

Northwest Area SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

243 Thorne Hill Rd
Shickshinny, PA 18655-9201
(570) 542-4126
Superintendent: Dr. Ronald Grevera
Director of Special Education: Ms. Jennifer Oiler

Planning Process

The Northwest Area School District will work collaboratively with board members, principals, teachers, parents, business persons, and community leaders to develop the strategic plan over the course of the 2012-2013 school year. Meetings will be conducted in the high school library.

The Comprehensive Planning Committee will be led by the District Superintendent, Dr. Ronald Grevera and assisted by Mr. Joseph Rasmus, Assistant Secondary Principal. Most meetings will occur in the high school library and in the district office board room.

The District Vision, Mission, Shared Values, and Educational Community sections will be addressed by the various stakeholders in the community such as Principals, Director of Special Education, Director of Technology, Board Members, Parents, Business Leaders, and Community Leaders.

The Core Foundations will be led by the district superintendent and principals with assistance from teachers. All district stakeholders will participate in the comprehensive planning process through both day and evening meetings to address the state standards, implementation of the common core into district curriculum, instruction, assessment, safe and supportive schools, materials and resources, and professional education.

The Special Education component of the Comprehensive Planning Process will be led by the District Director of Special Education, Ms. Jennifer Oiler. Parents of special education students, special education teachers, board members, and community members will revise the Special Education Plan evident in the former Strategic Plan.

Mission Statement

In collaboration with family and community partners, the Northwest Area School District provides a continuum of services that support ALL students to realize their fullest potential through academically rigorous and relevant programs of study.

Vision Statement

For all students to demonstrate college or career readiness, critical thinking, and the skills to meet and exceed the demands of a globally diverse society as responsible citizens in the 21st century.

Shared Values

Through continued professional development and implementation of professional learning communities the Northwest Area School District will continue to increase teacher collaboration.

Areas of focus will be differentiated instruction and curricular development as we strive to educate students based on their individual learning needs.

The Northwest Area School District will continue to provide technology resources to all students in the district.

Continued development of a Comprehensive Career Development Model.

The school district implemented the Olweus Bullying Prevention Program. Students and parents have the ability to report bullying incidents through the internet to their building principal.

Educational Community

The Northwest Area School District consists of the Borough of Shickshinny, Union Township, Huntington Township, Fairmount Township, Hunlock Township, and New Columbus Borough. The school district is characterized as a small rural school district.

The school district currently operates and maintains three buildings: The Primary School which houses grades K-2 is located in Huntington Township (formerly called Huntington Mills Elementary which was a K-6 Elementary School). The Intermediate School which houses grades 3-6 is located in

Hunlock Township (formerly called Hunlock Creek Elementary which was a K-6 Elementary School). The Northwest Area Senior High and Middle School is located in Union Township which houses grades 7-12.

The Northwest Area School District is a rural school district and is the smallest school district in Luzerne County. The school district is the largest employer in the area and has an extremely limited tax base due to the rural nature of the district and that no major industry is evident. Currently the district serves a population of 1100 students K-12. Almost 40% of the students of the school district are considered economically disadvantaged. Many students leave the boundaries of the school district to obtain employment as a result of the limited job opportunities.

The Northwest Area High School is the hub of the community as a number of extra-curricular opportunities are available for students such as band, chorus, adventure club, as well as a number of sports programs such as basketball, football, baseball, soccer (at another local school), wrestling (at another local school),

Planning Committee

| Name | Role |
|-------------------------|---|
| Mrs. Diana Antolik | Elementary School Teacher - Regular Education |
| Mrs. Patti Axtell | Elementary School Teacher - Regular Education |
| Mr. James Bach | Business Representative |
| Mrs. Ashley Bach-Holmes | Parent |
| Ms. Desiree Borris | Middle School Teacher - Regular Education |
| Mrs. Amy Carle | Community Representative |
| Lisa Gasper | Ed Specialist - School Counselor |
| Dr. Ronald Grevera | Administrator |
| Mrs. Nichole Ide | Community Representative |
| Mr. Vito Malacari | Secondary School Teacher - Regular Education |
| Mr. Matthew Mills | Secondary School Teacher - Regular Education |
| Mr. Daryl Morgan | Business Representative |
| Mr. Mike Nardelli | Ed Specialist - School Counselor |
| Ms. Jennifer Oiler | Special Education Director/Specialist |
| Mr. Joseph Rasmus | Administrator |
| Mrs. Grace Sorber | Parent |
| Mrs. Kathy Wychock | Middle School Teacher - Regular Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

| Standards | Mapping | Alignment |
|---|-------------------|-------------------|
| Arts and Humanities | Developing | Needs Improvement |
| Career Education and Work | Accomplished | Developing |
| Civics and Government | Needs Improvement | Developing |
| Common Core Standards: English Language Arts | Accomplished | Accomplished |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Needs Improvement | Accomplished |
| Common Core Standards: Mathematics | Accomplished | Accomplished |
| Economics | Developing | Needs Improvement |
| Environment and Ecology | Developing | Needs Improvement |
| Family and Consumer Sciences | Developing | Needs Improvement |
| Geography | Accomplished | Developing |
| Health, Safety and Physical Education | Needs Improvement | Developing |
| History | Needs Improvement | Developing |
| Science and Technology and Engineering Education | Needs Improvement | Needs Improvement |
| Alternate Academic Content Standards for Math | Needs Improvement | Needs Improvement |
| Alternate Academic Content Standards for Reading | Needs Improvement | Needs Improvement |
| American School Counselor Association for Students | Non Existent | Non Existent |
| Early Childhood Education: Infant-Toddler→Second Grade | Not answered | Not answered |
| English Language Proficiency | Non Existent | Non Existent |
| Interpersonal Skills | Non Existent | Non Existent |
| School Climate | Non Existent | Non Existent |

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

Arts and Humanities (NI/A)--Currently, the NASD employs a Music Teacher who instructs the primary level students. However, primary students do not have access to a certified Art teacher. Students have limited exposure to art within the core subject area classes. Civics and Government (NI/M)--NASD has not completed its primary Social Studies curriculum to date. Economics (NI/A)---Currently, primary students have access to a robust Economics curricula within the context of Junior Achievement. However, a more concerted and focused approach to aligning activities to the Economics standards is needed. Environment and Ecology (NI/A)--Students receive Environment/Ecology instruction inconsistently across primary grade-levels. We are currently exploring options to provide teachers with training in FOSS and STC kits to improve systemically. FCS (NI/A) Students have access to activities that reflect the FCS standards. However, FCS standards are not available in SAS on the primary level. Health, History, Literacy, Science and Technical Subjects (NI/M)--Instructional activities relate to the standards in each of these content areas. However, the NASD needs to develop their written standards-aligned curricula in these designated areas. Moreover, the district needs to examine its scheduling practices in order to remove barriers to consistent standards-aligned instructional practices. Science and Technical Subjects (NI/A)--The NASD needs to provide updated training and professional development in FOSS and STC kits, so that students receive consistent science education across and within all grade levels. Alternative Math and Reading Standards (NI/M/A)---Beginning with the 2012 school year, NASD students with severe/profound disabilities have returned to their neighborhood school to receive instruction. In the Summer 2012, teachers met to develop tentative curricular maps upon which instruction follows. However, NASD plans to dedicate time for the development of a standards-aligned curricula that incorporates the alternative Math and Reading standards as we progress into the 2013-2014 school year. The American School Counseling Standards, Interpersonal Skills, and School Climate (NE/M/A)--The primary guidance counselors do not provide instruction that is aligned to the Safe and Supportive School Standards. Moreover, curricula in this area has not been developed. ELL (NE/M/A)--Currently, the primary school does not possess nor serve any English Language Learner students.

Elementary Education-Intermediate Level

| Standards | Mapping | Alignment |
|---|-------------------|-------------------|
| Arts and Humanities | Developing | Needs Improvement |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Needs Improvement | Accomplished |
| Common Core Standards: English Language Arts | Accomplished | Accomplished |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Needs Improvement | Developing |
| Common Core Standards: Mathematics | Accomplished | Accomplished |
| Economics | Needs Improvement | Developing |
| Environment and Ecology | Needs Improvement | Accomplished |
| Family and Consumer Sciences | Developing | Developing |
| Geography | Needs Improvement | Developing |

| | | |
|--|-------------------|--------------|
| Health, Safety and Physical Education | Needs Improvement | Developing |
| History | Needs Improvement | Accomplished |
| Science and Technology and Engineering Education | Needs Improvement | Developing |
| Alternate Academic Content Standards for Math | Non Existent | Non Existent |
| Alternate Academic Content Standards for Reading | Non Existent | Non Existent |
| American School Counselor Association for Students | Non Existent | Non Existent |
| English Language Proficiency | Non Existent | Non Existent |
| Interpersonal Skills | Non Existent | Developing |
| School Climate | Non Existent | Developing |

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

Arts and Humanities (NI/A)--Currently, the NASD employs a Music Teacher who instructs the Intermediate level students. However, Intermediate-level students do not have access to a certified Art teacher. Students have limited exposure to art within the core subject area classes. Civics and Government (NI/M)--NASD has not completed its Intermediate Social Studies curriculum to date. However, NASD Intermediate students are readily exposed to Social Studies standards and competencies within the instructional setting. Economics (NI/M)---Currently, Intermediate students have access to robust Economics instruction within the context of Junior Achievement and Biztown. However, a more concerted and focused effort is necessitated to cultivate a Social Studies curricula within which Economics standards are embedded. Environment and Ecology (NI/M)--Students receive consistent Environment/Ecology instruction across all Intermediate grade-levels. However, NASD needs to cultivate a standards-aligned Science curricula for ALL grade levels. Geography (NI/M)--Students receive Social Studies instruction within which considerable attention is given to Geography competencies and skills. Therefore, NASD must cultivate a standards-aligned Social Studies curricula within which Geography standards are embedded. Health, Literacy in History, Science, and Technical Subjects (NI/M)--Instructional activities relate to the standards in each of these content areas. However, the NASD needs to develop their written standards-aligned curricula in these designated areas. Moreover, the district needs to examine its scheduling practices in order to remove barriers to consistent standards-aligned instructional practices. Science and Technical Subjects (NI/M)--The NASD needs to provide updated training and professional development in FOSS and STC kits, so that students receive consistent science education across and within all grade levels. The NASD needs to develop a consistent approach to Science and Technology instruction across. Moreover, the NASD needs to cultivate a standards-aligned Science and Technology curricula upon which consistent instruction is based. Alternative Math and Reading Standards (NI/M/A)---Beginning with the 2012 school year, NASD students with severe/profound disabilities have returned to their neighborhood school to receive instruction. In the Summer 2012, teachers met to develop tentative curricular maps upon which instruction follows. However, NASD plans to dedicate time for the development of a standards-aligned curricula that incorporates the alternative Math and Reading standards as we progress into the 2013-2014 school year. The American School Counseling Standards, Interpersonal Skills, and School Climate (NE/M/A)--The Intermediate guidance counselors do not provide instruction that is aligned to the Safe and Supportive School Standards.

