Nazareth Area SD

District Level Plan

07/01/2015 - 06/30/2018

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. Students, professional staff members, administrators, and NASD Board of Directors were selected by their peers to participate on a Comprehensive Planning steering committee. Community members and parents were selected to be a part of the Comprehensive Planning steering committee through an application process. The committee met monthly, every 4th Wednesday, in the evening from 6:00pm to 8:00pm beginning February 26, 2014. The committee met monthly February through June. They did not meet in the month of July and August, but met again in September, 2014 and October 2014.

The Comprehensive Planning process was led by the Superintendent of Schools, Dr. Riker; the Assistant to the Superintendent, Isabel C. Resende; and an external consultant specializing in strategic planning, Dr. Senese, from East Stroudsburg University. Together they facilitated the Comprehensive Planning process. Building administrators, faculty, and staff will develop, implement, and monitor the action plans tied to the Comprehensive Strategic Goals.

Communication on progress of the Comprehensive Planning process to all stakeholders by providing:

1. Monthly updates to the Education Committee of the Board

2. Semi-annual updates at public Board Meetings

3. Monthly updates from the subcommittee to the steering committee

4. Semi-annual updates to the community through a district blog

5. Quarterly updates at the Nazareth Area School District Community Advisory Committee

6. Quarterly updates at the Nazareth Area School District Teacher Liaison Committee

Implementation of Comprehensive Plan

The Comprehensive Planning implementation process will be directed by the Superintendent of Schools, Dr. Riker; the Assistant to the Superintendent, Isabel C. Resende and all administrators. Administrators, faculty, and staff will communicate progress on the implementation of the action plans for the Comprehensive Strategic Goals.

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

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

2. Annual updates at public Board Meetings

3. Annual updates to the community through a district blog

4. Annual updates at the Nazareth Area School District Community Forum

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

6. 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 34,000 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 4700. There are six schools 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 1321. The intermediate school services students in grade 4-6, with an enrollment of 1052. The middle school houses grades 7 and 8, with an enrollment of 740. The high school includes grades 9-12, with an enrollment of 1604. The majority of the students, 85%, in the Nazareth Area School District have identify as White Non-Hispanic; 4% Asian or Pacific Islander; 2% African-American (Non-Hispanic); 4% Hispanic; and 2% 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 28 administrators (Educational and Support), 332 professional staff (teachers and educational specialists) and 188 full-time and 35 part-time support staff.

The Nazareth Area School District prides itself on the quality and experience of its staff. Approximately 73% of the professional staff holds at least a Master's Degree in Education.

- **332** educators

- **1** have less than a year of experience

- **135** have 2 to 10 years of experience

- **125** have 11 to 20 years of experience

- **49** have 21 to 30 years of experience

- **22** have over 30 years of experience

Professional Development is offered to staff during 10 in-service days.100% of the district's professional staff is considered "Highly Qualified" under the "No Child Left Behind" guidelines.

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 2013-2014 budget totals $71, 358,606 with a real estate tax of 49.20 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	Elementary School Teacher - Regular Education
Linda Baskwell	Middle School Teacher - Special Education
Robert Bauder	Secondary School Teacher - Regular Education
Vickie Celin	Ed Specialist - School Counselor
Darrell Crook	Board Member
Alan Davis	Administrator
Lynne Detrick	Secondary School Teacher - Regular Education
Sara Eddings	Parent
Susan Ellis	Parent
Mary Hahn	Parent
Marlice Hrycyszyn	Parent
Meghan Jordan	Community Representative
Robert Kern	Administrator
Malathi Kola	Business Representative
Mark Madson	Student Curriculum Director/Specialist
Emily McNair	Student
William Mudlock	Administrator
Therese Myers	Administrator
Therese Myers	Special Education Director/Specialist
Moyin Opeyemi	Student
Prapti Patel	Parent
Laurie Paulson	Parent

Cynthia Peck	Elementary School Teacher - Special Education
James Pilla	Elementary School Teacher - Regular Education
Mary Pritchard	Ed Specialist - School Psychologist
Shannon Rager	Secondary School Teacher - Special Education
Gina Rakos	Secondary School Teacher - Regular Education
Bernadine Rishcoff	Administrator
Michael Santos	Administrator
Greg Shoemaker	Administrator
Heather Snyder	Middle School Teacher - Special Education
Linda Stubits	Board Member
Scott Stump	Elementary School Teacher - Regular Education
Amy Tashner	Secondary School Teacher - Special Education
Kensler Telfort	Parent
Joanna Tugend	Elementary School Teacher - Special Education
Mike Uelses	Administrator
Pamela Vlasaty	Student Services Director/Specialist
Melissa Whitman	Ed Specialist - Instructional Technology
Janet Wolff	Student Curriculum Director/Specialist
Michael Woodland	Business Representative
Joseph Yanek	Administrator
Matthew Ziegenfuss	Community Representative

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social	Developing	Developing

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

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 on approximately 45 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.

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

This narrative is empty.

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 on approximately 45 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.

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

This narrative is empty.

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 on approximately 45 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.

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

This narrative is empty.

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, 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 on approximately 45 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.

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

This narrative is empty.

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 Highly 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

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review
- Administrators

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

The Nazareth Area School District has established a system of evaluation that includes formal classroom observation (clinical model), in addition to informal observations of professional practice that include walkthroughs, anecdotal information, and teacher professional portfolios. Information collected on professional practice is evaluated through the lenses of the Danielson Framework for teaching. Instructional coaches in math and reading specialists K-8 support classroom teachers and instruction by offering professional development on research-based instructional strategies and modeling best practices in classrooms. Finally, peer coaching is a strategy that is implemented in some of the buildings, but is not systematically used as a strategy throughout the district. Peer coaching will be incorporated into the District Professional Portfolio expectations as a professional growth opportunity, support with professional development on its implementation.

