculum review process, the Nazareth Area School District will:
1) review and revise social studies, science, and technical arts curricula to align to PA Core Standards for Literacy in History/Social Studies, Science and Technical Subjects when these subjects are due for program evaluation as part of the established and documented curriculum review cycle
2) review and revise the science curriculum to embed the Environment and Ecology standards when science is due for program evaluation as part of the established and documented curriculum review cycle

3) review and revise the English Language Proficiency, Alternative Academic Math/Reading curriculum to current State standards

High School 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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Developing
Alternate Academic Content Standards for Reading	Needs Improvement	Developing
American School Counselor Association for Students	Accomplished	Accomplished
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":

As part of the established and documented curriculum review process, the Nazareth Area School District will:
1) review and revise social studies, science, and technical arts curricula to align to PA Core Standards for Literacy in History/Social Studies, Science and Technical Subjects when these subjects are due for program evaluation as part of the established and documented curriculum review cycle
2) review and revise the English Language Proficiency, Alternative Academic Math/Reading curriculum to current State standards

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Middle Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

High School Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

As part of the documented and established curriculum preview process, adaptations are taken into consideration in curriculum development.

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 Nazareth Area School District implements a curriculum review cycle that focuses on meeting the changing demands of Pennsylvania Standards. Teams of teachers along with Program Directors and Principals conduct needs assessments yearly to ensure alignment between PA Standards, planned course, and instruction. The Nazareth Area School District has a robust assessment system in which there are common unit assessments and common district benchmark assessments, K-12, that are evaluated and used to guide conversations regarding adjustments in curriculum and instruction. In addition, the District implements a professional development plan that involves approximately 48 hours of professional development in which the intended outcomes are to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Nazareth Area School District implements a curriculum review cycle that focuses on meeting the changing demands of Pennsylvania Standards. Teams of teachers along with Program Directors and Principals conduct needs assessments yearly to ensure alignment between PA Standards, planned course, and instruction. The Nazareth Area School District has a robust assessment system in which there are common unit assessments and common district benchmark assessments, K-12, that are evaluated and used to guide conversations

regarding adjustments in curriculum and instruction. In addition, the District implements a professional development plan that involves approximately 48 hours of professional development in which the intended outcomes are to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice.

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 Nazareth Area School District implements a curriculum review cycle that focuses on meeting the changing demands of Pennsylvania Standards. Teams of teachers along with Program Directors and Principals conduct needs assessments yearly to ensure alignment between PA Standards, planned course, and instruction. The Nazareth Area School District has a robust assessment system in which there are common unit assessments and common district benchmark assessments, K-12, that are evaluated and used to guide conversations regarding adjustments in curriculum and instruction. In addition, the District implements a professional development plan that involves approximately 48 hours of professional development in which the intended outcomes are to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice.

High School Level

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

instructional unit or interdisciplinary studies and academic standards are identified.	
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 Nazareth Area School District implements a curriculum review cycle that focuses on meeting the changing demands of Pennsylvania Standards. Teams of teachers along with Program Directors and Principals conduct needs assessments yearly to ensure alignment between PA Standards, planned course, and instruction. The Nazareth Area School District has a robust assessment system in which there are common unit assessments and common district benchmark assessments, K-12, that are evaluated and used to guide conversations regarding adjustments in curriculum and instruction. In addition, the District implements a professional development plan that involves approximately 48 hours of professional development in which the intended outcomes are to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice.

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 Nazareth Area School District utilizes several strategies to ensure a continuum of services for students as a district that adheres to the inclusion model. For example, the district has a fully staffed qualified Special Education Department and a co-teaching model has been implemented. Proactive measures are in place to address barriers to learning, with the utilization of universal screeners, progress monitoring, Child Study Team process, and Response to Instruction and Intervention process. Each school employs a Reading Specialist, Math Specialist, RtII Specialist, Technology Specialist, and data specialists that support teachers in helping students access and master a standard aligned curriculum. Adaptations, modifications, related services, supplemental aids, and services are all utilized when appropriate to enable students to meet their educational needs in the least restrictive environment.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers
- Administrators
- Department Supervisors

Unchecked Answers
- Building Supervisors
- Instructional Coaches
- Not Reviewed

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

The Nazareth Area School District has established a system of supervision and evaluation that includes formal classroom observation (clinical model), differentiated supervision, informal observations of professional practice that include walkthroughs and anecdotal information. Information collected on professional practice is evaluated through the lenses of the Danielson Framework for teaching. Technology specialists, reading specialists, math specialist, and RTII Coordinators support classroom teachers and instruction by offering professional development on research-based instructional strategies and modeling best practices in classrooms.

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

Nazareth Area School District Board policy dictates teachers are required to maintain lesson plans daily. They are to have the lesson plans available for review upon the request of a district and/or building administrator. In addition, Nazareth Area School District Board policy dictates that building administration must provide teachers with a lesson plan template. Two out of six building administrators provide teachers with a lesson plan template and most review lesson plans as part of the formal observation process. Nazareth Area School District Board policy expectations will be restated and reinforced with building administration.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are	Full

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

If necessary, provide further explanation.

Structured grouping practices to meet student needs is being conducted throughout the different early elementary school buildings in ELA, and partially in math. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push-in and pull-out programs are utilized in cooperation with Title I reading specialists, RtII specialists, and special education teachers. Similarly, all schools in the Nazareth Area School District provide an enrichment and remediation period to meet student needs. The school district also promotes the integration of technology throughout its curriculum. To that end, classrooms are equipped with technology as funding opportunities become available. Cyber Education, is offered to students 6-12 in a blended environment on an as need basis.

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

If necessary, provide further explanation.

Structured grouping practices to meet student needs is being conducted throughout the NAIS in both ELA and math. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push-in and pull-out programs are utilized in cooperation with Title I reading specialists, RtII specialists, and special education teachers. Similarly all schools in the Nazareth Area School District provide an enrichment and remediation period to meet student needs. The school district also promotes the integration of technology throughout its curriculum. To that end, classrooms are equipped with technology as funding opportunities become available. Cyber Education, is offered to students 6-12 in a blended environment on an as need basis.

Middle Level

Instructional Practices	Status

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

High School Level

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

The Nazareth Area School District follows an Equity plan to ensure that all students (Title I, low income, special and regular education) have an even distribution between beginning teachers (1st year) and experienced teachers (2nd year and above). In recent years, due to budgetary constraints, there has been limited staff recruiting. Hiring has only occurred in specific courses or special areas as a result of retirements or resignations, with the exception of our elementary buildings (k-3) due to increased student enrollment. Our district routinely offers a Summer School program to support students who require additional instruction to meet grade level advancement, graduation requirements, as well as earn additional credits. The summer school programs are an extension of our regular school year and are administered by highly qualified staff.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	6.00	6.00	6.00
Electives	3.00	3.00	3.00
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.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X	X	X	X	
Civics and Government		X	X			
PA Core Standards: English Language Arts	X	X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics		X	X	X		

Economics		X	X			
Environment and Ecology		X	X			
Family and Consumer Sciences		X			X	X
Geography		X				
Health, Safety and Physical Education		X		X		
History		X	X			
Science and Technology and Engineering Education		X	X	X		
World Language		X	X	X		

Methods and Measures

Summative Assessments:

Summative assessments occur at the end of a school level, grade, or course. They are considered high-stakes assessments and it is the data from summative assessments on which public accountability systems are based. Examples of summative assessments are PSSA and Keystone exams, Finals, Terra Nova, etc.

Formative Assessments

Formative assessments occur during instruction to provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. A key feature of a formative assessment is that it should be regarded as a process rather than a particular kind of assessment. There are number of formative assessment strategies that can be implemented during classroom instruction. Examples of formative assessments are questioning strategies, think-pair-share, whiteboards, exit slips, and progress-monitoring probes.