Moreover, curricula in this area has not been developed.ELL (NE/M/A)--Currently, the school does not possess nor serve any English Language Learner students.

Middle Level

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

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

Arts and Humanities (NI/M)--NASD needs to commit resources in order to cultivate a Common Core Arts and Humanities Standards-Aligned curriculum within which PA CC Mathematics and ELA standards are embedded for every discipline. Civics and Government; Economics; FCS; Geography; Health, Safety, Physical Education; History; Literacy in History, Science, and Technology; Interpersonal; Social Skills; and World Language (NI/M)--NASD has not completed its Middle School curricula in the aforementioned discipline areas to date. However, NASD Middle School students are readily exposed to instructional activities which are aligned and reinforce discipline specific

standards.Literacy in History, Science, and Technology (NI/A)--Currently, NASD has begun to implement literacy across ALL content areas. District Lesson plans in all content areas must include both Mathematics and ELA standards. However, additional professional development opportunities need to be offered to faculty and accountability measures need to be determined.Alternative Math and Reading Standards (NI/M/A)---Beginning with the 2012 school year, NASD students with severe/profound disabilities have returned to their neighborhood school to receive instruction. In the Summer 2012, teachers met to develop tentative curricular maps upon which instruction follows. However, NASD plans to dedicate time for the development of a standards-aligned curricula that incorporates the alternative Math and Reading standards as we progress into the 2013-2014 school year.The American School Counseling Standards, Interpersonal Skills, and School Climate (NI/M/A)--Currently, NASD Guidance personnel deliver instruction which correlates to the Safe and Supportive School standards as well as the Career and Work Standards. However, NASD needs to develop a systemic plan to implement the OLWEUS curriculum across ALL grade levels and content areas with fidelity and consistency. ELL (NE/M/A)--Currently, the school does not possess nor serve any English Language Learner students.

High School Level

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

| | Improvement | Improvement |
|----------------|-------------------|-------------|
| World Language | Needs Improvement | Developing |

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

Arts and Humanities (NI/M)--NASD needs to commit resources in order to cultivate a Common Core Arts and Humanities Standards-Aligned curriculum within which PA CC Mathematics and ELA standards are embedded for every discipline. Civics and Government; Economics; FCS; Geography; Health, Safety, Physical Education; History; Literacy in History/Social Studies, Science, and Technical Subjects; Interpersonal; Social Skills; and World Language (NI/M)--NASD has not completed its High School curricula in the aforementioned discipline areas to date. However, NASD High School students are readily exposed to instructional activities which are aligned and reinforce discipline specific standards. Economics (NI/A)--Currently, NASD does not offer Economics as a stand-alone Social Studies elective. Although, Social Studies teachers across the grade levels deliver instruction that is aligned to the Economics standards. However, the students' exposure is inconsistent across grade levels. Health, Safety, and Physical Education (NI/A) The NASD is currently in the process of assessing its practices with regards to the safety of its students and staff in all building settings. Many vulnerabilities have been identified. The district is in the process of prioritizing the identified concerns in order to develop an action plan. Consequently, the NASD needs to implement safety practices uniformly across ALL district settings in order to protect the safety and welfare of all constituents. Literacy in History, Science, and Technology (NI/A)--Currently, NASD has begun to implement literacy across ALL content areas. District Lesson plans in all content areas must include both Mathematics and ELA standards. However, additional professional development opportunities need to be offered to faculty and accountability measures need to be determined. Alternative Math and Reading Standards (NI/M/A)---Beginning with the 2012 school year, NASD students with severe/profound disabilities have returned to their neighborhood school to receive instruction. In the Summer 2012, teachers met to develop tentative curricular maps upon which instruction follows. However, NASD plans to dedicate time for the development of a standards-aligned curricula that incorporates the alternative Math and Reading standards as we progress into the 2013-2014 school year. Interpersonal Skills, and School Climate (NI/M/A)--NASD However, NASD needs to develop a systemic plan to implement the OLWEUS curriculum across ALL grade levels and content areas with fidelity and consistency. ELL (NE/M/A)--Currently, the school does not possess nor serve any English Language Learner students.

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. | Developing |
| 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. | Developing |

Processes used to ensure Accomplishment:

The NASD had undergone an exhaustive curriculum writing initiative whereby primary school teachers worked in collaboration to create a curriculum which is aligned to the ELA and Mathematics Common Core standards, PA Common Core Eligible Content Anchors, instructional objectives, instructional activities, assessments, tier 2 and 3 language, and instructional time within which the competencies will be focused. The NASD has implemented new lesson plan criteria that ensures that lesson plans are developed in a manner which is consistent with district curriculum and the Danielson Model for Teacher Effectiveness. Lastly, NASD is a Phase II Teacher Effectiveness Model for Evaluation School. Consequently, 10% of all district faculty will be evaluated with the new PDE evaluation tool and process.

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. | Developing |
| Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified. | Accomplished |
| The relationship between the objectives of a planned course, | Accomplished |

| | |
|--|------------|
| instructional unit or interdisciplinary studies and academic standards are identified. | |
| Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. | Developing |

Processes used to ensure Accomplishment:

The NASD had undergone an exhaustive curriculum writing initiative whereby Intermediate school teachers worked in collaboration to create a curriculum which is aligned to the ELA and Mathematics Common Core standards, PA Common Core Eligible Content Anchors, instructional objectives, instructional activities, assessments, tier 2 and 3 language, and instructional time within which the competencies will be focused. The NASD has implemented new lesson plan criteria that ensures that lesson plans are developed in a manner which is consistent with district curriculum and the Danielson Model for Teacher Effectiveness. Lastly, NASD is a Phase II Teacher Effectiveness Model for Evaluation School. Consequently, 10% of all district faculty will be evaluated with the new PDE evaluation tool and process.

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. | Developing |
| 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. | Developing |

Processes used to ensure Accomplishment:

The NASD had undergone an exhaustive curriculum writing initiative whereby Middle School teachers worked in collaboration to create a curriculum which is aligned to the ELA and Mathematics Common Core standards, PA Common Core Eligible Content Anchors, instructional objectives, instructional activities, assessments, tier 2 and 3 language, and instructional time within which the competencies will be focused. The NASD has implemented new lesson plan criteria that ensures that lesson plans are developed in a manner which is consistent with district curriculum and the Danielson Model for Teacher Effectiveness. Lastly, NASD is a Phase II Teacher Effectiveness Model for Evaluation School. Consequently, 10% of all district faculty will be evaluated with the new PDE evaluation tool and process.

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. | Developing |
| 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. | Developing |

Processes used to ensure Accomplishment:

The NASD had undergone an exhaustive curriculum writing initiative whereby the high school teachers worked in collaboration to create a curriculum which is aligned to the ELA and Mathematics Common Core standards, PA Common Core Eligible Content Anchors, instructional objectives, instructional activities, assessments, tier 2 and 3 language, and instructional time within which the competencies will be focused. The NASD has implemented new lesson plan criteria that ensures that lesson plans are developed in a manner which is consistent with district curriculum and the Danielson Model for Teacher Effectiveness. Lastly, NASD is a Phase II Teacher Effectiveness Model for Evaluation School. Consequently, 10% of all district faculty will be evaluated with the new PDE evaluation tool and process.

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 Northwest Area School District Lesson Plan parameters include a domain for differentiation. Consequently, Northwest Area teachers must develop lesson plans that include differentiated instructional activities and objectives that address the various learning abilities and learning proclivities of ALL students. Moreover, the Northwest Area School District provides students with a continuum of learning opportunities that serve a variety of learning needs and abilities. Currently, the Northwest Area School District

provides Gifted Instruction, Itinerant Learning Support, Supplemental Learning Support, Full-Time Learning Support, Emotional Support, Career and Technical Education, and a variety of support services which include, but are not limited to: Occupational Therapy, Physical Therapy, Speech/ Language Services, Vision and Hearing Services, and Interagency Counseling as well. At this time, the district offers a diversified ELA and Math sequence from which students can choose courses that range greatly in rigor and focus such as Dual enrollment, AP courses, Intensive-Level courses, Grade-Level courses, and Essential-Level courses.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

District Building Principals formally evaluate ALL teachers who possess an Instructional Level II certification at least once per year. Moreover, NASD building principals formally evaluate ALL teachers who possess an Instructional Level I certification at least twice per instructional year. Additionally, the building principals engage in informal classroom observations throughout the instructional year. The building principals utilize walk-through tools that are aligned with the four domains of the Danielson Model for Teacher Effectiveness. Also, the building administrators will evaluate 10% of district teachers with the new model of Teacher Effectiveness. The Northwest Area School District revised its lesson plan guidelines for the 2012-2013 school year. The lesson plan guidelines ensure that teachers submit their lesson plans electronically three days in advance of instruction thus enabling the learning support teachers, educational professionals, and administrators access to lessons.