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

Teachers are required to maintain lesson plans. They are to have the lesson plan available for review upon the request of a district and/or building administrator. However, a district level expectation of what should be included and documented in a lesson plan will be developed and implemented. Similarly, peer coaching is a strategy that is implemented in some of the buildings, but is not systematically used as a strategy throughout the district.

Peer coaching will be incorporated into the District Professional Portfolio expectations as a professional growth opportunity, support with professional development on its implementation.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Structured grouping practices to meet student needs is being conducted throughout the different schools building. 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, which is offered as a standalone education or as a blended environment, is offered to students 6-12.

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. (Required explanation if column selected was

Structured grouping practices to meet student needs is being conducted throughout the different schools building. 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, which is offered as a standalone education or as a blended environment, is offered to students 6-12.

Middle Level

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

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

Structured grouping practices to meet student needs is being conducted throughout the different schools building. 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, which is offered as a standalone education or as a blended environment, is offered to students 6-12.

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	Implemented in

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

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

Structured grouping practices to meet student needs is being conducted throughout the different schools building. 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, which is offered as a standalone education or as a blended environment, is offered to students 6-12.

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 Highly Qualified 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 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	24.00	24.00	24.00	24.00	24.00	24.00

English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00	2.00	2.00	2.00
Electives	2.00	2.00	2.00	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Mathematics

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

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

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

English Literature

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

Mathematics

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

Science & Technology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

Environment & Ecology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

American History, Civics/Government, or World History

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Standalone option)

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Final Exams			X	X
Keystone			X	X
PSSA	X	X	X	
Unit assessments / Topic Tests	X	X	X	X
Final / Summative Projects (Art, Music, etc)	X	X	X	X
Mid-Term Exams				X
AP Exams				X
NOCTI				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X
District Designed Benchmarks	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Created	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Scholastic Reading Inventory	X	X	X	X
Scholastic Math Inventory	X	X		
DRA	X			
DIBELs	X	X		
AIMs Web	X	X	X	X
CDTs		X		
Key Math (Pearson)	X	X		
Diagnostic Reading Battery	X	X		
IGDI	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review			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				
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 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.

This narrative is empty.

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 data 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.

At the District and building levels, administrators analyze PSSA results using the raw data and PVAAS at the District and building levels. They then disseminate results to 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.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X

Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				
School Calendar	X	X	X	X
Student Handbook			X	X
Facebook Page	X	X	X	X
Twitter Page	X	X	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	X
Safety and Violence Prevention Curricula				
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans				
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:

In the spring of 2014, the District created and filled the position of Director of School Security. Since then, the District has conducted safety needs assessments and school safety and violence prevention plans are being developed.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Process for Identifying Gifted Children

1. Either data review suggests a need for screening OR the parent, teacher or student requests a gifted screening.

2. If the teacher is recommending screening, the teacher contacts the parent prior to submitting the screening referral.

3. If a Full Gifted Evaluation is requested orally or in writing, the request is immediately submitted to the counselor who consults with the psychologist and then contacts the parent to clarify the request. Screening procedures are conducted.

4. The input forms and Gifted Rating Scales are used to collect information about, acquisition, retention, expertise, achievement, performance, and characteristics typical of a gifted child.

5. The counselor administers the K-BIT.

6. The counselor completes the GIFTED SCREENING WORKSHEET, and if the results are borderline, the counselor will arrange a consultation with the psychologist prior to calling parent.

7.   The counselor notifies the parent of the results of screening, and provides screening information in a follow-up letter.

8.   If screening warrants further evaluation, the counselor notifies the psychologist and send the Gifted Screening Worksheet with Input forms and GRS to the psychologist.

9.   A permission to evaluate form is issued to the parent.

10.   When the permission is returned, the PUPIL SERVICE secretary creates and send a work folder to the psychologist with the enclosed permission.

11.   The psychologist completes the assessment with 60 day timeline.

12.   The psychologist writes the Gifted Written Report and at conclusion, arranges a team or parent meeting to review results within the 60 day timeline.

Gifted Programs Offered

Students that are identified as gifted receive differentiated instruction in the regular classroom if the need for enrichment has been identified. The level of enrichment /intervention is based on data collection and classroom performance. If a student is identified in the gifted program the teacher of the gifted coordinates with building principals and classroom teachers to provide enrichment through pull-out at the elementary level and intermediate level. At the secondary level students identified into a gifted program participate in specific course that meet their need in addition to classroom differentiation.

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

	EEP	EEI	ML	HS
RtII	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

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:

This narrative is empty.

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	ML	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:

This narrative is empty.

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 K-8 parents take a very active role in our Parent-Teacher Association or Parent-Teacher Organization. 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 changing graduation requirements or open forums on how the buildings are performing. At the elementary level and intermediate level building principals in conjunction with teachers hold science, math, and reading community nights. Beyond these organization and activities, there are programs in place in the district that involve seniors from our community like: grandparent's day and Veteran's Day. Similarly, district office administration meet with local business members through the Nazareth Area Chamber of Commerce to build the bond between community and school. District office administrators also hold community forums for parents and community

members on a monthly or quarterly basis like: Nazareth Area School District Advisory Committee and Nazareth Area Diversity Committee. Finally, an annual Diversity Fair is held to celebrate the diversity in our growing community.

Transitioning into school during Kindergarten is a critical time. 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 challenges and strengths of common interest. Reading specialists and math 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 into 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 work force or college.