Benchmark Assessments

Benchmark assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrative proficiency on grade level standards. They measure the degree to which a student has mastered a given concept, skill and/or application. Examples of benchmark assessments are 4Sight, Acuity and Assess2Know

Diagnostic Assessments

Diagnostic assessments are used prior to instruction to determine each student's strengths, weaknesses, knowledge and skills. Establishing these permits the instructor to remediate student deficits and adjust instruction to meet pupils' unique needs. Examples of diagnostic assessments are GRADE, GMADE, and Classroom Diagnostic Tools (CDTs).

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Final Exams				X
Keystone			X	X
PSSA	X	X	X	
Unit assessments / Topic Tests /Culminating Activities and Projects	X	X	X	X
Final / Summative Projects/ Project Based Assessments	X	X	X	X
Mid-Term Exams				X
AP Exams				X
NOCTI Exams				X
Writing on Demand	X	X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
District Designed Benchmarks Assessments in ELA, Math, Science, and Social Studies	X	X		
Fact Fluency	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Created (quizzes, homework)	X	X	X	X
Writing Samples	X	X	X	X
Warm-up, Exit Activities, Turn and Talk, Response Cards, White Boards	X	X	X	X
Technology-Based (Kahoot, Quizlet)	X	X	X	X
Discussion and Questioning	X	X	X	X
ELA Comprehension Strategy Assessments (CSA)	X	X		
ELA Word Study Screener	X	X		
ELA Writing Baseline	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Scholastic Reading Inventory			X	X
Scholastic Math Inventory			X	X
Classroom Diagnostic Tool - SAS (CDT)			X	X
STAR Early Literacy	X	X		
STAR Reading	X	X		
AIMs Web (Special Education)	X	X	X	X
Key Math (Pearson)	X	X		

Phonics Screener	X	X		
Individual Growth & Development Indicators of Early Literacy (IGDI)	X			
STAR Math	X	X		
Study Island			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Curriculum based assessments are developed locally through collaborative efforts of groups of teachers, content area specialists, and supervised by Program Directors. Assessment development is a part of the curriculum review plan. They are evaluated yearly and modified as needed to align to the outcomes of the planned course documents and PA Standards.

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.

In grades K-6 committees of teachers and administrators by grade levels review, revise, and refine assessments by reviewing data from state and local assessments, analyzing the data by PA State anchors both in aggregate and disaggregate manner. Assessments are also reviewed and revised for vertical alignment. In grades 7-12 committee of teachers and administrators by department develop and evaluate assessment effectiveness through ongoing individual and team analysis.

Collection and Dissemination

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

The Nazareth Area School District has hired two data specialists. The role of the data specialists is to provide and maintain reliable and efficient student academic data records enabling the district to more effectively achieve its academic goals. The data specialists have generated databases to collect, organize and report on student achievement to administrators and instructional teams. The district also utilizes Performance Plus as a data warehousing system for student performance data that is easily accessible to professional staff.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

District and building based instructional teams analyze student performance data on a regular and systematic basis to change instructional practices to meet the needs of students at the classroom level and to identify students in need of additional support through the remediation programs available (RtII, Title I, intervention block). The assessment data is also used to conduct program evaluations and improve programming.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned 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.

District Level Data Summit meetings are held over the summer to analysis standardized testing performance (PSSA, Keystone, and PVAAS) and local assessment data. District administrators, building administrators, and selected professional staff that are part of the building leadership team to collaborate in the analysis and action planning for improvement. The analysis continues back in the building and throughout the school year. Building administrators disseminate results in multiple groups (teams of teachers and

instructional specialists) for use at the classroom level as well as for ongoing monitoring and adjustment of remedial groups.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X		
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 School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X		
Press Releases				
School Calendar	X	X	X	X
Student Handbook			X	X
Facebook Page	X	X	X	X
Twitter Page	X	X	X	X
PTA Meetings	X	X		
Open House	X	X		

Provide brief explanation of the process for incorporating selected strategies.

We utilize multiple modes of communication to reach our community. We disseminate information strategically both in digital and non-digital means.

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

As a district we have used newsletters and press releases as forms of communicating with our community members. However, we have slowly moved away from those modes of communication and have started to use Facebook and Twitter to celebrate our academic successes. We have found that social media reaches more people than traditional newsletters and press releases.

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.

The Nazareth Area School District will continue to support the building administration and instructional teams in the areas of curriculum, assessment, instruction, data analysis, and professional development to maintain the high levels of achievement in the district.

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
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Peer Helper Programs are used throughout the District; however, the District recognizes that this specific strategy could be used more purposefully at the intermediate school level, specifically to assist with helping new students adjustment to the school.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The Nazareth Area School District informs the public of the gifted education services and programs offered in the following ways:

1. The Nazareth Area School District Website has a public notice
2. Screening and referral process explained to faculty
3. Information is in each school's student handbook
4. Information session during each school's back-to-school night

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

School Counselors and administrators review Gifted Child Find considerations with faculty annually during faculty meetings. Referrals for Gifted screening may be proposed by teachers or parents. School counselors screen students on multiple criteria using a brief measure of cognitive functioning, a review of student performance on District benchmark measures, grades, a standardized gifted rating scale completed by the teacher, and teacher and parent input. Students who score high enough on the screening meet with the school psychologist who considers the information obtained at the screening level and administers a measure of cognitive functioning, standardized reading, and math achievement measures, and additional teacher input.

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

Process for Identification of Gifted Students

PDE gifted guidelines indicate that "each school district shall establish procedures to determine whether or not a student is mentally gifted. The term includes a person who has an IQ of 130 or higher or when multiple criteria...indicate gifted ability" (16.21.General (d)). It is important to note that in order for a child to be eligible for gifted support services, a student must be considered to be "mentally gifted", **AND** exhibit a need for specially designed instruction.

Nazareth Area School District guidelines are as follows:

1. IQ of 130 or higher
To be considered mentally gifted, a student needs to have scored a 130 or higher (including confidence interval of 90%) on Wechsler measure of intelligence (or equivalent standardized measure of intelligence) in the subscale area of Verbal, Non-Verbal, Full Scale, and/or General Ability Index.
Or, with a student who exhibits significant language delays or ESL concerns, a student needs to have scored a 130 on an alternative nonverbal test of intelligence (i.e. CTONI-3).

2. Multiple Criteria
Multiple criteria must be considered if IQ of 130 or higher has NOT been met. To be considered mentally gifted, a student must meet criteria A in addition to two out of the three other multiple criteria:

A**.** Score TWO standard deviations above the mean on KTEA-2 (or equivalent validated, standardized achievement test that is nationally normed), in the areas of: Reading Composite and/or Math Concepts/Applications.

 B. Within a year's time of the current gifted evaluation, a student must score advanced on 80% of assessments (score of 4 on rubric of 1 to 4, 1=below basic, 2=basic, 3=proficient, 4=advanced) in two or more group achievement tests   and/or district universal screeners, in the areas of Reading and/or Math. Included but not limited to: *Reading* (STAR, SRI, PSSA, and QRI-4); Math (SMI, Math benchmark, STAR, fluency facts)

C**.** Score in the 98th percentile or higher in ONE or more of the following areas: higher level thinking skills, academic creativity, intense academic interest areas, communication skills, and/or leadership skills (as measured by GRS-S and/or WISC IV).

D**.** Achieve report card grades of 4 (4=Advanced) in all components of Reading and/or Math.

3. Intervening factors masking gifted ability
Documented, observed, validated or assessed evidence that intervening factors (English as a second language, disabilities defined in 34 CFR 300.8, relating to a child with a disability, gender or race bias, or socio/cultural deprivation) are masking gifted abilities should be considered in terms of student's inconsistent performance in the classroom and/or evidenced on standardized rating scales and assessments. However, a student is still required to meet multiple criteria and/or IQ requirements, and exhibit need for specially designed instruction in order to meet gifted eligibility.
When appropriate, intervening factors should be documented by standard measures, doctor's or school report (i.e., BASC2 rating scales, ESOL assessments, Conners rating scales, Chapter 14 disability criteria, clinical diagnosis of a medical condition or mental health condition., etc.).