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

The Northwest Area School District plans to continue to maintain the Professional Learning Community model at the Northwest Area Senior High and Middle School. Additionally, the Northwest Area School District plans to implement the Professional Learning Community model in its Primary and Intermediate School settings to ensure systemic consistency. The Professional Learning Community (PLC) model affords teachers with opportunities to: develop collegiality; collaborate on district initiatives; monitor student(s) behaviors; and cultivate instructional opportunities that meet the needs of ALL learners.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

The Northwest Area School District has recently appointed a Gifted Coordinator for the elementary setting. This individual will assume the responsibility of developing, coordinating, maintaining, and implementing Gifted Individualized Educational Plans (GIEPs) in order to serve the needs of students who have been identified as students with gifted abilities. Within the context of this role, the Gifted Coordinator will collaborate with the grade level teachers to ensure that the goals and objectives are being implemented within the regular educational setting. Currently, the Northwest Area Primary School maintains the Ranger Reading Program which is a differentiated Reading instructional model whereby students individual Reading levels/abilities are specifically targeted and addressed. Utilizing assessment data and teacher input, the Northwest Area Primary School teachers identify appropriate reading interventions for ALL students. The instructional groupings which are relied upon are flexible and fluid in that students are transitioned between groups based students performance and mastery of skills. However, the incorporation of flexible, differentiated instructional grouping is only implemented in Reading. Currently, the district is examining strategies for extending these practices into the areas of Mathematics and other core content areas as well.

Elementary Education-Intermediate Level

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

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

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

The Northwest Area School District has recently appointed a Gifted Coordinator for the elementary setting. This individual will assume the responsibility of developing, coordinating, maintaining, and implementing Gifted Individualized Educational Plans (GIEPs) in order to serve the needs of students who have been identified as students with gifted abilities. Within the context of this role, the Gifted Coordinator will collaborate with the grade level teachers to ensure that the goals and objectives are being implemented within the regular educational setting. Currently, the Northwest Area Intermediate School maintains the Ranger Reading Program which is a differentiated Reading instructional model whereby students individual Reading levels/abilities are specifically targeted and addressed. Utilizing assessment data and teacher input, the Northwest Area Intermediate School teachers identify appropriate reading interventions for ALL students. However, Ranger Reading is only occurring with consistency and fidelity on the third grade level. The district is examining different schedule models for the forthcoming year to remove impediments to successful implementation across all intermediate grades. The instructional groupings which are relied upon are flexible and fluid in that students are transitioned between groups based students performance and mastery of skills. However, the incorporation of flexible, differentiated instructional grouping is only implemented in Reading on the third grade level. Currently, the district is examining strategies for extending these practices into the other intermediate grade levels for Reading, Mathematics, and other core content areas as well.

Middle Level

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

| | |
|--|------------|
| | classrooms |
|--|------------|

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

The Northwest Area School District has recently appointed a Gifted Coordinator for the secondary setting. This individual will assume the responsibility of developing, coordinating, maintaining, and implementing Gifted Individualized Educational Plans (GIEPs) in order to serve the needs of students who have been identified as students with gifted abilities. Within the context of this role, the Gifted Coordinator will collaborate with the grade level teachers to ensure that the goals and objectives are being implemented within the regular educational setting. Despite the fact that the Northwest Area School District has provided teachers with professional development and time with which to collaborate on differentiated instruction, differentiated instructional practices and instructional grouping is not consistently evidenced. Using the PLC model, the NASD will continue to encourage teacher collegiality and collaboration in order to promote and develop differentiated instructional practices to ensure that ALL students needs are represented and met.

High School Level

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

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

The Northwest Area School District has recently appointed a Gifted Coordinator for the secondary setting. This individual will assume the responsibility of developing, coordinating, maintaining, and implementing Gifted Individualized Educational Plans (GIEPs) in order to serve the needs of students who have been identified as students with gifted abilities. Within the context of this role, the Gifted Coordinator will collaborate with the grade level teachers to ensure that the goals and objectives are being implemented within the regular educational setting. Despite the fact that the Northwest Area School District has provided teachers with professional development and time with which to collaborate on differentiated instruction, differentiated instructional practices and instructional grouping is not consistently evidenced. Using the PLC model, the NASD will continue to encourage teacher collegiality and collaboration in order to promote and

develop differentiated instructional practices to ensure that ALL students needs are represented and met.

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 Northwest Area School District has implemented a new hiring and recruitment policy that ensures that the district's hiring processes ensure that most highly qualified applicants are selected for instructional positions. The rubric-based processes place emphasis upon teacher certification, educational credentials, and professional experience. The processes that have been employed ensure that highly qualified and effective teachers are recruited to ensure that students are afforded with instructional opportunities that enable every student to achieve their potential. Additionally, in order for candidates to be considered for a Special Education instructional position, he/she must have attained a "highly qualified" status. In order for a teacher to be considered for a special education position, he/she must possess state certification in both special education and a core content area as well. Furthermore, candidates who possess experience working with students with exceptionalities and/or those who perform below proficiency are given prioritized consideration.

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

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

Writing

- Proficiency on State Assessments

Mathematics

- Proficiency on State Assessments

Local Assessments

| Standards | WA | TD | NAT | DA | PSW | Other |
|---|----|----|-----|----|-----|-------|
| Arts and Humanities | | X | | | | |
| Career Education and Work | | | | | X | X |
| Civics and Government | | X | | | | X |
| Common Core Standards: English Language Arts | | X | | X | | X |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | | X | | | | X |
| Common Core Standards: Mathematics | | X | | X | | X |
| Economics | | X | | | | |
| Environment and Ecology | | X | | X | | X |
| Family and Consumer Sciences | | X | | | X | |
| Geography | | X | | | | |
| Health, Safety and Physical Education | | X | | | | |
| History | | X | | | | |
| Science and Technology and Engineering Education | | X | | | | |
| World Language | | 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 in which a student demonstrates proficiency on the associated Keystone Exam

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

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)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures**Summative Assessments**

| Summative Assessments | EEP | E EI | ML | HS |
|--|------------|-------------|-----------|-----------|
| Teacher generated summative assessments; standards-aligned assessments; rubric-based summative assessments; authentic products; and student portfolios | X | X | X | X |

Benchmark Assessments

| Benchmark Assessments | EEP | E EI | ML | HS |
|--|------------|-------------|-----------|-----------|
| DIBELS; Study Island Benchmark Assessments; and Reading Eggs | X | X | X | X |

Formative Assessments

| Formative Assessments | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Think-Pair-Shares; Do-Nows; Bellringers; Exit Tickets; Questioning; Quizzes; Student Demonstrations/Presentations | X | X | X | X |

Diagnostic Assessments

| Diagnostic Assessments | EEP | EEI | ML | HS |
|----------------------------------|------------|------------|-----------|-----------|
| Classroom Diagnostic Tools (CDT) | | | X | X |

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The Northwest Area School District has employed a Professional Learning Community model in all educational settings. The PLCs provide a context within which the instructional staff collaborates and share pedagogical practices. The district administration provides the instructional staff specific initiatives and objectives that must be achieved within PLC cycles. These initiatives include but are not limited to: the development of common core standards-aligned assessments, interdisciplinary lesson plans that are aligned with common core standards and assessment anchors, and analyze student performance data to identify targeted instructional strategies that serve to address the student performance deficits.

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.

Since the Northwest Area School District is committed to data driven decision-making, the LEA places a great emphasis upon a consistent assessment schedule, analysis of student performance data, and instructional planning that mitigates student deficits demonstrated in data. The Northwest administrative team provides all district stakeholders with students performance data. This is accomplished by providing teachers with electronic and hardcopy student PSSA scores. Moreover, the administrative team furnishes district parents/custodians with student PSSA reports. Additionally, the Northwest Administrative team provide informational presentations to community stakeholders yearly at the "Meet the Teachers" events and at monthly board meetings. Furthermore, the administrative team develops PLC initiatives whereby teachers work collaborately to analyze student performance data through a variety of data sources which include, but are not limited eMetric, PAAYP, and PVAAS. After analyzing data through the aforementioned data sources, the PLC teams identify instructional and assessment practices that serve to encourage student achievement and student growth.

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.

The Northwest Area School District relies upon student performance data to inform instructional practices in order to yield continuous school improvement. The Northwest Area School District provides struggling students with tier I and tier 2 academic interventions such as Mathematics Intervention, Ranger Time, and Title I services to address specific skill deficits which were depicted in assessment data. The instructional staff within the district rely upon the data cycle to assess and monitor student progress as well as design corrective instructional interventions.

Assessment Data Uses

| Assessment Data Uses | EEP | E EI | 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.

Within the context of PLC meetings, teachers collaborate with grade-level colleagues to analyze student performance in individual PA assessment anchors. Teacher identify student performance trends and attempt to discern instructional practices that lead to strong student performance in specific eligible content areas and which instructional strategies can be employed to improve deficit areas. Teachers are expected to create lesson plans and create curriculum aligned activities and assessments which incorporate identified instructional strategies.

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 & AYP or other Test-related Websites | X | X | X | X |
| Individual Meetings | X | X | X | X |
| Letters to Parents/Guardians | X | X | X | |
| Local Media Reports | | | | |
| Website | | | | |
| Meetings with Community, Families and School Board | X | X | X | X |
| Mass Phone Calls/Emails/Letters | X | X | X | X |
| Newsletters | X | X | X | X |
| Press Releases | X | X | X | X |
| School Calendar | X | X | X | X |
| Student Handbook | X | X | X | X |

Provide brief explanation of the process for incorporating selected strategies.