Finally, the district also offers a summer jump start program for students entering kindergarten through grade 6 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 students, teachers, and administrators. Evaluation criteria is 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.

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

This narrative is empty.

Elementary Education-Intermediate Level

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 students, teachers, and administrators. Evaluation criteria is 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.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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 students, teachers, and administrators. Evaluation criteria is 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.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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 students, teachers, and administrators. Evaluation criteria is 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.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

Alternative Academic Standards for Math and Reading are not incorporated into the curriculum as the focus is on PA Core Standards.

Elementary Education-Intermediate Level

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

Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

Alternative Academic Standards for Math and Reading are not incorporated into the curriculum as the focus is on PA Core Standards.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

Alternative Academic Standards for Math and Reading are not incorporated into the curriculum as the focus is on PA Core Standards.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

Alternative Academic Standards for Math and Reading are not incorporated into the curriculum as the focus is on PA Core Standards.

Professional Education

Characteristics

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

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

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

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 these focus areas. This plan is structured as follows:

- A Voluntary Professional Development Academy is offered in August over the course of three six hour days. Teachers and select professional staff who participate in one or all of those days do not have to attend three in-service days built into the school calendar in September, October, and November.

- Flex opportunities are offered for teachers and professional staff through workshops, professional learning community participation, book studies and/or curriculum development. Teachers acquiring 12 hours of flex are not required to participate in three four hour in-service days built into the school calendar in the spring.

- Ten (10) after-school sessions of 1.5 hours each are planned focusing on curriculum development, afterschool workshops, professional learning communities

- All teachers will be afforded the opportunity to deliver professional development workshops if they choose to do so.

In addition to the professional development opportunities outlined above, the Nazareth Area School District has a partnership with Delaware Valley College in which the professional staff can work toward a master degree 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.

This narrative is empty.

Strategies Ensuring Fidelity

- 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 district and building goals and action plans. Needs assessments in each functional area are conducted to evaluate current practice and 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 are 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 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

- 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 three 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 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 growth through the development of a professional portfolio.
A similar type program is presented to any newly-hired inductee throughout the school year by the chairperson of the TIP program to insure the continuity of the program.

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

This narrative is empty.

Needs of Inductees

- 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 and for Instruction 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.
Inductee must maintain a professional portfolio that reflects the work toward meeting district and building goals. The professional portfolio requires inductees to examine their own practices, grow their instructional practices, and share their growth and observations with their mentors and administrators.

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

This narrative is empty.

Mentor Characteristics
- 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 their outstanding work performance.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and 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. Throughout the program inductees submit monthly reflections to administration outlining their work, success, and struggles. 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)

- 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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students
Total students identified: **564**

Identification Method

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

When a student demonstrates difficulty with acquiring and/or retaining basic skills or content, as noticed by a teacher or parent, a referral is made to the school's Child Study Team or Response to Instruction and Intervention (RTII) team. Specific performance data is collected and suggested interventions/strategies are delivered in the classroom while monitoring the student's progress. If the student is not demonstrating the expected rate of improvement, it may be recommended that the student be evaluated to determine eligibility for special education services.

In the case of a suspected Specific Learning Disability (SLD), the district utilizes a Discrepancy Model. The formal evaluation may include cognitive measures, achievement

measures, emotional and social functioning measures, observations, record review, and team input. A statistically calculated predicted difference method is utilized, based on the Full Scale IQ, or best representation of cognitive functioning, and achievement scores that were obtained.

If there is a statistically significant discrepancy between cognitive ability and academic achievement, and it is not a result of other factors such as health issues, socioeconomic issues, lack of instruction, limited English proficiency or cultural factors, the student may be considered to be a student with a Specific Learning Disability. If the student requires specially designed instruction, he/she is determined to be eligible for special education services as a student with SLD.

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: http://penndata.hbg.psu.edu/BSEReports

Ten percent of our students with disabilities have autism. This is above the state average, but we believe this is due to the fact that many of our students participate in early intervention programs provided by the Colonial IU 20. This results in having these students brought to our attention prior to enrolling in kindergarten. We have an increase in the number of students who have autism that have moved into the district already in special education and we continue to program to meet their needs.

The percentage of students identified with Other Health Impairment (OHI) was approximately 6% higher than the state average. An analysis of our current student population, for whom the primary eligibility category is Other Health Impairment, revealed the following breakdown: 30% of the eligible OHI students are diagnosed only with ADHD; 20% of the eligible OHI students are diagnosed with ADHD in addition to other diagnoses/health impairments; 15% of the eligible OHI students are diagnosed with Central Auditory Processing Disorder; 6% of the eligible OHI students are diagnosed with mental health impairments. The remaining 19% of the eligible OHI students are diagnosed with various medical impairments to the extent that the students require specially designed instruction.

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?

We have one group home in the district for adults who have significant needs. The staff from the home registers an eligible student when the student moves into the home. We evaluate the current placement, and if the student is being educated within our Colonial IU20 programs we continue the placement. If the student is not able to be educated within that program, we would meet to explore possible placements to meet academic and behavior needs of the student. The Nazareth Area School District acts as the LEA at all meetings held for the student and keeps the home school district informed, by sending all paperwork to ensure they are aware of a student's program. We have no barriers that limit our ability to meet this obligation under Section 1306 at this time.

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 incarcerated in the Northampton County Correctional Facility under the age of 21, who have not graduated, are provided an education. Colonial Intermediate Unit 20 provides the teaching staff for these locations. We send the students' special education records to the facility upon request and work to ensure when students are released that a meeting is held and a seamless transition is made back to the appropriate school 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 educating students in the least restrictive environment to the maximum extent appropriate for the student's individual needs. The removal of a student from the regular education environment occurs only when the student is unable to make meaningful progress in the regular education setting with supplementary aids and services, or requires an alternative instruction delivery to meet educational goals.