Describe the gifted programs* being offered that provide opportunities or acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.
At the elementary level, the Gifted Support Program provides enrichment and adaptation of advanced concepts and topics for identified Mentally Gifted students. The program provides strength-based opportunities to engage in the application of problem-solving, creative thinking, leadership, presentation skills, research skills, writing ability, and cooperative group-functioning skills. Gifted services for all identified Mentally Gifted students are delivered through an itinerant model of service delivery. Teachers of the Gifted meet with students for approximately two hours per week. Teachers of the Gifted collaborate with the regular education teachers to devise schedules for working with students and consults on how to meet the needs of gifted students in the general education classrooms. The teacher of the elementary gifted support program facilitates exploration of various topics for the production of creative projects and presentations. In addition to independent learning, students have the opportunity to participate in cooperative groups and enhance leadership skills. All students engage in discussion groups using the shared inquiry method and higher level thinking skills.

At the Intermediate School, an itinerant model of service delivery is utilized for all identified Mentally Gifted students, and they participate in four 40 minute class periods per six-day cycle. Students complete a variety of real-world challenges designed to increase their problem-solving and perceptual reasoning skills, working both independently, and in small groups. These authentic activities inspire students to enhance and demonstrate the components of higher-order thinking skills including deductive reasoning, inferential thinking, and inquiry discussion strategies in the gifted setting. Further, students enhance their independent research skills and increase vocabulary development by engaging in a variety of activities that encourage the use of complex texts and domain-specific vocabulary. Students engage with a topic of interest and display the knowledge gained in an appropriate format.

At the middle school, an itinerant model of service delivery for identified Mentally Gifted students is scheduled through a 43 minute period, trimester gifted exploratory class. Some activities require the students to work in small groups, but some are completed individually. Three units of approximately 20 periods each are offered during this class. One of these units requires students to complete an individual gifted project on a topic in which they will apply their greatest strengths. The topic of this project is agreed upon by the student and instructor. Throughout the class, a focus is on the development of higher order thinking and problem-solving skills. In addition to the gifted exploratory class, students have the opportunity to modify the regular educational curriculum as needed through differentiated instruction.

At the high school, an itinerant model of service delivery for identified Mentally Gifted students is implemented through a series of course selections that students have access to during the Eagle Block period at the end of each school day. Each semester the students have the option of selecting a series of courses that best meet their cognitive, social and emotional needs through these advanced course offerings. Students have the option of participating in a minimum of one selection per year, or may take up to all six offerings per academic year, as their needs and schedules permits. In addition to Eagle Block offerings, students also have the option of working individually with a Teacher of the Gifted in order to compose effective college essays which reflect the depth and breadth of their high school experience.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
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
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The District is up to date with applicable Policies, procedures and curriculum related to these Developmental Service areas. Additionally the District implements a systematic RTII framework in grades K-6, and Student Assistance Program in grades K-12 and Child Study team in grades K- 12.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The District's Pupil Services department provides diagnostic, intervention, and referral services for students in the areas of health, personal/social, academic, and post-high school outcomes. Each school has a child study team/student assistance program, which meets regularly to ensure a systematic and prompt plan is put into place for students who may be facing barriers. Additionally, Pupil Services staff are trained to respond systematically to student/family crises.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

*Alternative education placement is determined by the IEP Team.
Comprehensive systems are in place to integrate consultation and coordination of services for individual students. While we do not have a "community liaison" position in the district, the role is filled by the Director of Special Education, Director of Pupil Services, School Nurses School Counselors, or School Psychologists, depending on the need.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

The district has RtII Specialists k-8 that facilitate meetings with classroom teachers, counselors, building administrators, and district administrators. These meetings focus on the analysis of data both academic and behavioral to assess students' needs for success. In addition, administrators and counselors in grades 4-12 also facilitate child study meetings.

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

Community partnerships are critical for successful transitions. The Nazareth Area School District supports the participation and involvement from local parents, local community members, and local agencies. In fact, the District has a formalized transition plan that documents steps taken at each building transition to support families and children as they adjust to a new educational setting. In K-8 parents take a very active role in our Parent-Teacher Association, Parent-Teacher Organization, and Parent-Student-Teacher Association. District and building administrators K-12 offer various forms of parent/community forums and sessions around critical issues in the district. For instance, parent nights to understand curricular and state requirements. At the elementary level and intermediate level, building principals in conjunction with teachers hold science, math, and reading community nights. Beyond these organizations and activities, there are programs in place in the district that involve seniors from our community like Memorial Day Celebrations and Veteran's Day Celebrations. Similarly, district office administration meets with local business members through the Nazareth Area Chamber of Commerce to build the bond between community and school as well as meeting with local organizations like the Rotary Club.

Transitioning into Kindergarten is a critical time for families. To strengthen the bond and ease of transition, Nazareth Area School District administrators at the district and building level meet annually with local pre-school directors to address the challenges and strengths of common interest. Reading specialists work with pre-school directors during the annual meeting to address curricular expectations for students transitioning into Kindergarten. Building principals work directly with the pre-school directors by visiting their facilities and reading to the children as a means of building stronger connections with the children. Parent nights are held for incoming Kindergarten families as question/answer sessions with the building principal and Kindergarten teachers.

As the students' progress from elementary to the intermediate, middle and high school levels, the guidance department offers assistance in career awareness. At the middle school level, there is a career awareness course offered on a 30-day cycle for all students. When students enter the high school they are required to enroll in a freshman seminar and junior seminar course that focuses on career and college readiness activities, including job shadowing. Classroom teachers collaborate with the guidance department to support students in their transition to high school during the freshman seminar course. During the junior seminar course, the counseling department collaborates with teachers to support students in their post-secondary goals in the workforce or college.

Finally, the district also offers a summer jump start program for students entering kindergarten through grade 4 to enrich students' academic experiences as they enter a new school year.

In short, the district's efforts at involving parents and community members are constant.

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.

Nazareth Area School District does not run an independent pre-school program. The children in our district are served by the Colonial Intermediate Unit 20, and receive services in typical preschools within our community, and in special classes in center based classrooms only if required. We coordinate with the local preschools by meeting with them annually in January and informing them about the resources families can access through the IU20 for any student who is not making the expected milestones.
When a student who is being served through early intervention transitions to school age, we begin the transition process in February of their last year of pre-school.   This allows us to collaborate with the pre-schools, the family and the IU20 to develop a program that will meet the student's needs. Following this process allows a seamless delivery of the individual education program and related services when the student enters kindergarten. We often have the student meet the teacher and visit the school prior to school starting. We encourage all families to have their child participate in a two week program called Jump Start in August to familiarize the student with the school and the programs.

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.

The Nazareth Area School District has an established curriculum material and resource review process in which materials and resources are critically evaluated through a collaborative process that involves teachers and administrators. Evaluation criteria are developed based on the results of a needs assessment and current research and best practice. Teachers in conjunction with the administration make a decision on the materials and resources selected based on the evaluation of multiple products. Once materials are selected professional development is a critical component of the communication and implementation.

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.

The Nazareth Area School District has an established curriculum material and resource review process in which materials and resources are critically evaluated through a collaborative process that involves teachers and administrators. Evaluation criteria are developed based on the results of a needs assessment and current research and best practice. Teachers in conjunction with the administration make a decision on the materials and resources selected based on the evaluation of multiple products. Once materials are selected professional development is a critical component of the communication and implementation.

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.

The Nazareth Area School District has an established curriculum material and resource review process in which materials and resources are critically evaluated through a collaborative process that involves teachers and administrators. Evaluation criteria are

developed based on the results of a needs assessment and current research and best practice. Teachers in conjunction with the administration make a decision on the materials and resources selected based on the evaluation of multiple products. Once materials are selected professional development is a critical component of the communication and implementation.