Recognizing the significance of open, clear, and consistent communication with ALL district stakeholders, the Northwest Area School District utilizes multiple channels and means of communicating to the school community which include, but are not limited to : district electronic parent portal;

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

This narrative is empty.

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 schools within the Northwest Area School District employ a variety of practices that are geared to assist students who do not demonstrate proficiency on state standardized assessments and benchmarking assessments aligned to the PA eligible content and common core standards. The Northwest Area Primary and Intermediate Schools utilize DIBELS and Study Island benchmark assessments to determine how well students would perform on the PSSA exams and their level of attainment of common core standard proficiencies. Students who fail to demonstrate proficiency receive interventional instruction in Reading, Writing, and Mathematics. Utilizing professional learning communities, teachers analyze student assessment data to determine students who are in need of targeted Mathematics and Reading instruction. Consequently, students participate in Ranger Time which is one academic period daily within which they receive targeted instruction that serves to build on skill areas where they possess a demonstrated deficit. Additionally, within PLC meetings, teachers work collaboratively to identify instructional strategies that serve to address student deficits that are then employed in core classes as well. The Northwest Area Senior High and Middle School utilizes the Classroom Diagnostic Tool to assess students' attainment of standard-based skills. The secondary teachers modify instructional strategies to reflect students' performance on CDT so that student skill deficits are addressed.

Programs, Strategies and Actions

| Programs, Strategies and Actions | EEP | EEI | ML | HS |
|--|------------|------------|-----------|-----------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | | | | X |
| School-wide Positive Behavioral Programs | X | X | X | X |
| Conflict Resolution or Dispute Management | X | X | X | X |
| Peer Helper Programs | | X | | X |
| Safety and Violence Prevention Curricula | X | X | X | |
| Student Codes of Conduct | X | X | X | X |
| Comprehensive School Safety and Violence Prevention Plans | X | X | X | X |
| Purchase of Security-related Technology | X | X | X | X |
| Student, Staff and Visitor Identification Systems | X | X | X | X |
| Placement of School Resource Officers | | | | |
| Student Assistance Program Teams and Training | X | X | X | X |
| Counseling Services Available for all Students | X | X | X | X |
| Internet Web-based System for the Management of | X | X | X | X |

| | | | | |
|--------------------|--|--|--|--|
| Student Discipline | | | | |
|--------------------|--|--|--|--|

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

Currently, the Northwest Area School District does not employ school resource officers. The district does not have monies budgeted to subsidize this intervention. The district will continue to seek external monies to subsidize school safety interventions and measures in order to minimize district vulnerabilities which compromise student welfare.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

The Northwest Area School District has developed a comprehensive screening and evaluation process in order to identify students who may qualify for Gifted Individualized Educational Plans. Once the student is referred by either the parent/guardian or school personnel member, the student is screened by the school counselor. The school counselor utilizes the Kaufman Brief Intelligence Test Second Edition (KBIT2) in order to determine the student's Intelligence Quotient (IQ). Additionally, the school counselor also reviews the student's standardized test scores (If available) and academic records to determine as to whether the student falls within the district's recommended range of proficiency to qualify for gifted services. Once the student meets the prerequisite screening parameters, the multidisciplinary team completes the Gifted Student Referral Data Form in order to capture the student's demographic and health data, educational history, and teacher observations. After the referral data is compiled and reviewed, recommended students are referred to the school psychologist for a full gifted evaluation. This evaluation process incorporates the following assessments: WISC Wechsler Intelligence Scale for Children, fourth edition and/or the WIAT Wechsler Individual Achievement Test Third Edition (as needed), and Gifted Rating Scales. In order to determine gifted qualification, the student needs to demonstrate that he/she meets and/or exceeds the prescribed gifted criteria. The district Gifted Coordinator meets with the multidisciplinary team to identify specifically designed instruction that meets the educational needs of exceptional student.

Developmental Services

| Developmental Services | EEP | E EI | ML | HS |
|---|------------|-------------|-----------|-----------|
| Academic Counseling | X | X | X | X |
| Attendance Monitoring | X | X | X | X |
| Behavior Management Programs | | | | |
| Bullying Prevention | X | X | X | X |
| Career Awareness | X | X | X | X |
| Career Development/Planning | | | X | X |
| Coaching/Mentoring | | | | |
| Compliance with Health Requirements -i.e., Immunization | X | X | X | X |
| Emergency and Disaster Preparedness | X | X | X | X |
| Guidance Curriculum | | | | |

| | | | | |
|--------------------------------|---|---|---|---|
| Health and Wellness Curriculum | | | | |
| Health Screenings | X | X | X | X |
| Individual Student Planning | | | X | X |
| Nutrition | | | | |
| Orientation/Transition | X | X | X | X |
| RtII | | | | |
| Wellness/Health Appraisal | X | X | X | X |

Explanation of developmental services:

The Northwest Area School District is committed to improving its practices and interventions that it affords learners who possess behavioral needs. In the 2013-2014 school year, the district will provide its faculty and staff with professional development in the area of positive school behavior support and positive behavior support plans so that the faculty and staff can better mitigate students who possess behavior exceptionalities and demonstrate rule-violating behaviors

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 |
| Small Group Counseling-Educational planning | | | X | X |
| Small Group Counseling-Personal and Social Development | X | X | X | X |
| Special Education Evaluation | X | X | X | X |
| Student Assistance Program | X | X | X | X |

Explanation of diagnostic, intervention and referral services:

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) | | | | |
| Coordinate Plans | | | | |
| Coordination with Families (Learning or Behavioral) | X | X | X | X |
| Home/Family Communication | X | X | X | X |
| Managing Chronic Health Problems | X | X | X | X |
| Managing IEP and 504 Plans | X | X | X | X |
| Referral to Community Agencies | X | X | X | X |
| Staff Development | X | X | X | X |
| Strengthening Relationships Between School Personnel, Parents and Communities | | | | |
| System Support | | | | |
| 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 |
| Directing Public to the PDE & AYP Websites | | | X | X |
| Individual Meetings | X | X | X | X |
| Letters to Parents/Guardians | X | X | X | X |
| Local Media Reports | X | X | X | X |
| Website | X | X | X | X |
| Meetings with Community, Families and Board of Directors | X | X | X | X |
| Mass Phone Calls/Emails/Letters | X | X | X | X |
| Newsletters | X | X | X | X |
| Press Releases | X | X | X | X |
| School Calendar | X | X | X | X |
| Student Handbook | X | X | X | X |

Communication of Student Health Needs

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

| | | | | |
|------------------|---|---|---|---|
| Newsletters | X | X | X | X |
| School Calendar | X | X | X | X |
| Student Handbook | X | X | X | X |

Frequency of Communication

Elementary Education - Primary Level

- 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 Northwest Area Primary School and Intermediate School employ a Child Study framework. The Child Study framework serves to provide a pre-referral process whereby the district multidisciplinary team which is composed of administration, guidance, school psychologist, teachers, and ancillary staff meet to identify students who are experiencing academic and/or learning difficulties and interventions necessary remove barriers to success. The Child Study Team meets monthly to review faculty referrals and to monitor student progress. The Northwest Area Middle School employs grade-level teaming periods that meet three times in a six day cycle. Within these team meetings, the seventh and eighth grade teams which consist of instructional, guidance, and administrative staff members meet to discuss academic needs and interventions targeted to advance student growth. The Northwest Area Senior High as well as all other educational settings employ a professional learning community model whereby teachers meet with grade-levels colleagues to analyze student needs and identify and progress monitor academic interventions.

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

1. Within the Northwest Area Primary School, the Luzerne County Headstart Program runs a Pre-K program. Since this program is located with the Northwest Primary School, students not only are exposed to learning activities that prepare them for Kindergarten, but also the students become acquainted with the culture of the Northwest Primary School. The Northwest Area School District does not provide child care programs. However, it does coordinate services with a private child care program. Additionally, the Northwest Area School District provides a program entitled Jumpstart which is an early intervention Pre-K program that affords students who meet economic criteria with instruction in numeracy and literacy in the home setting in order to cultivate Kindergarten readiness skills.^{2/4} Currently, the district does not provide after-school tutoring and/or intervention programs. However, the district has entered into a partnership with Wilkes University whereby Education students would enter our district in order to gain field experience. Within this field experience, Wilkes University students would provide students with push-in supports and tutoring services immediately after school as well.³ Currently, the NASD possesses a comprehensive career curriculum whereby students are exposed to career exploration at every grade-level so that they are prepared for post-secondary success and have workplace skills that will prepare them for employment in a global market. On the secondary level, every student will complete a minimum of one job shadow placement in an occupational/career setting. Many students have been afforded with internships, externships, and/or workforce co-ops so that students ascertain employable skills and are prepared to informed decisions regarding post-secondary careers.

Preschool Agency Coordination

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

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

The Northwest Area School District maintains a comprehensive continuum of supports and services for students who range from P-K through 21 years of age. The Northwest Area School District does not operate a Pre-K program within its buildings. However, the NASD coordinates a Headstart program in conjunction with the Luzerne County

Intermediate Unit. Additionally, the Northwest School District maintains the Jumpstart program which provides Pre-K students with literacy and numeracy instruction within the students' home setting. The NASD coordinates transitional services to ensure that students who possess disabilities that require supports and accommodations and/or students who demonstrate a lack of age-appropriate skill proficiency receive services that will ensure that academic and behavioral needs are met as they transition into the Kindergarten setting.

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 | Developing |
| A robust supply of high quality aligned instructional materials and resources available | Needs Improvement |
| 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 | Developing |

Provide explanation for processes used to ensure Accomplishment.