When referring to the Indicator 5 section of the State Performance Plan Targets, our district includes 72.8% of the students in the general education classroom for more than 80% of the day, which is above the state target of 65%. We have increased out inclusion rate since our 2008 Special Education Plan.

A co-teaching model of inclusion is utilized K-12 to maximize meaningful participation in the regular education classes. This model allows the district to combine the expertise of the content areas teachers with the expertise in instructional strategies of the special education teacher. The co-teachers support the classroom teacher in rooms where the needs of the special education students are greatest, and the paraprofessionals assist other classes where the students do not require the support of a second teacher in the room. Co-teaching allows for curriculum adaptations and modifications to be made during the planning process.

Due to the severity of their disability, there are students in our district who are unable to make meaningful progress in the regular education environment in language arts and math. In these situations, students are instructed in a small group setting outside of the regular education classroom using research based programs and specific instructional techniques. This occurs only when the instructional techniques cannot be provided within the grade level room. These decisions are made by the members of IEP team who know the student's strengths and needs and identifies the least restrictive environment where the student can make meaningful progress.

The Nazareth Area School District utilizes the Response to Intervention model in the elementary and intermediate schools. All staff deliver the research-based programs to students who require it. This has allowed students who have disabilities to work in flexible grouping environments with non-disabled peers during intervention periods.

Academic support at the high school level, facilitated by paraprofessionals, may be included in a student's schedule instead of a study hall. This period helps students who may not require the support provided in inclusion, but may need assistance to complete independent work for higher level academic classes.

Students identified with emotional disturbance are educated in regular education classes. We have found that modeling appropriate behavior in the regular education environment has helped students identified with emotional disturbance to act more appropriately. Emotional support resource rooms are provided for students to deescalate and practice

coping skills. The students are able to process issues and return to the regular education class.

As previously noted, most students are placed in the regular education classroom. As noted in Indicator 5 we have students who are educated inside the regular education classroom less than 40% of the day; we were .7% above the state target of 8.0%. When reviewing our data, we have students at the high school level who require intense instruction from age 14 until they leave at age 21, and this instruction must be delivered in small groups. Due to block scheduling, students receiving instruction for two blocks in the small group setting are out of regular education classroom 50% of the time. Educating these students within our school district with typical peers has resulted in less out of district placements as confirmed by the graph in Indicator 5. Our district has a minimal number of students who require supports beyond what we are able to provide in the home school setting. In these cases, we partner with the Colonial Intermediate Unit 20 to place students in an appropriate classroom setting to meet their needs.

Students educated in programs outside of our district are encouraged to participate in extra-curricular activities, and transportation is available. When a student is matriculating back to the high school for academic classes, a period of transition is implemented. This allows the student to come back for half of a day and then move toward the full day back at the high school. We have found that this transition is crucial in the success of students moving from a supportive, structured, environment to a full day back at the home school with full academic demands. We also plan for a period of time where these students meet with a case manager or school counselor to help with the emotional adjustment to the high school setting.

Behavior Support Services

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

The school district policy on Positive Behavior Supports was board approved in 2010, and is in accordance with all state and federal requirements. This policy mandates the use of positive behavior supports for students enrolled in the district. All K-8 staff in the district have been trained by PaTTAN and the Colonial Intermediate Unit 20 on School Wide Positive Behavior Support (SWPBS) using theme based models. Skills are taught, modeled, and practiced at the beginning of each school year. These schools have a method of monitoring and reinforcing their individual plan. At this time, the SWPBS program was investigated but not implemented at the high school level.

In terms of support, a process has been developed 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 have received extensive training in the full Functional Behavioral Assessment process. These staff members have also received extensive training in developing individualized Positive Behavior Support Plans; continued monitoring and follow-up support of the process will be provided. This team of specialists are able to support regular education teachers as needed to meet the behavioral needs of the students in the regular education class. Continued training will occur on a differentiated basis to address the needs of all members of our staff.

In the event that a student requires adults to regulate his/her behavior in a more structured way, the Behavior Specialist is a trainer in Therapeutic Aggression Control Techniques (TACT-2) and provides training to district personnel. Staff will be updated annually through a refresher course.

All buildings have a crisis team that include school counselors, psychologists, nurses and administrators who can be activated when there has been a crisis situation within the school setting. We are able to utilize the support of the CIU20 flight team to help us with any unexpected crisis that occurs requiring more staff to counsel the students who are affected by the crisis.

The IU opened two behavioral health centers that treat students who have mental health needs and are being treated medically and/or therapeutically. These health centers are open in the evening so parents are able to take their child. These two locations are convenient for our student population to attend 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.

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.

If we are having difficulty ensuring FAPE for an individual student, we would first work with Colonial Intermediate Unit 20 to determine if they would be able to support the student through a current program and if not create a class. We have used therapeutic emotional support programs for our students who are not able to function in the district

classes. In this category, we have a low number of students spread across grade levels. CIU20 supports the students until they are able to return to the home school after an appropriate transition period.

We are working with Colonial IU 20 to provide a class for students who are on the Autism Spectrum that also have mental health concerns. We currently have two students in this situation who are in the secondary program. The Autistic Support class at Colonial Academy is best suited for the students and CIU 20 is working with us to expand their capacity to manage an increasing population. Many of these students do not require a dual partial hospitalization, but need a very structured setting where staff understands both autism and mental health.   We continue to have discussions at the district contact meetings to make sure that we are prepared for these situations.