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.

The Nazareth Area School District has an established curriculum material and resource review process in which materials and resources are critically evaluated through a collaborative process that involves teachers and administrators. Evaluation criteria are developed based on the results of a needs assessment and current research and best practice. Teachers in conjunction with the administration make a decision on the materials and resources selected based on the evaluation of multiple products. Once materials are selected professional development is a critical component of the communication and implementation.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms

	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 Nazareth Area School District has a robust set of materials and resources for delivering core instruction that is tied to PA Academic standards. Similarly, the District has a comprehensive remediation and intervention plan with associated materials to provide students with the academic supports needed. Therefore, the pervasive use of SAS materials and resources has not been a focus of the District in the student achievement process.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
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 Nazareth Area School District has a robust set of materials and resources for delivering core instruction that is tied to PA Academic standards. Similarly, the District has a comprehensive remediation and intervention plan with associated materials to provide students with the academic supports needed. Therefore, the pervasive use of SAS materials and resources has not been a focus of the District in the student achievement process.

Middle Level

Standards	Status

Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
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 Nazareth Area School District has a robust set of materials and resources for delivering core instruction that is tied to PA Academic standards. Similarly, the District has a comprehensive remediation and intervention plan with associated materials to provide students with the academic supports needed. Therefore, the pervasive use of SAS materials and resources has not been a focus of the District in the student achievement process.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
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 Nazareth Area School District has a robust set of materials and resources for delivering core instruction that is tied to PA Academic standards. Similarly, the District has a comprehensive remediation and intervention plan with associated materials to provide students with the academic supports needed. Therefore, the pervasive use of SAS materials and resources has not been a focus of the District in the student achievement process.

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.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

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		
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.

Nazareth Area School District's goal for professional development is to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice.
As a result, the professional development plan offers the opportunity for members of the staff to obtain both the skills and practices associated with the following focus areas:

- Curriculum & Instruction Design and delivery (K-12)

    o *focus on improving language and literacy acquisition for all students*

    o *focus on improving mathematical thinking and proficiency in the five strands of mathematics*

- Technology Integration (K-12)

    o *focus on redefining learning in a technology-driven world*

    o *focus on improving practice and leveraging technology to improve student learning when appropriate*

    o *focus on developing strategies to transform the classroom using digital technologies that emphasize communication, collaboration, critical thinking, and creativity*

- Digital Citizenship (All Staff)

    o *focus on advocating, promoting, and modeling digital citizenship with all stakeholders*

    o *focus on promoting and modeling responsible social interactions related to the use of technology and information*

- Safety and Security (All Staff)

  - *Focus on effectively responding to emergencies that might affect safety or security of all district students and staff.*

The collective bargaining agreement (CBA) structures professional development as follows and requires all professional staff to acquire **48 hours of professional development**:

- Three 6 Hour In-service Days (18 Hours)

- Electronic District Faculty Meeting (1 Hour)

- Building Faculty Meetings (8 Hours)

- After School Meetings (9 Hours)

- After School Meetings: Student Learning Objectives (3 Hours)

In addition to the professional development opportunities outlined above, the Nazareth Area School District has a partnership with Delaware Valley University in which the professional staff can work toward a master degree. STEM Certification, or administrative certification on campus and complete an internship with Nazareth Area School District administrators.

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

The Nazareth Area School District recognizes the need to provide professional learning opportunities to staff in the area of intervening with Gifted Students in a regular classroom setting at the secondary level. The District plans to address focus area beginning with the 2019-2020 school year.

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:
8/18/2014
8/19/2014
The LEA plans to conduct the required training on approximately:
11/12/2018

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/26/2015
The LEA plans to conduct the training on approximately:
8/25/2020

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

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

Professional Development activities in the Nazareth Area School District are developed around the district and building goals and action plans. Needs and current in each

functional areas are evaluated to determine areas of needed growth. State initiatives and expectations are also taken into consideration. All professional development sessions are managed through a software application, My Learning Plan (MLP). A district catalog of offerings is posted to MLP that is specific to each functional areas. Teachers that participate in district developed professional development sessions have the opportunity to provide feedback through MLP in a post-session evaluation survey.

Professional development expectations and goals are explicitly shared with teachers at the start of the school year. Walkthroughs are conducted by the administration to ensure implementation. Administrators and specialists are available to support teachers in their growth and development.

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

This narrative is empty.

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.

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

The goals of the Nazareth Area School District Teacher Induction Program (TIP) are to provide each inductee with a general orientation to the Nazareth Area School District and to

increase his/her knowledge and improve his/her teaching skills. A four-day orientation program is presented by district staff prior to the beginning of each school year in August. General activities designed to develop and refine the professional knowledge and skills of the inductees are presented by district staff at the orientation session in August and throughout the year.

The orientation session includes presentations on instructional practices, classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel, and current issues in education. Ongoing activities throughout the year focus on any other activities deemed appropriate to familiarize the inductees with the Nazareth Area School District. In addition to the activities designed specifically for the inductees, each inductee participates in the district's professional development plan and reflect on professional growth.

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).

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

Inductees are observed by their supervisors at least 2 times per year using the Danielson Framework through a clinical model. In addition, mentors meet with inductees monthly to review lessons, analyze data both standardized and curriculum based, answer questions, and reflect on instructional practices. Summaries of these sessions are shared with principals and district-level administrators.

The inductee must complete a video reflection, observe other teachers and engage in on-going reflection on their work toward meeting district and building goals. The reflection requires inductees to examine their own practices, grow their instructional practices, and share their growth and observations with their mentors and administrators.

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.

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

The district ensures these characteristics with the use of the mentor selection process and the teacher evaluation system. Building principals select mentors based on the following criteria:

Mentor Selection Criteria

Teachers who are selected to serve as mentors must be excellent teachers and administrators who are certified with at least three years of experience and are actively teaching in the district.

Teachers who are selected to be a mentor must possess the *Qualities of Effective Mentors.* The qualities of effective mentors---as identified by participants in mentoring programs nationwide----are organized into four general categories*: attitude and character; professional competence; communication skills; and interpersonal skills.* Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors, as well as to the criteria listed below:

- A commitment to the goals of the district mentoring plan.

- Teaching expertise that reflects excellent content knowledge of the state curriculum frameworks.

- An awareness of the merits of different teaching styles and pedagogical strategies/methods.

- An ability to teach to the diverse learning styles of students.

- Is knowledgeable about the resources and opportunities in the district and is able to act as a referral source to the novice teacher.

- Is willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year.

Induction Program Timeline

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

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

An inductee and mentor handbook that outlines the expectations and outcomes of the program is provided to inductees and mentors at the start of the program. Monthly meetings are held with administration and inductees to monitor on-going progress. In addition, inductees take a pre-test assessing their skill and knowledge in the practical applications of the Danielson Framework as well as a needs assessment. Throughout the program inductees submit monthly reflections to administration outlining their work, success, and challenges. Finally, at the end of the program, inductees complete a post-test

assessing how much growth they have made in their skill and knowledge in the practical applications of the Danielson Framework along with a program evaluation form.

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.

Special Education

Special Education Students

Total students identified: **577**

Identification Method

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

A parent or school personnel can refer a student that is demonstrating a slower rate of acquisition and/or retention of the classroom instruction or curriculum content over a period of time. When the student has not responded to RTII interventions the Child Study Team moves to make a recommendation to evaluate for special education services. At that time, the team convenes a meeting with the parents and a Permission to Evaluate (PTE) is presented.