Currently, the Northwest Area Primary School possesses an appropriate quantity of educational resources necessary to meet the educational needs of MOST students. Instructional staff has appropriate access to educational resources necessary to address most students learning needs.

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

The available texts and instructional resources are not yet aligned to the Common Core Standards and the PA Common Core Eligible Content. Additionally, the district does not possess adequate instructional resources for gifted students. While limited resources are available for struggling learners. The NASD is committed to expand its continuum of supports and services in order to meet the needs of ALL students. In the forthcoming school year, the district is committed to introducing interventional instruction in the areas of Math and Reading in order to address students who struggle in those respective areas and to diminish the number of students who are being recommended for Special Educational services. Driven by this aim, the NASD has been procuring textbook series which are not only aligned to the Common Core Standards, but also provide robust resources for differentiated instruction. Additionally, the NASD is committed to the revision of the instructional schedule in the elementary buildings in order to create instructional periods dedicated to grade-level targeted Reading and Mathematics instruction. Furthermore, the district will expand its Professional Learning Community model that is in place in the secondary setting to the elementary setting in the forthcoming academic year.

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 | Needs Improvement |
| A robust supply of high quality aligned instructional materials and resources available | Developing |
| 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 | Needs Improvement |

Provide explanation for processes used to ensure Accomplishment.

Currently, the Northwest Area Intermediate School possesses an appropriate quantity of educational resources necessary to meet the educational needs of MOST students.

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

The available texts and instructional resources are not yet aligned to the Common Core Standards and the PA Common Core Eligible Content. Additionally, the district does not possess adequate instructional resources for gifted students.

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 | Needs Improvement |
| A robust supply of high quality aligned instructional materials and resources available | Needs Improvement |
| 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 | Developing |

Provide explanation for processes used to ensure Accomplishment.

Currently, the Northwest Area Middle School possesses an appropriate quantity of educational resources necessary to meet the educational needs of MOST students.

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

The available texts and instructional resources are not yet aligned to the Common Core Standards and the PA Common Core Eligible Content.

High School Level

| Material and Resources Characteristics | Status |
|---|--------|
| Aligned and supportive of academic standards, progresses level to level | Needs |

| | |
|---|-------------------|
| and demonstrates relationships among fundamental concepts and skills | Improvement |
| A robust supply of high quality aligned instructional materials and resources available | Needs Improvement |
| 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 | Developing |

Provide explanation for processes used to ensure Accomplishment.

Currently, the Northwest Area Senior High School possesses an appropriate quantity of educational resources necessary to meet the educational needs of MOST students.

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

The available texts and instructional resources are not yet aligned to the Common Core Standards and the PA Common Core Eligible Content.

SAS Incorporation

Elementary Education-Primary Level

| Standards | Status |
|---|---|
| Arts and Humanities | Level of Implementation is Unknown |
| Career Education and Work | Level of Implementation is Unknown |
| Civics and Government | Implemented in less than 50% of district classrooms |
| Common Core Standards: English Language Arts | Implemented in less than 50% of district classrooms |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in less than 50% of district classrooms |
| Common Core Standards: Mathematics | Implemented in less than 50% of district classrooms |
| Economics | Implemented in less than 50% of district classrooms |

| | |
|---|---|
| Environment and Ecology | Implemented in less than 50% of district classrooms |
| Family and Consumer Sciences | Implemented in less than 50% of district classrooms |
| Geography | Implemented in less than 50% of district classrooms |
| Health, Safety and Physical Education | Implemented in less than 50% of district classrooms |
| History | Implemented in less than 50% of district classrooms |
| Science and Technology and Engineering Education | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in less than 50% of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in less than 50% of district classrooms |
| American School Counselor Association for Students | Level of Implementation is Unknown |
| Early Childhood Education: Infant-Toddler→Second Grade | Level of Implementation is Unknown |
| English Language Proficiency | Level of Implementation is Unknown |
| Interpersonal Skills | Implemented in less than 50% of district classrooms |
| School Climate | Implemented in less than 50% of district classrooms |

Further explanation for columns selected "

Currently, the majority of the Northwest Area Primary School faculty have not been exposed to professional development focused upon Standard Aligned Systems (SAS). Since a limited number of teachers who participated in curriculum development several years ago have been trained and exposed to SAS, only a few teachers are incorporating it into instruction and planning.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

Currently, the majority of the Northwest Area Primary School faculty have not been exposed to professional development focused upon Standard Aligned Systems (SAS). Since a limited number of teachers who participated in curriculum development several years ago have been trained and exposed to SAS, only a few teachers are incorporating it into instruction and planning.

Middle Level

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

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

| | |
|--|---|
| American School Counselor Association for Students | Level of Implementation is Unknown |
| English Language Proficiency | Level of Implementation is Unknown |
| Interpersonal Skills | Implemented in less than 50% of district classrooms |
| School Climate | Implemented in less than 50% of district classrooms |
| World Language | Implemented in less than 50% of district classrooms |

Further explanation for columns selected "

Despite the fact that the Northwest Area Middle School faculty have been exposed to professional development focused upon Standard Aligned Systems (SAS), it is inconsistently employed in instructional planning and delivery.

High School Level

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

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

| | |
|----------------|---|
| World Language | Implemented in less than 50% of district classrooms |
|----------------|---|

Further explanation for columns selected "

Despite the fact that the Northwest Area Senior High School faculty have been exposed to professional development focused upon Standard Aligned Systems (SAS), it is inconsistently employed in instructional planning and delivery. However, in the core curricular areas, NASD has provided comprehensive SAS training in order to cultivate curricula in tested areas.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

This narrative is empty.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

This narrative is empty.

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 |
| 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. | | | | |
|---|--|--|--|--|

| District's Professional Education Characteristics | EEP | EEl | 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. | | | | |
| 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.

Firstly, the Northwest Area district provides robust and comprehensive professional development in the areas of data analysis, data-driven decisionmaking with regards to instructional practices, and differentiated instructional practice. This professional development is provided to the professional staff in a variety of ways which include, but are not limited to: HUDAT/HUDIS training provided by IU-18; e-Metric and PVAAS training via PDE sponsored webinars; district professional development led by district administrative team members; and professional development learning opportunities which are fostered through the professional learning communities. Additionally, the district affords its administrative team members with robust and comprehensive professional development which is focused upon best educational practices which include: resource management, data-driven decisionmaking, LRE, and strategic planning and leadership via a variety of conduits such as: enrollment in graduate education and certification programs; NISL; PIL; LIU-18 offered professional development; and Bureau of Special Education and PDE webinars.

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

The Northwest Area School District is committed in meeting the educational and learning needs of ALL learners. Consistent with that aim, the district has consistently provided professional development in the area of differentiated instructional practices. Specifically, the district has recently revised its lesson plan parameters to ensure that teachers are not only demonstrating differentiated teaching practice, but also planning in such a manner. Teachers are expected to strategically plan so that their learning activities reflect the learning abilities and proclivities of their respective classes. Consequently, the district will continue to provide professional development to ALL district stakeholders. Up to date, the secondary teachers have received more professional development in this area. The district's goal in moving forward is to provide the same level of robust professional development in the elementary settings as compared to the middle school and high school settings. The district plans to employ differentiated instructional practices to ensure that

the learning needs of ALL students are met across all district settings. Additionally, the district is committed to provide the professional staff with professional development in the areas of school-wide positive behavior support and positive behavior support plans in the 2013-2014 school year so that the needs of ALL exceptional learners could be mitigated in the least restrictive environment.

Strategies Ensuring Fidelity

- Using disaggregated student data to determine educators' learning priorities.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

Firstly, the district intends to maintain the Professional Learning Community model whereby grade-level teachers have an opportunity to collaboratively analyze student performance data to ensure that instructional practices are aligned so that ALL students' needs are met. Moreover, the NASD is in the process of developing a Differentiated Supervision Model to ensure that ALL teachers are evaluated consistently and with fidelity. The NASD has been distinguished as a Rise to the Top School District and therefore is currently implementing the Teacher Effectiveness Model for teacher evaluation with 10% of its faculty. Additionally, the NASD has an observation plan which affords teachers with multiple opportunities to be exposed to the Danielson domains and components which are characteristic of the New Teacher Effectiveness Model .

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

The Northwest Area School District is currently involved in a comprehensive curriculum development initiative whereby the district is developing a common core aligned curriculum in all core areas across both the secondary and elementary settings. NASD began this initiative in 2010 and curriculum development has been ongoing throughout the 2012-2013 school year. The NASD intends to continue to develop curricula over the summer session and throughout the 2013-2014 school year to ensure compliance with the current PDE requirements. Revisions to the curriculum reflect student performance trends gleaned from ongoing data analysis. The NASD will utilize a Professional Learning Community model to afford teachers with additional opportunities to collaborate with grade level peers and administration to ensure fidelity in the application of the skills and competencies imparted through professional development opportunities.

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.
- In addition to the aforementioned induction goals, the NASD has identified the following prioritized goals: (1) crisis management; (2) mandated reporting; (3) parental communication.

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

The NASD has cultivated a comprehensive induction program for all newly hired employees within which all the aforementioned goals are addressed.

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

All strategies are addressed.

Needs of Inductees

- 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.
- Review of inductee lesson plans.
- Submission of inductee portfolio.

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

The Northwest Area School District has developed a comprehensive induction program whereby the new instructional staff members partake in an intensive two day training prior to the start of the school year within which they are exposed to lessons in the areas: curriculum and instruction, classroom management; teacher effectiveness and evaluation,

special education supports and services, and review of district policies and procedures. Each of the inductees are assigned a mentor teacher who provides new instructional staff members with guidance and support throughout their first year of instruction. Furthermore, the administrative team provides the new inductees with four professional development sessions which correlate to district initiatives and identified inductee needs.