When a student's needs are more intense than can be supported within the CIU 20, we work with the Approved Private Schools to find a placement that meets that individual student's educational and behavioral needs. This is done with the parents' consent and all placement options are explored to find one that best suits the student. If a student is unable to be placed immediately, we register that student through the Interagency process with the state. On occasion, we work with our local county team (CASSP) to meet the needs of students who require both academic and behavioral support outside of the home setting. Through this process all agencies supporting the student meet with the student and family, and find a way to support the student appropriately.

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 provides all students with a disability an appropriate educational experience. We provide varied opportunities for students to succeed and graduate with skills that match their transition goals based on their aptitude and achievement.

Our district has a long standing commitment to place students with disabilities in the Least Restrictive Environment with non-disabled peers whenever possible. We do not have self-contained learning support rooms in our schools. Students are pulled into a small group setting for specific programs and then moved back into the regular education setting. Students work on their functional academics in the regular education setting or in the learning support rooms for math and reading as appropriate.

Students at every grade level are supported throughout their day by a staff of

paraprofessionals. Ongoing training is provided to this group to ensure that they are able to provide adequate support for the students in both small group and in the regular education classrooms. A co-teaching model is used to support the regular education class when students' academic or behavioral needs are more significant.

In order to educate our staff, we provide ongoing training in the following areas: Behavior Modification, Executive Function Disorders, Social Skills, Anxiety, and Autism. Our trainings include the overview of how the disorder may present itself and provide strategies to help teachers support the students within the classroom and school setting. Trainings are provided in the form of after school professional development offerings that all staff are required to attend. Our Behavior Specialist provides support for behavior and a contracted psychologist provides all of the social skills overview and training for the staff. In house trainers and outside presenters are utilized to educate the staff.

Our regular education teachers are supported by the special education department and pupil service department. We have provided teacher trainings for all major disabilities, and we are in the process of forming new supports for teachers who have students with Executive Function Disorders such as ADHD and Autism. Support will be ongoing throughout the duration of this plan, and will focus on effective strategies to use in the classroom within the content area to help deliver instruction. We will be mapping out a three year training so that all teachers will gain the knowledge and become confident in the strategies to help these students succeed within the regular education class.

We have hired a Behavior Specialist who works with teams of teachers K-12 to help support students in the regular education environment by developing student behavior plans and providing strategies to minimize class disruptions. The use of these strategies allows students to remain in the regular education setting. We will continue to offer trainings to the regular education teachers in the areas of classroom management and behavior to minimize disruptions and increase student engagement. The behavior specialist will also provide 1-1 training and support for those teachers with challenging students in their classes.

In order to ease the transition fears that many of our families were experiencing, we arranged transition meetings for students who are moving between buildings in grades three, six and eight. We arrange an individual meeting with the family, the student, and the new case manager who will be working with their son or daughter. This is in addition to the transition meetings that all buildings hold for the incoming classes. At the high school level, we continue to meet the transition needs of our students by assigning a case manager, and school counselor to a student in ninth grade that remains with the student until graduation. This results in a transition plan that is monitored by one case manager over the students' high school career. This has resulted in more students being prepared for what they have determined as their post-secondary goal. A transition handbook will be developed this year for the families, staff, and students. The high school special education staff will provide

parent trainings in order to familiarize all parents with the transition process.

AIMSweb has been implemented across the buildings to benchmark and monitor students in the areas of reading fluency, reading comprehension, writing, mathematics application, and mathematics computation. AIMSweb is a web-based program for universal screening, progress monitoring, and data management. This is an accurate, continuous and direct student assessment. Student scores are stored and data is able to be viewed longitudinally. All special education teachers are using this as a common progress monitoring tool for academic goals that are below the eighth grade level.

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. Students meet in small groups and are progress monitored to determine if progress is being made over time. This support period also allows services such as speech/language and occupational therapy services to take place without students missing core curricular areas.

We are currently piloting TeachTown, a program that provides education software and solutions for children with autism. The focus of TeachTown is to address language, social and communication skills. This program provides a more intense language based instruction to the students using computer based technology to engage the students in language activities. As we move into year two, we will implement this at all buildings K-6.

Our contracted occupational therapy provider has implemented a program to help students learn the proper way to write and develop their fine motor skills. The district has fine-motor boxes in each kindergarten classroom which contain activities to develop fine motor skills for our younger children. This results in reduced number of referrals for occupational therapy. Pencil Power is a program that is used at the first grade level in the K-3 elementary buildings and helps students develop legible handwriting. It is presented in a six week cycle of 30 minute weekly interventions with additional practice. Most students exit after the first six weeks, but if needed another cycle will begin. If after two cycles, the student is still not producing legible handwriting a referral is made for an occupational therapy evaluation.

The district has implemented the Words Their Way Spelling program in all K-6 special education classrooms. This program specifically supports the PA Core Standards, with emphasis on reading more complex literary and informational texts. Words Their Way aligns spelling development into five research-based stages. The program allows teachers to specifically align their students' lists directly in the stage they are currently at and build their word study to the next level.

Students in the K-3 levels are currently using the Reading Mastery program in the supplanted language arts/reading classes. The Reading Mastery program addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency,

vocabulary, and comprehension. This program helps students develop decoding, word recognition, and comprehension skills that transfer to other subject areas. Ongoing assessments and specific guidelines for remediation help teachers make effective instructional decisions, and the strategy-based instruction allows students to learn more efficiently.