The district utilizes a Discrepancy Model in cases where eligibility may be Specific Learning Disability (SLD). The psychologist will run a battery of formal assessments, including cognitive assessments, achievement assessments, emotional and social functioning assessments, and rating scales. Data collected also includes academic observations in the areas of noted weaknesses, record reviews and input from the student, parents and teachers. The psychologist will then use the Achievement Tests results and

Aptitude Tests to calculate a predicted statistical discrepancy between the Intelligence Scale and the Achievement Scale.

A discrepancy between Intelligence Scale and Achievement Scale, that is not the result of outside factors, such as health, socioeconomic issues, attendance issues, language barriers, or other cultural factors, may result in the student being identified with a Specific Learning Disability in specific areas of weakness. In addition to this, the student must present as one that requires specialized instruction to help improve these areas of weakness. The student would be identified as a student with an SLD and be eligible for special education 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

Our total special education enrollment percentages for both the 2015-2016 and 2016-2017 school years were below the state averages. In 2015-16, our enrollment was 11.9% of our total population while the state average was 15.9%. In 2016-17, our percentage of students in special education was 12.3% compared to state average of 16.5%.

The number of students labeled with an emotional disturbance was 5% lower than the state average. For the 2015-2016 school year, 3.4% of students in the Nazareth Area School District were identified with emotional disturbance compared to the state average of 8.5%. In the 2016-2017 school year the number of students labeled with an emotional disturbance was 2.8% of the population compared to the state average of 8.5%. When comparing these numbers to previous years our percentage of students who are labeled emotionally disturbed have remained stable over time.

The number of students identified with speech and language disabilities was 3.8% higher than the state average in the 2015-2016 school year, and 4% higher than average in the 2016-2017 school year. Within the district 18.8% of the population was identified with a speech and language disability compared to the state average of 15% in the 2015-2016 school year. In the 2016-2017 school year the district had 18.7% of the population as identified with a speech and language disability compared to the state average of 14.7%.

The percentage has come down slightly from our high of 19.5% in 2014-2015 school year. Many of our students who enter kindergarten through the early intervention system are labeled speech and language impaired. This is our highest percentage of early intervention cases and possibly accounts for the larger percentage in this category.

In all indicators, Nazareth Area School District met the targets.

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?

At this time the district has no facility for students that aligns with this description. When a student enters our School District from 1306 homes, the district evaluates the current placement and if the student is already being educated within the Colonial IU20 programs the district continues the placement. If the student is not appropriate for these programs, the district would meet to explore possible placements that meet the academic and behavioral needs of the students. At this time there are no barriers that limit our ability to meet this obligation under Section 1306.

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).

Incarcerated students in the Northampton County Juvenile Justice Center are educated while they are in the detention or treatment facility. Adult students, under the age of 21, incarcerated in the Northampton County Correctional Facility who have not graduated high school are provided an education. Colonial Intermediate Unit 20 provides the teaching and staff for these locations. The District sends the students' special education records to the facility upon request and when students are released a meeting is held and a seamless transition is made back to the appropriate educational setting.

Least Restrictive Environment

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

The Nazareth Area School District is committed to providing students special education services in the least restrictive environment (LRE). The removal of a student from the regular education environment occurs only when the student is unable to make meaningful progress in the regular setting with the use of supplementary aides and services, or requires an alternative instruction delivery to meet his/her educational goals. The IEP team reviews the LRE for each student annually. The family is valued as part of the IEP team, and they are viewed as partners when determining the child's educational placement. Each student is assigned a case manager who ensures all components of the plan are implemented in the educational setting.

A continuum of special education services are provided to all students identified as needing support. This begins with regular education with supplementary aids and service, as well as a K-12 co-teaching model in the regular education setting. Students with Learning, Emotional, or Intellectual Disabilities are educated within the regular education setting if appropriate. A safe space or calming room is provided to the students when needed.

After modifications and accommodations have been applied to the regular education curriculum, some students are still unable to make meaningful academic progress. Once the IEP team collects sufficient documentation, these identified students are then instructed within a small group learning support setting using research based methods. The learning support classes are taught by highly qualified special education teachers. The school district provides ongoing professional development that is differentiated to

the needs of each building.

At the high school and middle level academic support is offered in place of study hall, specials, or languages. Students are taught short lessons targeting executive functioning skills. This period also allows students who struggle to be given proper support during independent work.

Many resources are utilized to support students with disabilities. Paraprofessionals, personal care assistants, mental health services, counseling services, assistive technology, and transition activities are available to all students. Additional resources include positive behavior plans, work-based learning, and research based reading and math instruction.

The use of a co-teaching model allows the content area and special education teachers to work together to meet the needs of the student. The co-teacher supports classrooms where the needs are the greatest, while paraprofessionals assist where a second teacher is not needed. The use of co-teaching has allowed curriculum adaptations and modifications to occur simultaneously within the planning process.

For the 2015-2016 school year 67.1% of our students were placed in regular education classrooms for 80% or more of their school day. For the 2016-2017 school year that percentage increased to 67.8%. This is above the state average of 62%. The percentage of students requiring instruction outside the regular education classroom is 5.1% for 2015-2016 and 5.7% for 2016-2017 which is below the state average of 9.5%.

If it is determined that the District cannot provide the services required to meet a student's needs, programs and additional services outside of the district would be sought out. The percentage of students instructed in programs outside of the District is 2.5% for 2015-2016 and was 2.1% in 2016-2017. These percentages are lower than the state averages of 4.9%. Options for this include the Colonial Intermediate Unit 20 or local community based educational facilities. These students are still provided FAPE regardless of the location of services. The district maintains ongoing communication to ensure success. These students are encouraged to participate in extra-curricular activities, and transportation is provided. The district has found that the transition period when moving back into the home school with full academic needs requires a supportive, structured plan to be successful. School counselor and case managers help with the emotional adjustment and ensuring proper accommodations are in place.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Nazareth Area School District Behavior Support Policy is in accordance with all state and federal requirements. The policy mandates the use of positive behavior supports to ensure that students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures. When an intervention is needed to address a problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. In addition, behavior support programs shall include a variety of research-based practices and techniques to develop and maintain skills that will enhance students' opportunities for learning.

To support the District's policy on Behavior Support, PaTTAN and the Colonial Intermediate Unit 20 trained all K-8 staff on School Wide Positive Behavior Support (SWPBS) using theme-based models. At the beginning of each year, staff teach, model, and practice these skills with students. Each K-8 school has a method of monitoring and reinforcing their individual plan. Each building across the district also has a system of recognition for students that exemplify positive character traits within the school setting. Although the high school is not utilizing the SWBPS model, the school initiated a positive school culture committee, including faculty, staff and students, to discuss issues within the school and plan activities that promote a positive school environment. The high school's goal is to earn designation as a School of Character through Character.org by following the evidence-based recommendations and requirements of the program.

The Nazareth Area School District has also incorporated positive school culture into their building goals. Across the district, teachers are required to implement a positive behavior strategy that promotes a safe and secure learning environment. This is documented through evidence that is observed by the building principal and aligns to the domains of the Danielson Framework.

In terms of support, a process is in place to meet the behavioral needs of students in the regular education setting following the Response to Instruction and Intervention (RtII) model. Special education teachers, school psychologists, school counselors, and RtII coordinators received training in the full Functional Behavioral Assessment process.

These staff members have also received training in developing individualized Positive Behavior Support Plans. The district employs a Board Certified Behavior Analyst as our Behavior Specialist to provide support to this team in the area of these processes. This team of specialists are also able to support regular education teachers to meet the behavioral needs of the students in the regular education classroom. The district provides refresher trainings on a differentiated basis to address the professional development needs of all members of our special education staff.

The Behavior Specialist, a trainer in Therapeutic Aggression Control Techniques (TACT-2), has trained specific district personnel at each K-8 building in the event that a student requires adults to regulate his/her behavior in a more structured way. Necessary staff receive annual training as per the TACT-2 guidelines. If a restraint happens an IEP meeting is offered to the parents immediately.