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

Moving forward, the NASD administrative team may request new teacher inductees to create a portfolio within which they archive assessment exemplars which can be reviewed by administration to determine efficacy of instructional design and effective teaching.

Mentor Characteristics

- Potential mentors have similar certifications and assignments.
- 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 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 post all mentor positions. Applicants must engage in a selection process whereby the individuals who possess the aforementioned characteristics are given consideration.

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

As the Northwest Area School District continues to implement the Teacher Effectiveness Model for Teacher evaluation, the district could begin to utilize the teacher evaluation outcomes as a selection criteria.

Induction Program Timeline

| Topics | Aug-Sep | Oct-Nov | Dec-Jan | Feb-Mar | Apr-May | Jun-Jul |
|---|---------|---------|---------|---------|---------|---------|
| Code of Professional Practice and Conduct for Educators | X | | | | | |
| Assessments | X | | | | X | |
| Best Instructional Practices | X | | X | | | |
| Safe and Supportive Schools | X | X | | | | |
| Standards | X | | | X | | |

| | | | | | | |
|---|---|---|--|---|---|--|
| Curriculum | X | | | X | | |
| Instruction | X | | | X | | |
| Accommodations and Adaptations for diverse learners | X | X | | | | |
| Data informed decision making | X | | | | X | |
| Materials and Resources for Instruction | X | | | | X | |

If necessary, provide further explanation.

In August, all inductees participate in a two-day comprehensive professional development seminar which involves all inductees, mentor teacher, all building-level principals, special education director, technology director, business manager, and superintendent of schools. Within those two days, each administrator lead an instructional session in their respective area of expertise:> Code of professional Practice and Conduct for Educators, Assessments, Best Instructional Practice, Safe and Supportive Schools, Standards, Curriculum, Instruction, Accommodations and Adaptations for diverse learners, Data-driven decision-making, and materials and resources for instruction. Furthermore over the course of the year, the inductees and their respective mentors participate in four sessions which is led by an administrative team member in one of the aforementioned focus areas. Within these session, the inductees get exposed to more specific and robust information specific to their needs in the focus areas.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Northwest Area School District monitors and evaluates the Teacher Induction Program through the employment of a Teacher Induction Evaluation Device at the conclusion of the Teacher Induction Program. Each new teacher evaluates the effectiveness of the program and forwards the survey back to the administrative team to make changes to the program the following year.

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: **260**

Identification Method

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

The Northwest Area School District complies with the Pennsylvania Department of Education guidelines for identifying students that are suspected of having a learning disability. The Northwest Area School District currently utilizes the ability-achievement discrepancy model to identify students with a Specific Learning Disability (SLD). If a teacher suspects a child may have a learning disability, the teacher refers the student to the building counselor, building principal or school psychologist. The referral is discussed by the Child Study team, comprised of the building counselor, building principal, school psychologist, and special education coordinator. The team reviews all existing data, including performance on assessments (classroom based assessments, DIBELS, PSSAs, previous evaluations if applicable), teacher input and progress monitoring data as available. Based on the information available, the team makes appropriate recommendations. If the determination is made that the student requires an evaluation, the special education office initiates the necessary paperwork. Any parent who suspects their child may have a learning disability may also request an evaluation. Once such a request is made to school personnel, the special education office initiates the necessary paperwork. Once a signed Permission to Evaluate form is received, the school psychologist will begin the evaluation. The evaluation includes a classroom observation, cognitive assessment(s), achievement assessment(s), record review (including performance on classroom based assessments, local and state assessments), input from parents, input from teachers and any other assessments deemed appropriate by the school psychologist. The evaluation determines if the student is failing to meet age or grade level standards in one of the following identified areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation or mathematical problem solving. In addition to the data collection by the school psychologist, the evaluation will also determine that the observed academic difficulties are not the result of lack of instruction, an impairment of hearing, speech, vision or motor skills, intellectual disability, an emotional disturbance, cultural or environmental issues, or limited English proficiency. If these factors are ruled out, and the student has significant discrepancy between his/her cognitive abilities and achievement skills on standardized

assessments and fails to meet age or grade level standards in one or more identified areas, then the student meets the criteria to be identified with a learning disability.

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>

Not significantly disproportionate in any area except Specific Learning Disability. In the 2011/2012 school year, Northwest Area School District had a 60.5% SLD rate, whereas the state of Pennsylvania had a 46.9% SLD rate. Northwest Area School District is addressing this disproportionality in the Specific Learning Disability population through the following commitments, practices and professional development:

1. The implementation of 'Ranger Reading' at the elementary level to identify specific skills each student needs addressed or enriched with the assignment of 'fluid' groupings determined by data driven decision making teams at each grade level.
2. The district is continuing to commit teaching and financial resources for the training of teachers in a research-based direct reading program.
3. The district is training all special education teachers in research-based progress monitoring techniques utilizing Aimsweb
4. Students that have successfully attained their IEP goals and whom are working on grade-level are being exited from special education.
5. The Child-Study team is now being scheduled to meet consistently with appropriate member participation, including related service providers
6. Teachers are required to try research-based interventions and accommodations prior to referral; some students don't need an IEP with specially designed instruction, they need a 504 plan with specific accommodations consistently provided.
7. The maintenance of consistent administrative staff to support and build trust with teachers, students and parents through the educational process, working as a team to determine how best to address individual student's needs.

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?

1. Northwest Area School District does not currently provide services to any non-residential students. 2. The Northwest Area School District is committed to providing quality instruction to all of its students. In an effort to provide this instruction to the maximum extent within the regular education setting, all members of the school staff work together to identify new and innovative ways to assure that children are being offered what they need to learn. Use of research based, best practices, curriculum-based measures, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 4-Sight, Study Island and local assessments help the district to determine the levels of students in mathematics and reading so that individual needs can be met, while still providing access to the regular education curriculum. Also, PVAAS, PSSA and Keystone Assessment data are used to provide additional information. Collaboration among regular education, special education, para-professional, outside agency providers and Title 1 Staff creates a fluid program to meet each students needs in the least restrictive environment. Furthermore, the Northwest Area School District utilizes trainings offered by Liu #18, PaTTAN, and outside agencies in the areas of behavior support, transition planning, Differentiated Instruction, Inclusionary Practices, Progress Monitoring, IEP development, GIEP development and programming and reading and mathematics - all in a standards aligned system tied to Common Core and State Standards. 3. Currently, no 1306 facilities reside within the Northwest Area School District.

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).

There are no correctional institutions located within the school district. Students within another district attendance area receive their services through that local district.

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 Northwest Area School District implements various measures to ensure that students are receiving their education in their Least Restrictive environment to the maximum extent possible. An LEA attends every IEP meeting and team meeting in and out of district to ensure that each student is provided the supplementary aides and services needed to remain within the regular education classroom and general education curriculum whenever possible. The continuum of services and placements is discussed at each meeting specific to the needs of the given student. Removal from the regular education setting and / or general education curriculum is only pursued if the student can not make satisfactory progress with supplementary aides and services. The district has learning support programs, highly qualified learning support teachers and para-educators at each grade level. Additionally, para-educators receive a minimum of 20 hours per year of best-practice training. Liu#18 programs are utilized for students whom are unable to make satisfactory progress in district programs with supplementary aids and services. Related services are provided within the district for our students. Northwest Area School District supports co-taught classes at each building level to provide support for exceptional students to be in their Least Restrictive Environment. The district also supports the use of highly qualified paraprofessionals in regular education classes to support exceptional students while accessing the general education curriculum. The district created an elementary and secondary life skills class within the district for the 2012-2013 school year so that students who need the level of support can access their education within their home school district and participate in some classes with their peers. All learning support students are currently included for science, social studies and non-academic subjects. Many students with learning support needs are integrated into math and / or English with co-teaching support or the presence of a highly qualified para-educator. Northwest continues the commitment to exceptional students struggling in reading by offering Wilson direct instruction. The district is further supporting this initiative by committing 3 additional teachers for training for the 2013-2014 school year. The district general and special education teachers work in collaboration utilizing Professional Learning Communities to discuss student needs, review assessment data, and to discuss best practices, etc. At the Jr./Sr. Highschool level, special education teachers have been departmentalized to allow opportunities to coordinate with regular education teachers and the general education curriculum. Learning support students who demonstrate a need participate in a 'study skills' class where the student has the opportunity to make-up work, utilize extended time and coordinate their needs with the support of the learning support staff. This time also enables the learning support case managers an opportunity to work with students on organization and other skills identified as needs in an individualized education plan. Special education staff keep in close contact

with each student's family through emails, phone calls, team and IEP meetings. As outlined in the professional education section of this plan, Northwest Area School district utilizes site-based training, consultation and technical assistance opportunities through Liu#18, PDE/PaTTAN and other agencies. An Liu#18 education consultant / SPOC attends all Principal meetings in which we discuss student needs by grade levels, spans, buildings and district-wide. She helps coordinate the trainings that are provided on site, as well as keep us aware of appropriate off-site trainings that support our needs. It is a goal of this administrative team that all special education teachers receive training and implement consistent progress monitoring for all exceptional students. Training has been scheduled for August 23, 2013 and is being provided by consultants at Liu#18 utilizing the Aimsweb system. It is our goal to provide more consistent data based decisions regarding ESY, student IEP goals, progress, programming and student behavioral needs. Per Northwest Area's 2011/12 Special Education Data Report, NWA has 63.6% of special education students inside the regular class 80% or more, compared to the state average of 62.4%; NWA has 9.3% of special education student's inside the regular class <40% compared to the state at 9.2%; no data is provided about the % of special education students in other settings due to the small group size, compared to the state at 4.3%. Our goal is to continue to support as many students as possible in the regular education classroom and general education curriculum with supplementary aides and services.

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 Northwest Area School District updated Policy 113.2 on June 20, 2012 - Behavior Support for Students with Disabilities. As per Title 22 Section 14.133, the policy ensures the following:

- Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.
- The district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques.
- The district shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with student's IEPs and Board policy.