The majority of our students in grades 4-12 with disabilities receive their reading and writing instruction in the regular education class using the general education curriculum. However, the students who require reading instruction out of the scope of the general education program receive intensive daily instruction using one of two research based programs: READ 180 or SRA Corrective Reading. READ 180 is a program that is designed to directly address individual needs through adaptive instructional software, high interest fiction and nonfiction, and direct instruction in reading and writing skills. The program provides daily literacy instruction in phonics and decoding skills, word recognition, reading fluency, vocabulary development, comprehension, and spelling. The SRA Corrective Reading program focus on the following: word analysis, vocabulary development, reading accuracy, fluency and comprehension. The success of both programs is evident by the increase in reading levels, and proficiency levels on the building benchmarks and the PSSA.

The high school created year-long English courses for students in grades 9 and 10, in addition to a year-long Algebra I course for students who need more time to cover the material. The English, math and science departments have also created interventions for students who are taking the Keystone Exams, which include after school and Saturday sessions. Students utilize the Study Island program in these three content areas to reinforce skills that are taught in the classroom. The Learning Support teachers and associates work with students during Eagle Block to assist in remediation.

The high school offers a variety of opportunities for students to guide them towards their transition goals. Students who have a goal of employment in a trade skill may attend the Career Institute of Technology or Bethlehem Area Vocational-Technical School. Students who have a goal of employment immediately after graduation may participate in the work program where job coaching opportunities are available through the community. Any student who is looking to attend a 4 year college after graduation from high school may participate in the Dual-Enrollment program located at local colleges.

We are continuing to deliver a social skills program for our students K-12. The research-based programs have been shared through professional development with school staff members such as classroom teachers, special education teachers, school counselors, speech therapists and paraprofessionals. We have trained parents in the evening on the programs and continue to send home every lesson for reinforcement at home after it is completed. As a result, these individuals are able to use the language of the program to encourage students in a way that promotes the skills taught in small groups throughout the entire day. We have partnered with other clubs so that the students receiving social skills training have the

opportunity to use the skills with typical peers in an actual social situation during the day.

The Best Buddies program at the middle and high school promote peer acceptance and understanding of all students with disabilities. Student mentors are paired with students with disabilities and together they participate in a variety of activities throughout the year. These activities include informal gatherings within the school, as well as organized social activities in the community. For the last few years, we have held a dime carnival where the students are able to practice social skills, academic skills and be involved helping young children have fun. We are participating in the Sprout Film Festival as a group and will continue to choose films to be shown at the Festival in April. The district supports attendance by providing transportation.

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

- 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	3
Washington Elementary School	Neighboring School Districts	CIU20 Autistic Support	1
Northampton Middle School	Neighboring School Districts	CIU20 Autistic Support	2
Nazareth Area Intermediate School	Other	CIU20 Autistic Support	1
Palmer Elementary School	Neighboring School Districts	CIU20 Emotional Support	2
Nazareth Area Middle School	Other	CIU20 Life Skills Support	1
CIU20 Rotation Class	Neighboring School Districts	CIU20 Life Skills Support	5
Nazareth Area Middle School	Other	CIU20 Emotional Support (Partial)	2
Nazareth Area High School	Other	CIU20 Autistic Support	3
Bushkill Elementary School	Other	CIU20 Autistic Support	4
Saucon Valley Intermediate School	Neighboring School Districts	CIU20 Physical Support	1
Colonial Academy	Neighboring School Districts	CIU20 Autistic Support	3
Bethlehem Area Vocational Technical School	Neighboring School Districts	CIU20 Emotional Support (Partial)	1
Freedom High School	Neighboring School Districts	CIU20 Emotional Support (Partial)	3
Easton Area Middle School	Neighboring School Districts	CIU20 Emotional Support	1
Moore Elementary School	Neighboring School Districts	IU20 Emotional Support	1
Clearview Elementary	Neighboring School Districts	CIU20 Multiple Disability Support	2
Avona Elementary School	Neighboring School Districts	CIU20 Life Skills Support	1
Marvine Elementary	Neighboring School Districts	CIU20 Autistic Support	1
George Wolf Elementary	Neighboring School Districts	CIU20 Life Skills Support	1
Pleasant Valley High School	Neighboring School Districts	CIU20 Emotional Support (Partial)	2
Easton Area High School	Neighboring School Districts	CIU20 Emotional Support (Partial)	3

Pen Argyl Area High School	Neighboring School Districts	CIU20 Life Skills Support	2
Northampton Area High School	Neighboring School Districts	CIU20 Physical Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	0.5
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.5

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.5
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.5
Nazareth Area Middle School	A Middle School	A building in which General	Supplemental (Less Than 80%	Learning Support	12 to 15	8	0.5

	Building	Education programs are operated	but More Than 20%)				

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	12	0.5
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.5

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	7	0.5
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	7	0.5

Program Position #6

Operator: School District

PROGRAM SEGMENTS

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

Program Position #7

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	12	0.5
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.5

Program Position #8

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shafer Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	42	1

Justification: The speech therapist services students from Kindergarten through 3rd grade, however does not see the students during the same therapy sessions.

Program Position #9

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	17	0.5
Nazareth Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.5

Program Position #10

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bushkilll and Lower Nazareth Elementary	An Elementary	A building in which General	Itinerant	Speech and Language	5 to 9	48	1

Schools	School Building	Education programs are operated		Support			

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.

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	16	1

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	17	0.5
Nazareth Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.5

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	45	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education	Itinerant	Learning Support	17 to 21	16	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		programs are operated					

Program Position #15
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	3	0.5
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	0.5

Program Position #16
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	1

Program Position #17
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	22	1

Program Position #18
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	7	0.5

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	1	0.5

Program Position #19

    Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	10	0.3
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	24	0.4
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 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.