In addition to the supports within the district, the IU continues to offer two behavioral health centers that provide medical and therapeutic services to students with mental health needs. These health centers have evening appointments to provide flexible accessibility for students and parents. The two locations are convenient for our student population to access and help students to remain in the least restrictive setting. All school counselors are aware of this support and are able to refer students to this service as needed. In addition, our Student Assistance Program (SAP) provides the opportunity for students to receive weekly counseling during the school day through an outside agency.

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.

At this time, Nazareth Area School District is able to ensure a free and appropriate education (FAPE) to all students in every disability category. The LEA takes steps to work closely with the parents, agencies and Colonial Intermediate Unit 20 (CIU20) to provide an appropriate program. Some special education programs that the district does not operate include dual diagnosis programs for students on the Autism spectrum, who

also have mental health needs, Therapeutic Emotional Support and Multi-Disabilities Support.

When a student's behaviors or needs warrant a more restrictive setting than the District or IU20 can provide, an Approved Private School is then considered. The District LEA, parents and other pertinent members of the IEP team work closely together and explore factors when choosing the best facility to meet the student's educational and emotional needs. If the student is unable to attend the school, the District LEA works closely with the parents to devise a suitable short-term program that allows the student to continue accessing their education with supports.

If there is no suitable plan that can safely maintain and educate the student, the district registers the student with the interagency process through the state. The district meets with our local county team (CASSP) to help a student in need of behavioral support, both in school and at home. In this way every agency working with the student is able to meet with the family and student to help find a way to best support them.

Strengths and Highlights

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

The Nazareth Area School District is committed to providing a quality education in the Least Restrictive Environment for our students with disabilities. Our District is comprised of 577 students who have disabilities. Our special education staff consists of: 32 Special Education Teachers, 4 Speech Therapists, 3.5 Psychologists, 1 Board Certified Behavior Specialist, and 58 Associate Teachers who provide support for the students identified as needing special education services.

Our students are supported with a full continuum of services within the district and in specialized classes provided by the Colonial Intermediate Unit 20 (CIU20). The district utilizes their services for students in low incidence populations who have needs that require a more restrictive supportive environment. The district also use the mental health placements in CIU20 for students who require a school based partial hospitalization program in order to meet their mental health needs.

The District also have a small number of students who are in programs provided by other agencies. These include Juvenile Justice, drug and alcohol hospitals, Approved Private Schools, and public schools for students with Autism that are located out of state.

The District added a Supplemental Learning Support Class at one of the K-3 buildings last year for students with intellectual disabilities. The students from this class are in learning support for language arts and math and in typical settings for the remainder of the day. The district has found that in using this model, the students have daily opportunities to model students without disabilities and benefit from the regular education curriculum on a daily basis with non-disabled peers. The students are working on skills at their instructional level in a small group setting. This population of students had previously been instructed through the Life Skills classes offered through the CIU20. This new classroom has provided students a strong learning environment and data has shown both academic and social growth.

The district has a Board Certified Behavior Analyst (BCBA) who is also a Trainer of Therapeutic Aggression Control Tactics. She trains and recertifies staff in all buildings. This provides teachers with training in verbal de-escalation along with techniques to safely restrain a student when necessary. A physical restraint is only used when a student is a threat to themselves or others. Verbal de-escalation training has been incorporated into the associate teachers' professional development. This has been added to assist in de-escalating behaviors before a student gets into a heightened state of anger.

Our BCBA supports the IEP teams when students require a functional behavior assessment and positive behavior support plans. She works with teams on an integrity checklist to ensure that the staff is following the plan with fidelity.

When a student first enters into the Nazareth Area School District from Colonial Intermediate Unit Early Intervention, the district wants that student to make a seamless transition to kindergarten. A parent meeting is held in January with the CIU20 staff, to have parents sign a release, give the parents a timeline to register their child for school and an overview of the process used to determine school age eligibility. A second meeting is then scheduled in February. At that meeting the family brings all the necessary documents to the registration office and meets with the school psychologist or speech therapist, who will be conducting the evaluation for school based services. At that meeting a permission to evaluate is signed. Within the 60-day timeline, an evaluation is completed and a written report is generated for the parent. If necessary, an IEP is written and presented for parent approval in the month of May. This way all families know where their child is going to receive services in the fall.

As students transition between buildings, the district offers a meeting for students and parents in grades 3 moving to 4, 6 moving to 7 and 8 moving to 9. At these meetings, staff from the receiving school meet with the parents and students individually to introduce

themselves and give an overview of what the upcoming year will be like for their child regarding special education services. At this time, parents can ask questions, express concerns, and give an overview of who their child is as a student. This has helped to alleviate concerns our parents have about moving to a new building. The parents and students also have the opportunity to attend all regularly scheduled transition events at the new building.

At the high school level a student is assigned to a case manager (special education teacher), a school counselor and an assistant principal in ninth grade. This same team follows the student through their high school years up to graduation. This is crucial for the transition process and post-secondary success. The district also work with outside agencies such as OVR, VIA, Office of Mental Health and Office of Developmental Programs, so that post-secondary programs are seamless. Each student has the opportunity to participate in programs and courses to prepare them for success in their desired post-secondary goals. Students with goals to enter the workforce have the opportunity to participate in a work experience program where trained job coaches provide oversight within community placements. Students have access to learn trade skills through programs at the Career Institute of Technology or Bethlehem Area Vocational -Technical School. Students planning to further their education at a post-secondary institution may participate in Dual-Enrollment programs at local colleges.

The high school provides a rigorous curriculum for all students. A continuum of math courses including Math 180, Essentials of Algebra and Algebra I are available to students. Essentials of Algebra and Algebra I are yearlong courses on block scheduling. This intensive math programming provides multiple opportunities for students to master foundational skills of algebra necessary for proficiency on the Keystone Exams. Students are also scheduled for preparation sessions in all Keystone content areas that occur once in every six day cycle during Eagle Block. For students entering the workforce immediately after graduation the district provides them with a consumer math course that concentrates on the everyday math adults face when making financial decisions in the community.

For those students with significant cognitive disabilities the district utilizes a program called Project Search. This program is a collaboration with the district, OVR and the Intermediate Units. It provides these students with a full year of supported off site work programs in two different settings. One setting is recreational in nature and the other is a hospital setting. This has resulted in employment within the setting after aging out at 21 for some of our students. The district found that when a student is 20 years of age, they needed to be away from the high school, feel like an adult and work within the community.

The Career Institute of Technology is a place where all students are able to gain the skills needed to learn a trade. The district carefully help these students choose programs that meet their interest and aptitude for success within the program. Students graduate from the program with certificates and are able to enter the workforce or move on to higher

education.

Each building has a daily support period that allows students with and without disabilities to receive extra support without missing core curriculum instruction. During this time, students use research based programs to work on academic weaknesses, meet with their case managers, or have extra time in a social situation.

The district provides social skills training for students in grades K-12. Currently the district has multiple groups running at all of our K-3 buildings. At our intermediate school there are nine groups based on grade and needs. At our middle and high school the groups get smaller as the social skills of most students are corrected by that time. For those who continue to need the instruction and practice, the district provides groups at both schools.

The district has added a Social Skills component for the program TeachTown for our students on the autism spectrum and the students with intellectual disabilities in K-6. This video based program along with the daily lessons help our students who struggle with social skills to see the skill practiced on video. The district also continues to use the Teachtown basic skills program that addresses language, and basic skills.

The district contracts with outside services for occupational and physical therapy. The occupational therapists have trained our elementary K-3 staff on a program called Pencil Power that helps kindergarten and first grade students to practice writing in a non-threatening way during a six week program. If a student is not successful, the district repeats for another six weeks. This has resulted in fewer evaluations for occupational therapy. The district will be implementing a sensory program next year to help students to learn how to calm themselves and learn self-regulation skills. The district has also incorporated fine motor activities into the kindergarten rooms. The students come to kindergarten with under-developed fine motor and often the activities used in the fine motor boxes during the day strengthen the student's fine motor skills without the need for occupational therapy. The district, in partnership with our service provider, is implementing a program within the K-3 classrooms that addresses interventions for students with sensory needs. The sensory needs of our students have increased over the last five years.