- The district shall maintain and report data on the use of restraints, as required.
- When an intervention is necessary to address problem behavior, the types of interventions chosen for a student shall be the least intrusive necessary.
- Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The parent / guardian will be notified as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within 10 school days of the use of restraints, unless the parent / guardian, after written notice, agrees in writing to waive the meeting.
- The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.
- The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. Specific aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs.
- Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

In October, 2013, Regular and Special education teachers, administrators and para-educators will be receiving Behavior Management training in the use of positive behavior supports, de-escalation techniques, techniques for behaviors requiring immediate intervention, Functional Behavior Assessment Data Collection, and Behavior Intervention Plan creation and implementation. The Northwest Area School District utilizes the services of Northeast Counseling for students who demonstrate or verbalize that they are in crisis. District personnel also coordinate the initiation of services with parent/ guardian and Northeast Counseling that can be provided on-site, in district

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.

Northwest Area School District utilizes area resources, agencies, businesses and services of Liu#18 and their transition specialists to maintain appropriate placements. Behaviors impede successful progress within programs and coordination with mental health agencies is helpful in supporting such students. This is particularly true for secondary students with Severe Autism. The district utilizes the specialized services of New Story in Berwick. If a student is not making progress then a CAASP meeting is convened to discuss the needs of the student, and how they can be best met. It is the goal of the administrative team at Northwest Area School District to continue to analyze how to best support secondary students with emotional support needs. Currently, through the use of professional development related to behavior management, Functional Behavioral Assessments, Behavior intervention plans and the collection of student behavior data we are trying to increase the number of students we can support within our district. Through the employment of highly trained para-professionals, teachers and co-teaching we have been able to support some students with emotional support needs within our district. The district also has a NE Counselor provide services to students within the school day and facilitate that arrangement with the student's family and NE Counseling. It is a priority to hire highly qualified special education teachers with a strong behavioral background as positions open up within our district.

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 Northwest Area School District is committed to providing exceptional students opportunities through special education programming that allow them to achieve meaningful academic progress. We coordinate with local, surrounding school districts to insure efficiency for exceptional students transitioning to our district. Furthermore, we synchronize efforts with Liu #18 to assist students transitioning from early intervention programs. Within the district, we support students transitioning to the Jr / Sr High School Level and those students who are graduating. Inclusion of learning support students, highly qualified learning support educators, parent involvement, progress toward Response to Intervention practices, support of special education students within the home district, interagency collaboration, and utilization of services available within our area are all hallmarks of the district's program and represent considerable strengths. The Northwest Area School District implements inclusionary practices for all special education students. Special needs students are provided with the support, accommodations and adaptations they require to succeed within their regular education classroom in their least restrictive environment. Students do not participate in the regular education classroom only when their needs are unable to be met even with supplementary aides and services in that setting. Regular education teachers have been provided with in-service training in best practices in inclusion and have put into practice exemplary practices that allow for necessary accommodations to exceptional students within their classrooms. The Northwest Area

School District continues to promote this viewpoint through a variety of methods including professional development, professional learning communities and workshops on topics including, research based instructional strategies, accommodations, adaptations and inclusion practices; these in-service options are offered for professional teaching, para-professional, administrative staff and parents. Furthermore, the Northwest Area School District employs learning support teachers and para-professionals that are deemed highly qualified by the state of Pennsylvania. Our school personnel are considered competent and able to develop and implement programming that is tailored to each individual student's needs, thus enriching their educational experience. Special education teachers, regular education teachers, para-professionals and related service providers and parents collaborate on a regular basis to provide each student with an optimal educational experience. One important key to success of the identification of appropriate supports at Northwest Area School District is the encouragement of parent participation and involvement at all levels of student assessment and intervention. From the initial concern regarding a student, parents are immediately invited to provide information and take part in the intervention process. Home-school collaboration is encouraged and parents are brought in as partners in the academic process of their child(ren) to the maximum extent they wish to be involved. Currently the Northwest Area School District has a transition coordinator employed by the Luzerne Intermediate Unit 18 who has been assigned to our district for the purpose of Bridging the gap for students leaving high school and entering adulthood. This will be accomplished by:

1. Assisting teachers and or Director of Special Education in developing overall plan for district's transition program.
2. Surveying area businesses and local resources for possible transition sites and activities.
3. Making employer contacts in an effort to secure training sites.
4. Engaging in appropriate negotiations with employers to communicate information for necessary training.
5. Assisting teachers in identifying students' interests and transition needs.
6. Developing checklists, job materials and media to implement transition plans.
7. Assisting in providing professional development activities for teachers.
8. Maintaining data on district transition activities and job placement.
9. Assisting in coordination of transportation for students placed in transition programs.
10. Acting as a contact person for parents, teachers, supervisors and employers.
11. Serving as a member of the district's transition committee.
12. Developing parent involvement activities for transition.

The following list includes additional strengths and highlights of our program: Some of the strengths include a transition program that includes an LIU 18 Transition Coordinator. Our students are involved in the following transition programs:

- **Community Based Vocational Training**
This program allows students 14 years of age and older to learn employment and transferable work skills. A job mentor helps the students prepare for employment outcomes at various work sites in this unpaid program
- **Job Shadowing**
Students have the opportunity to participate and shadow careers of interest. This allows students to make educated decisions in their future career planning.

- **METS program (Mall Educational Training Site)**
is a transition opportunity for youth with disabilities whose post-secondary goal is that of employment. Students must possess basic reading and writing skills. The program is designed to accommodate a morning and afternoon session. The curriculum content consists of employability skills, transferable work skills, career awareness, job readiness skills, job retention skills, interviewing, application completion, resume writing. Students are assessed in this program using a daily evaluation rating scale, student checklist, student portfolios and Community Based Vocational Training opportunities. A special education teacher and one full-time Para educator help the students to reach their highest potential. The METS program is located at the Gateway Shopping Center in Edwardsville, PA
- **Vocational Transition Shop**
is a transition opportunity for youth with disabilities, whose post-secondary goal is that of employment. The program is designed to accommodate a morning and afternoon session. The curriculum content consists of technical skills, transferable skills (i.e. hygiene, punctuality, and conflict resolution) and reading and math in the vocational context. The vocational areas that the students may experience are maintenance, landscaping, auto detailing, and customer service. This program is designed for students who desire vocational learning but require specially designed instruction and accommodations for success. Students are assessed in this program using curriculum based assessments, task analysis, situational assessments and student portfolios. A special education teacher and at least one full-time Para educator help the students to reach their highest potential. The Vocational Transition Shop is located at the Wilkes-Barre Area Career & Technical Center.
- **REAL Academy**
is a community living transition opportunity for youth with disabilities 18 years of age or older to help develop independent living skills and who may have a post-secondary goal of employment. The REAL Academy operates a full day for the entire school year. The curriculum of this program includes functional living skills including the following: social, budgeting, banking, shopping, cooking, housekeeping, management/organizational, public transportation, and employability. Opportunities for job shadowing/training activities occur both in the community and at the REAL Academy. Students are assessed using student portfolios, interest inventories, situational assessments and formal assessments. A special education teacher and Para educator help students reach their full potential. The REAL Academy is located on Mill Street in Pittston, PA
- **Community Living Transition Class at Luzerne County Community College**
is a transition opportunity for youth with disabilities 18 years of age or older with a post-secondary goal of employment or post-secondary education/training and independent living. The curriculum content of this program includes: social skills, budgeting skills, banking skills, shopping skills, management/organizational skills, public transportation skills, employability skills and job shadowing activities. Because the class is located on a college campus, students are afforded an opportunity to interact with college age peers, to

audit a class as appropriate while still in high school. Students are assessed using student portfolios, interest inventories, situational assessments and formal assessments. A special education teacher and Para educator help students reach their full potential. This program is located on the Luzerne County Community College Campus, Nanticoke, PA.

- **Career Technology Centers**

- **Paid Work Experience**

is a transition opportunity offered to students seeking gainful employment prior to exiting their secondary educational experience. As part of the students' transition program, students have the opportunity to receive school credit in addition to receiving monetary compensation. The students' work-based goals are monitored regularly by a special education teacher and/or cooperative education certified instructor.

- **Dream Green**

Farm is a paid employment transition opportunity offered to youth with disabilities with a post-secondary goal of employment. This opportunity is a partnership between the Luzerne Intermediate Unit and the Lands at Hillside. The donated greenhouse and farmland offer a non-traditional classroom for students. Students learn agriculture, horticulture, employability, social and marketing skills. These skills are practiced during seasonal sales as well as the Farmer's Market. Two job coaches oversee and mentor the students to reach their highest potential. This program is located at the Lands at Hillside Shavertown, PA.

- **Document Destruction**

Depot is a paid employment transition opportunity for youth with disabilities who have a post-secondary goal of employment. The DDD is operated by the Luzerne Intermediate Unit. This program teaches students various employability skills and job skills specific to warehousing. Students must be at least 18 years of age to operate the shredder. Students work a maximum of three days per week from 9:00 a.m. - 1:30 p.m. with a half hour lunch break. Two mentors guide the students and ensure safety while at the DDD. Safety and job training is provided to students prior to beginning employment. The DDD is located at Phillip's Supply Company, Plymouth, PA

- **Lowe's Outreach Program**

is a paid employment transition opportunity for youth with disabilities who have a post-secondary goal of employment. This gives students the opportunity to train for potential full-time employment. The training period is flexible based on the student's skill level. This period may last for 45 days and is facilitated by a job mentor and a job coach. Upon successful completion of this training period, the student is then eligible to be hired by LOWE'S. Students must be 18 years old or older, have the ability to lift 70 lbs., successfully pass a drug screening test, and successfully pass a criminal background check. During the training period, transportation is provided. Please note, once a student is hired by LOWE'S, they must secure their own transportation. The ARC of Luzerne County, the Luzerne

Intermediate Unit and its member school districts are partnering with LOWE'S to offer this opportunity to eligible students. The LOWE'S Outreach Program is located at Lowe's Distribution Center, Pittston Township, PA.