Program Position #20

    Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shafer Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	1

Program Position #21

    Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	16	0.5
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.5

	School Building	General Education programs are operated					
Bushkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.5

Program Position #26
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 20	23	0.5
Justification: 2 students age 20 attend the Career Institute of Technology for vocational programs, but remain on the caseload for transition continuity.							
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.5

Program Position #27
Operator: School District
PROGRAM SEGMENTS

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

Program Position #28
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	19 to 20	3	0.5

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		operated					
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.5

Program Position #29
 Operator: School District
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Nazareth Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	4	0.5
Lower Nazareth Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	2	0.5

Program Position #30
 Operator: School District
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	14	1

Program Position #31
 Operator: School District
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shafer and Bushkill Elementary Schools	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.4
Nazareth Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 12	1	0.2
Nazareth Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 15	1	0.2

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 18	1	0.2

Program Position #32
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nazareth Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	15	1
Justification: Students are included in regular education for all academic subjects and sees case manager individually as needed for support.							

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	0.5
School Counselor	Bushkill Elementary	0.5
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

Record School Patterns

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

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:

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

1. The district exceeds the state's percentage of proficient and advanced in math. In the 2013-2014 school year the NASD percent proficient and advanced was 86.2% the States proficient and advanced was 73.3%. This is a 12.9% difference.

2. The district exceeds the state's percentage of proficient and advanced in reading. In the 2013-2014 school year the NASD percent proficient and advanced was 81.5% the States proficient and advanced was 69.4%. This is a 12.1% difference.

3. The district exceeds the state's percentage of proficient and advanced in science. In the 2013-2014 school year the NASD percent proficient and advanced was 81.1% the States proficient and advanced was 67.6%. This is a 13.5% difference.

Accomplishment #2:

Over the last three years the NASD has improved its Science PSSA performance level resulting in 16.7% increase.

- 2014: 89.4%

- 2013: 85.4%

- 2012: 72.7%

○ 3-year difference: 16.7%

Accomplishment #3:

- In both reading, math and writing, student performance increased significantly from grade 6 to 7 (12% increase) in 2014.

- In grade 7 and 8 math, grade 8 reading and grade 4 science, our students were greater than 90% proficient on the PSSA in 2014.

Accomplishment #4:

- In every PSSA math reporting category in every grade level, the district exceeded the state average number of problems correct for that category.

- In every PSSA writing reporting category in every grade level, the district exceeded the state average number of problems correct for that category.

- In every PSSA science reporting category in every grade level, the district exceeded the state average number of problems correct for that category.

- In every PSSA reading reporting category in every grade level, the district exceeded the state average number of problems correct for that category.

Accomplishment #5:

- In the Reading for Meaning-Fiction assessment anchor, the 2014 Keystone English Literature percent of students proficient or advanced improved by 6% from 2013 to 2014.

- In 2 of the 6 Algebra I Keystone anchors, the percent of students proficient or advanced increased from 2013 to 2014.

- In 6 of the 8 Biology Keystone anchors, the percent of students proficient or advanced increased from 2013 to 2014.

Accomplishment #6:

- In all science subjects tested (grade 4 and grade 8 PSSA Science and Keystone Biology), the Nazareth Area School District was excelling (Adequate Achievement, Positive Growth.)

- In grade 6 and 7 math, NAMS Algebra I, the Nazareth Area School District was excelling (Adequate Achievement, Positive Growth.)

- In Reading, grades 6-8 PSSA Reading and Keystone Literature, the Nazareth Area School District (Adequate Achievement, Positive Growth)

- In PSSA Writing, grade 8, the NASD was excelling (Adequate Achievement, Positive Growth)

Accomplishment #7:

- Grades 6 and 7 across all subject areas, including the Historically Underperforming subgroup analysis, met or exceeded the PA Academic Growth standards for all performance levels.

- In all three Keystone subject areas, including the Historically Underperforming subgroup analysis, met or exceeded the PA Academic Growth standards for all performance levels.

Accomplishment #8:

Nazareth Area High School offers 16 different Advanced Placement Courses.

- In 15 out of the 16 AP courses offered the Nazareth Area High School out-performed the state in percent of AP students earning a score of 3 or higher.

- In AP US History, our students out-performed the state population by almost 30% over the last three years.

Accomplishment #9:

In Mathematics, Reading and Science, the Nazareth Area High School graduating class of 2014 who took the ACT out-performed the state in percentage of students in the combined upper three College Readiness Score ranges which indicate college readiness (above benchmark).

District Concerns

Concern #1:

The district shows disparities from grade to grade amongst all four subgroups (IEP, Economically Disadvantaged, English Language Learner and Historically Underperforming) in all four PSSA subject areas.

The district shows the most significant disparities across all four PSSA subject areas between the IEP sub-group and the entire district population.

Concern #2:

All three Keystone subject areas showed a disparity between the aggregate population and the IEP, Economically Disadvantaged, English Language Learner and Historically Underperforming subgroups.

Concern #3:

In grades 4, 5 and 8 PSSA Math, the NASD was slipping (Adequate Achievement, Negative Growth)

In grades 4 and 5 PSSA Reading for 2014, the NASD was slipping (Adequate Achievement, Negative Growth)

In grade 5 PSSA Writing for 2014, the NASD was slipping (Adequate Achievement, Negative Growth)

Concern #5:

In general, grades 5 and 8 across all subject areas, including the Historically Underperforming subgroup analysis, showed more performance levels that did not meet the PA Academic Growth standards.