The district continues to assess our needs and meet those needs with programming to address the academic, social or behavioral concerns the district is having with our students.

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
Colonial Academy	Neighboring School Districts	Emotional Support	2
Washington Elementary School	Neighboring School Districts	CIU20 Autistic Support	1
Nazareth Area Intermediate School	Other	CIU20 Autistic Support	3
Nazareth Area Middle School	Other	CIU20 Life Skills Support	1
CIU20 Rotation Class	Neighboring School Districts	CIU20 Life Skills Support	2
Nazareth Area Middle School	Other	CIU20 Emotional Support (Partial)	2
Northampton High School	Neighboring School Districts	CIU20 Autistic Support	2
Bushkill Elementary School	Other	CIU20 Autistic Support	6
Saucon Valley Intermediate School	Neighboring School Districts	CIU20 Physical Support	1
Colonial Academy	Neighboring School Districts	CIU20 Autistic Support	2
Moore Elementary School	Neighboring School Districts	IU20 Emotional Support	1
George Wolf Elementary	Neighboring School Districts	CIU20 Life Skills Support	2
Pleasant Valley High School	Neighboring School Districts	CIU20 Emotional Support (Partial)	2
Easton Area High School	Neighboring School Districts	CIU20 Emotional Support (Partial)	1
Pen Argyl Area High School	Neighboring School Districts	CIU20 Life Skills Support	2
Northampton Area High School	Neighboring School Districts	CIU20 Physical Support	2
Freedom High School	Neighboring School Districts	Autistic Support	2
Bangor Middle School	Neighboring School Districts	Autistic Support	1
Bangor Middle School	Neighboring School Districts	Emotional Support	2
Colonial Early Learning Center	Neighboring School Districts	Enhanced Autistic Support	1
Nazareth Area Middle School	Other	Autistic Support	2

Centennial School	Approved Private Schools	Emotional Support	2
Stroudsburg High School IU Partial	Neighboring School Districts	IU20 Partial Hospitalization Program	2
IU21 Enhanced Multi Disabilities Program	Neighboring School Districts	Multi Disabilities Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.5
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.5
Locations:				
Nazareth Area Middle School	A Middle 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	12 to 14	4	0.5
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5
Locations:				
Nazareth Area Middle School	A Middle 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	12 to 15	13	0.5
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.5
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	13	0.5
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.5
Locations:				
Nazareth Area Intermediate School	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	13 to 15	16	0.5
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.5
Locations:				
Nazareth Area Middle School	A Middle 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	13 to 15	17	0.5
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.5
Locations:				
Nazareth Area Middle School	A Middle 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	10 to 12	5	0.5
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	0.5
Locations:				
Nazareth Area Intermediate School	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
Itinerant	Speech and Language Support	5 to 9	48	1
Justification: The speech therapist services students from Kindergarten through 3rd grade, however does not see the students during the same therapy sessions.				
Locations:				
Shafer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9
> *Operator:* School District
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.5

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.5
Locations:				
Nazareth Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	46	1
Justification: The speech and language therapist travels between two buildings and services students in Kindergarten through 3rd grade in both buildings. The students are not seen during the same sessions.				
Locations:				
Bushkilll and Lower Nazareth Elementary Schools	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	17 to 21	18	1
Locations:				
Nazareth Area High School	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	11 to 13	16	0.5
Locations:				
Nazareth Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	1	0.5
Locations:				
Nazareth Intermediate School	An Elementary 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
Itinerant	Speech and Language Support	9 to 12	51	1
Locations:				
Nazareth Area Intermediate School	An Elementary 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
Itinerant	Learning Support	15 to 16	22	1
Locations:				
Nazareth Area High School	A Senior 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	9 to 11	1	0.5
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	0.5
Locations:				
Nazareth Area Intermediate School	An Elementary 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
Itinerant	Learning Support	16 to 18	19	1
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

       Operator: School District

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	21	1
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.5
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	13	0.3
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	26	0.4
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 19	16	0.3
Justification: The speech and language therapist services students in grades 9 - 12. She does not see the students during the same therapy sessions.				
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

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	5 to 9	8	1
Locations:				
Shafer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

      Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	0.5
Locations:				
Nazareth Area 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.5
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

      Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	6	0.5
Locations:				
Shafer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	8	0.5
Locations:				
Shafer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

      Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	1
Locations:				

Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	19	0.5
Locations:				
Nazareth Area 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	1	0.5
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.5
Locations:				
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	22	0.5
Locations:				
Nazareth Area 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.5
Locations:				

Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	4	0.5
Locations:				
Lower Nazareth Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.5
Locations:				
Lower Nazareth Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	3	0.5
Locations:				
Nazareth Area 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	4	0.5
Locations:				
Lower Nazareth Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	2	0.5
Locations:				

Lower Nazareth Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	14	1
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	1	0.4
Locations:				
Shafer and Bushkill Elementary Schools	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 12	5	0.2
Locations:				
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 15	1	0.2
Locations:				
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	3	0.2
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 20	13	1
Justification: Students are included in regular education for all academic subjects and sees case				

manager individually as needed for support.				
Locations:				
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District Wide	1
School Psychologists	District Wide	3.5
Hearing Support Teacher	District Wide	1
1-1 Associates	District Wide	17
Teacher Associates	District Wide	36
School Counselors	Nazareth Area High School	5
School Counselors	Nazareth Area Middle School	2
School Counselor	Shafer Elementary School	1
School Counselor	Lower Nazareth Elementary School	1
School Counselor	Bushkill Elementary	1
Math/Reading Specialists	District Wide	10
Mental Health Worker	Nazareth Intermediate School	1
School Counselor	Nazareth Intermediate School	2
Behavior Specialist	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapists	Intermediate Unit	4 Hours
Vision Therapists	Intermediate Unit	14 Hours
Occupational Therapists	Intermediate Unit	4 Hours
Speech and Language Therapists	Intermediate Unit	15 Hours
Audiologist	Intermediate Unit	1 Hours
Adapted Physical Education Teachers	Intermediate Unit	8 Hours
Job Training	Intermediate Unit	5 Days
Orientation and Mobility	Intermediate Unit	3 Hours
Occupational Therapists	Outside Contractor	3 Days
Physical Therapists	Outside Contractor	1 Days

Needs Assessment

District Accomplishments

Accomplishment #1:

The Nazareth Area School District (NASD) exceeded the state average proficiency levels in all PSSA subject areas.

1. The district exceeds the state's percentage of proficient and advanced in math.

Grade	2018		
	NASD	State	Difference
3	69.4	54.1	+15.3
4	50.0	43.5	+6.5
5	54.8	45.2	+9.6
6	61.6	39.6	+22.0
7	61.4	38.9	+22.5
8	47.2	31.1	+16.1

2. The district exceeds the state's percentage of proficient and advanced in ELA.

Grade	2018		
	NASD	State	Difference
3	79.1	63.5	+15.6
4	77.4	59.8	+17.6
5	75.8	59.4	+16.4
6	82.2	62.5	+19.7
7	74.1	61.9	+12.2
8	80.3	61.5	+18.8

3. The district exceeds the state's percentage of proficient and advanced in science.

Grade	2018		
	NASD	State	Difference
4	90.8	75.5	+15.3
8	73.3	53.9	+19.4

Accomplishment #2:

There is a steady three-year trend in math where NASD is outperforming the state population thereby maintaining a margin of difference between the state and NASD populations.

Math

Grade	2016			2017			2018		
	NASD	State	Difference	NASD	State	Difference	NASD	State	Difference
3	68.0	54.4	+13.6	65.6	54.5	+11.1	69.4	54.1	+15.3
4	58.5	46.5	+12.0	59.4	46.6	+12.8	50.0	43.5	+6.5
5	59.1	44.4	+14.7	54.1	43.8	+10.3	54.8	45.2	+9.6
6	62.1	41.0	+21.1	63.2	40.3	+22.9	61.6	39.6	+22.0
7	61.3	37.0	+24.3	53.6	37.8	+15.8	61.4	38.9	+22.5
8	51.3	31.2	+20.1	54.1	32.5	+21.6	47.2	31.1	+16.1

Accomplishment #3:

There is a steady three-year trend in ELA where NASD is outperforming the state population thereby maintaining a margin of difference between the state and NASD populations.

ELA

Grade	2016			2017			2018		
	NASD	State	Difference	NASD	State	Difference	NASD	State	Difference
3	71.6	60.9	+10.7	76.3	64.6	+11.7	79.1	63.5	+15.6
4	69.3	58.7	+10.6	76.5	60.9	+15.6	77.4	59.8	+17.6
5	72.0	61.5	+10.5	69.6	59.6	+10.0	75.8	59.4	+16.4
6	80.1	61.6	+18.5	77.9	63.6	+14.3	82.2	62.5	+19.7
7	79.2	61.5	+17.7	75.5	59.5	+16.0	74.1	61.9	+12.2
8	71.4	58.3	+13.1	77.2	58.9	+18.3	80.3	61.5	+18.8

Accomplishment #4:

In grades 3, 4, and 5 math PSSA Math, the percentage point gap between the special education population and the district-wide population has steadily decreased over the last three years.

Accomplishment #5:

With the exception of grades 3 and 7, the gap between the economically disadvantaged population and the district-wide population for ELA PSSA was less than 20 percentage points.

Accomplishment #6:

On grade 4 science PSSA, over 80% of the special education population and over 80% of the economically disadvantaged population reached proficiency.

Accomplishment #7:

In grades 3-5 Math, students consistently scored the highest in the standard of Operations and Algebraic Thinking.

Accomplishment #8:

In grades 3 and 7, *Vocabulary Acquisition and Use* have been consistently strong for the last three years with the percentage of possible points earned in the 75% range for 2018.

Accomplishment #9:

In general, across grade levels, the percentage of points earned in the Text Dependent Analysis standard has been increasing over the last three years.

Accomplishment #10:

In grade 7 all students demonstrated proficiency on the Algebra Keystone Exam, and 85% of the students scored advanced.

Accomplishment #11:

85% of NAHS students re-taking the Algebra Keystone increased their scores by approximately 10 points.

Accomplishment #12:

80% NAHS students taking the Biology Keystone for the first time demonstrated proficiency in 2018.

Accomplishment #13:

31% of NAHS students with an IEP demonstrated proficiency on the Biology Keystone. This was a 14% increase from the previous year.

District Concerns

Concern #1:

In grade 3, across the district, 45% of students demonstrated proficiency in Knowledge of Language on the 2018 ELA PSSA.

Concern #2:

In grades 4-6, 46% of students demonstrated proficiency in Text-Dependent Analysis on the 2018 ELA PSSA.

Concern #3:

In grade 7 and 8, 57% of students demonstrated proficiency in Text-Dependent Analysis, on the 2018 ELA PSSA.

Concern #4:

Overall proficiency by grade 11 on 2018 Literature Keystone is 23% for the IEP sub-group.

Concern #5:

31% of NAHS students taking the 2018 Algebra I Keystone exam for the first time demonstrated proficiency.

Concern #6:

In grade 7, 44% of students demonstrated proficiency in geometric concepts on the 2018 Math PSSA. This was an 8% decline from the previous year.

Concern #7:

In grade 8, 54% of students demonstrated proficiency in statistics and probability on the 2018 Math PSSA. This was a 14% decline from the previous year.

Concern #8:

In grade 4, 55% of students demonstrated proficiency in Numbers and Operations-Fractions on the 2018 Math PSSA. This was a 12% decline from the previous year.

Concern #9:

In grade 3 across the district, 43% of students demonstrated proficiency in Number and Operations-Fractions on the Math PSSA. This is a 13% decline from the previous year.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

In Grade 3, across the district, 45% of students demonstrated proficiency in Knowledge of Language on the 2018 ELA PSSA.

In grades 4-6, 46% of students demonstrated proficiency in Text-Dependent Analysis on the 2018 ELA PSSA.

In grade 7 and 8, 57% of students demonstrated proficiency in Text-Dependent Analysis, on the 2018 ELA PSSA.

Overall proficiency by grade 11 on 2018 Literature Keystone is 23% for the IEP sub-group.

31% of NAHS students taking the 2018 Algebra I Keystone exam for the first time demonstrated proficiency.

In grade 7, 44% of students demonstrated proficiency in geometric concepts on the 2018 Math PSSA. This was an 8% decline from the previous year.

In grade 8, 54% of students demonstrated proficiency in statistics and probability on the 2018 Math PSSA. This was a 14% decline from the previous year.

In grade 4, 55% of students demonstrated proficiency in Numbers and Operations-Fractions on the 2018 Math PSSA. This was a 12% decline from the previous year.

In grade 3 across the district, 43% of students demonstrated proficiency in Number and Operations-Fractions on the Math PSSA. This is a 13% decline from the previous year.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: PA Standardized Testing Data

Criterion-Referenced and Norm-Referenced Assessment Data

Instructional Units/Lesson Plans

Observational Data (PA-ETEP)

Specific Targets: By June of 2022, students will demonstrate improved knowledge and skills in ELA and Mathematics:

A. Grades 4-12 students will show growth in performance on state assessed areas.

B. Grades K-3, 11-12 students will show growth on norm or criterion referenced assessments.

Type: Annual

Data Source: PD Evaluations

PA Standardized Testing Data

Criterion-Referenced/Norm-Referenced Data

Instructional Units/Lesson Plans

Observational Data (PA-ETEP)

Specific Targets: By June of 2022, staff will demonstrate improved skills and competencies in their respective fields by participating in professional growth opportunities and implementing key strategies that improve student learning.

Type: Annual

Data Source: Technology Assessments (Tech Walks & BrightBytes Survey Results)

PD Evaluations

Instructional Units/Lesson Plans

Observational Data (PA-ETEP)

Specific Targets: By June of 2022, staff will demonstrate improved skills and competencies in their practice to leverage technology to improve student learning.

Strategies:

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

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))

SAS Alignment: Instruction

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: [25 Quick Formative Assessments](#))

SAS Alignment: Assessment

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

Effective Teaching Principles

Description:

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time,

the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

SAS Alignment: Instruction

Implementation Steps:

Instructional Practices

Description:

1. Work with Reading Specialists, Literacy specialists or consultants to offer job-embedded learning opportunities that *focus on instructional practices that improve language and literacy acquisition for all students.*

2. Use data (summative and formative) to inform instructional practices and meet student learning needs in Grades K-12.

3. Research and implement instructional practices that improve mathematical thinking and proficiency in PA Core Mathematical standards for all students.

a. Refine the rigor and relevance of center activities for math to meet the expectations of PA Core Standards in grades K-8.

b. Refine curriculum-based assessments to ensure they meet the rigor of PA Core standards of Mathematics in grades K-8.

4. Offer professional learning opportunities which reinforce practices that leverage technology to improve student learning.

5. Increase the integration of digital technologies to reflect the modification and redefinition levels of the SAMR model

6. Enhance access to appropriate digital tools and resources to meet the needs of all learners.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

- Technology and Student Achievement
- 25 Quick Formative Assessments for a Differentiated Classroom
- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making
- Effective Teaching Principles

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

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

Affirmed by Dennis Riker on 5/1/2018

Board President

Affirmed by Jerry Treon on 5/1/2018

Superintendent/Chief Executive Officer