Concern #6:

In AP Statistics, the percentage of students scoring a 3 or higher on the exam was lower than the state population for 2011-2012, 2012-2013 and the 2013-2014 school year.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

> **Aligned Concerns:**
>
> > The district shows disparities from grade to grade amongst all four subgroups (IEP, Economically Disadvantaged, English Language Learner and Historically Underperforming) in all four PSSA subject areas.
> >
> > The district shows the most significant disparities across all four PSSA subject areas between the IEP sub-group and the entire district population.
> >
> > ---
> >
> > All three Keystone subject areas showed a disparity between the aggregate population and the IEP, Economically Disadvantaged, English Language Learner and Historically Underperforming subgroups.
> >
> > ---
> >
> > In grades 4, 5 and 8 PSSA Math, the NASD was slipping (Adequate Achievement, Negative Growth).
> >
> > ---
> >
> > In grades 4 and 5 PSSA Reading for 2014, the NASD was slipping (Adequate Achievement, Negative Growth).

In grade 5 PSSA writing for 2014, the NASD was slipping (Adequate Achievement, Negative Growth).

In general, grades 5 and 8 across all subject areas, including the Historically Underperforming subgroup analysis, showed more performance levels that did not meet the PA Academic Growth standards.

In AP Statistics, the percentage of students scoring a 3 or higher on the exam was lower than the state population for 2011-2012, 2012-2013 and the 2013-2014 school year.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA eMetric for PSSA areas (math, ELA, science)

Keystone eMetric for Keystone areas (Alg I, Bio and Lit).

PVAAS Scatter Plots

Specific Targets: By 2018 the historically disadvantaged subgroups in grades 3-8 will show an increase of 8.67%, a 2.89% increase per year over the course of 3 years, in performance on the PSSA for mathematics.

By 2018 the historically disadvantaged subgroups in grades 3-8 will show an increase of 10%, a 3.33% increase per year over the course of 3 years, in performance on the PSSA for ELA.

Type: Annual

Data Source: PSSA eMetric for PSSA areas (math, ELA, science)

Keystone eMetric for Keystone areas (Alg I, Bio and Lit).

PVAAS Scatter Plots

Specific Targets: By 2018 the historically disadvantaged subgroups in grades 4 and 8 will show an increase of 7.26%, a 2.42% increase per year over the course of 3 years, in performance on the PSSA for science.

Type: Annual

Data Source: Keystone eMetric for Keystone areas (Alg I, Bio and Lit).

PVAAS Scatter Plots

Specific Targets: By 2018 the historically disadvantaged subgroups will show an increase of 17.25%, a 5.75% increase per year over the course of 3 years, in performance on the Algebra I Keystone.

By 2018 the historically disadvantaged subgroups will show an increase of 15.75%, a 5.25% increase per year over the course of 3 years, in performance on the Literature Keystone.

Type: Annual

Data Source: Keystone eMetric for Keystone areas (Alg I, Bio and Lit).

PVAAS Scatter Plots

Specific Targets: By 2018 the historically disadvantaged subgroups will show an increase of 18.24%, a 6.08% increase per year over the course of 3 years, in performance on the Biology Keystone.

Strategies:

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

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

> **SAS Alignment:** Assessment, Instruction

Instructional Coaching

> **Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

> **SAS Alignment:** Instruction

Implementation Steps:

Data-Informed Instruction

> **Description:**

- Utilize NASD data warehousing tools (internal databases and Performance Plus database) to provide teachers with student performance data on all norm-referenced and criterion-referenced assessments available for all student groups with particular attention given to the historically underperforming sub-groups.
- Evaluate student performance data to determine student groups at risk.
- Provide teacher with professional development on the systematic evaluation, use of data to make instructional decisions, and implementation of research-based instructional practices that meet the needs of struggling learners at the classroom level.
- Utilize instructional coaches/specialists to model best practices for struggling learners.

Start Date: 6/15/2015   **End Date:** 9/3/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

- Instructional Coaching

Instructional Coaching/Specialists

Description:

The purpose of the Instructional Coaching Model is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008).

- Support the implementation of effective instructional strategies in the classroom through collaborating, co-planning, modeling, and co-teaching.
- Build teacher capacity with working with intervention groups for short periods of time in elementary and intermediate classrooms.
- Promote implementation of PA Core Standards through adopted curricula including: facilitating better understanding of the structure of the written, taught, and tested curriculum and unpacking standards to guide the identification of essential knowledge and skills.
- Facilitate conversations using data to drive instructional decisions.
- Engage teachers in reflective thinking while looking at their own instructional practices critically and analytically.
- Design and facilitate effective professional learning opportunities around best practices.

Start Date: 6/15/2015   **End Date:** 9/3/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching

Start	End	Title	Description
6/15/2015	9/3/2018	Data-Informed Instruction	• Utilize NASD data warehousing tools (internal databases and Performance Plus database) to provide teachers with student performance data on all norm-referenced and criterion-referenced assessments available for all student groups with particular attention given to the historically underperforming sub-groups. • Evaluate student performance data to determine student groups at risk. • Provide teacher with professional development on the systematic evaluation, use of data to make instructional decisions, and implementation of research-based instructional practices that meet the needs of struggling learners at the classroom level. • Utilize instructional coaches/specialists to model best practices for struggling learners.

Person Responsible	SH	S	EP	Provider	Type	App.

District Education Programming Department	1.5	3	30	Nazareth Area School District	School Entity	Yes

Knowledge

- Use NASD data warehousing tools (internal databases and Performance Plus database) access student performance data on all norm-referenced and criterion-referenced assessments available for all student groups with particular attention given to the historically underperforming sub-groups.

- Evaluate student performance data to determine student groups at risk.

- Research and implement best-practices for supporting struggling learners

Supportive Research

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

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio

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

Chief School Administrator

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.

Affirmed by Therese Myers on 6/26/2014

Board President

Affirmed by Therese Myers on 6/26/2014

Chief School Administrator