- **Corner Store**
is a transition opportunity which allows youth with disabilities to explore real-life work experiences first hand, by working in a convenience store selling coffee, cookies, candy, newspapers, etc. The Corner Store is operated by the Luzerne Intermediate Unit. A job coach assists the students at this site to gain valuable job skills such as using a cash register, customer service, cleaning, stocking shelves and social skills. Generally one or two students work at this site in 2 hours shifts Monday through Friday. The Corner Store is located in the Dime Bank Building on Main Street in Pittston.
- **REAL Academy Class rotations**
are geared for LIU and District special education classes to utilize the REAL Academy facility to further enhance their transition instruction. Classes are scheduled to attend one full week each quarter for a total of four weeks. During the first week the students participate in kitchen activities and following recipes. The second week devoted to housekeeping activities including making beds, washing

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 |
|---|------------------------------|-------------------------------|---------------------------|
| West Side Area Career Technical School | Neighboring School Districts | Itinerant Learning Support | 9 |
| Wilkes-Barre Area Career Technical School | Neighboring School Districts | Full Time Life Skills Support | 1 |
| Benton Alternative Learning Center | Other | Itinerant Learning Support | 3 |
| New Story Wyoming | Approved Private Schools | Full-time Emotional Support | 1 |
| West Side Area Career Technical School | Neighboring School Districts | Supplemental Learning Support | 8 |
| Kistler Elementary School | Neighboring School Districts | Full-time Multi-disabilities | 2 |
| Lycoming Community County College | Other | Full Time Life Skills Support | 2 |
| Wyoming Valley West Partial Hospitalization | Neighboring School Districts | Full-time Emotional Support | 3 |
| Ross Elementary | Neighboring School Districts | Full-time Emotional Support | 2 |
| Graham Academy | Special Education Centers | Full-Time Autistic Support | 2 |
| New Story Berwick | Approved Private Schools | Full-time Emotional Support | 4 |
| New Story Berwick | Approved Private Schools | Full-Time Autistic Support | 2 |
| Kidspeace | Other | Full-time Emotional Support | 2 |
| Instruction in the Home | Instruction in the Home | ? | 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 |
|-------------------------------|-------------------------------|---------------------------------------|-----------|------------------|-----------|----------|-----|
| Northwest Area Primary School | An Elementary School Building | A building in which General Education | Itinerant | Learning Support | 6 to 7 | 5 | 0.4 |

| | | | | | | | |
|-------------------------------|-------------------------------|---|--|------------------|--------|---|-----|
| | | programs are operated | | | | | |
| Northwest Area Primary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 8 | 8 | 0.6 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Primary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 9 | 4 | 0.3 |
| Northwest Area Primary 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 9 | 8 | 0.7 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Intermediate School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 9 to 10 | 7 | 0.5 |
| Northwest 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 | 8 to 10 | 7 | 0.5 |

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

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

| | | | | | | | |
|------------------------------------|-------------------------------|---|--|------------------|----------|---|-----|
| Northwest 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 11 | 8 | 0.5 |
|------------------------------------|-------------------------------|---|--|------------------|----------|---|-----|

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Intermediate School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 13 | 12 | 0.6 |
| Northwest 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 14 | 8 | 0.4 |

Justification: One student age 14 previously home-schooled, parent request lower grade placement due to student learning needs. Addressed in student's IEP; out of age range

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Intermediate School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 11 to 12 | 11 | 0.6 |
| Northwest 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 | 12 to 13 | 8 | 0.4 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|------------------------------------|-------------------------------|---|-----------------------------------|---------------------|-----------|----------|-----|
| Northwest Area Intermediate School | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 8 to 11 | 5 | 1 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--------------------------------------|--------------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 13 to 14 | 16 | 0.6 |
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 14 | 5 | 0.4 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--------------------------------------|--------------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 13 to 15 | 12 | 0.8 |
| Northwest Area Jr. / Sr. High School | A Junior/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 15 | 3 | 0.2 |

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--------------------------------------|--------------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 15 to 18 | 8 | 0.5 |
| Northwest Area Jr. / Sr. High School | A Junior/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 | 7 | 0.5 |

| | | | | | | | |
|--|--|--------------|--|--|--|--|--|
| | | are operated | | | | | |
|--|--|--------------|--|--|--|--|--|

Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--------------------------------------|--------------------------------------|---|--|------------------|-----------|----------|------|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 17 | 16 | 0.6 |
| Northwest Area Jr. / Sr. High School | A Junior/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 14 | 1 | 0.05 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--------------------------------------|--------------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 16 to 18 | 16 | 0.6 |
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 17 to 18 | 3 | 0.4 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--------------------------------------|--------------------------------------|---|--|------------------|-----------|----------|-----|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 17 to 20 | 7 | 0.7 |
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 17 to 20 | 4 | 0.3 |

| | | | | | | | |
|-----------------|----------------------|---|------------------------|---------|----|--|--|
| Sr. High School | High School Building | General Education programs are operated | 80% but More Than 20%) | Support | 21 | | |
|-----------------|----------------------|---|------------------------|---------|----|--|--|

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|---|--------------------------------------|---|-----------------------------------|---------------------|-----------|----------|-----|
| Northwest Area Jr. / Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 13 to 19 | 11 | 1 |
| Justification: Jr./Sr. Life Skills Class; out of age range addressed in students' IEPs. | | | | | | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|-----------------------------|-----------------------|-------------|
| Director, Special Education | All Schools | 1 |
| School Psychologist | All Schools | 1 |
| Special Education Secretary | All Schools | 1 |
| Instructional Aide | Primary School | 1 |
| Instructional Aide | Primary School | 0.5 |
| Instructional Aide | Intermediate School | 0.5 |
| Instructional Aide | Intermediate School | 1 |
| Instructional Aide | Intermediate School | 1 |
| Instructional Aide | Intermediate School | 1 |
| Instructional Aide | Intermediate School | 1 |
| Instructional Aide - PCA | Intermediate School | 1 |
| Instructional Aide | Jr. / Sr. High School | 1 |
| Instructional Aide | Jr. / Sr. High School | 1 |
| Instructional Aide | Jr. / Sr. High School | 1 |
| Instructional Aide | Jr. / Sr. High School | 0.5 |
| Instructional Aide | Jr. / Sr. High School | 1 |
| Instructional Aide | Jr. / Sr. High School | 1 |
| Instructional Aide - PCA | Jr. / Sr. High School | 1 |
| Instructional Aide | Jr. / Sr. High School | 1 |
| Instructional Aide | Jr. / Sr. High School | 0.5 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|--|--------------------|-----------------------------|
| Orientation and Mobility Specialist | Intermediate Unit | 1 Hours |
| Hearing Therapist | Intermediate Unit | 4 Days |
| Vision Specialist | Intermediate Unit | 0.5 Days |
| Transition Specialist | Intermediate Unit | 2 Days |
| Speech / Language Therapist | Intermediate Unit | 5 Days |
| Occupational Therapist | Outside Contractor | 4 Days |
| Physical Therapist | Outside Contractor | 2 Days |
| Speech / Language Therapist | Intermediate Unit | 1.75 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 district has implemented progress monitoring devices along with RTII in an attempt to evaluate student progress.

Accomplishment #2:

The district has worked to increase student achievement.

District Concerns

Concern #1:

The district has a concern regarding educational funding. Continuously cut-backs at the state level will negatively impact education in the district in the near future.

Prioritized Systemic Challenges

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

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

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

Systemic Challenge #4 (*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.

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

Systemic Challenge #6 (*System #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

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

Systemic Challenge #8 (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Systemic Challenge #9 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- 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: Summative

Data Source: SLOs, standards-based assessments, rubric-based assessments, local assessments, and benchmarking will be utilized to determine curricular consistency.

Specific Targets: Professional Learning Community teams will analyze assessment data to determine: 1. Student performance demonstrates increasing proficiency and growth, and 2. attainment of developmentally-appropriate PA Core, Keystone, and Academic standards.

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

Action Steps:

Implementation of Professional Learning Community Model in the Elementary settings

Description:

The Northwest Area Primary, Intermediate, and High Schools will employ a Professional Learning Community (PLC) model whereby all teachers participate in grade-level teams. The Professional Learning Communities meet twice in a six day cycle (Day 2 and Day 5). Through interdisciplinary collaboration, the PLCs identify progressive instructional practices and strategies which yield continuous school improvement and improved student outcomes. Professional Learning Communities afford participants with valuable opportunities to collaborate with teaching colleagues in order to develop a shared vision of academic excellenc

• **Day 2--- Meetings:**

- Grade-level teams meet to discuss issues that relate to student behavior, discipline, attendance, and academic performance. Day 2 meetings focus upon identifying issues and variables that serve as impediments to student achievement. Moreover, the grade-level teams work collaboratively to identify and monitor interventions that yield improved student outcomes.
Suggested discussions: Math Intervention/Ranger Time— Identification of student groups, progress monitoring, and instructional planning.

○

• **Day 5 Meetings:**

- Grade-level teams meet to collaboratively develop improved instructional strategies; design interdisciplinary lessons; progress monitor student achievement; develop differentiated strategies for instruction and assessment; and implement PA Common Core standards.

○

- **Administration will provide specific direction regarding the desired goals and outcomes of Professional Learning Community meetings. The outcomes and objectives upon which the teams will collaborate to realize reflect the systemic interventions identified in the Northwest Area School District Comprehensive Plan.**

Start Date: 8/28/2013 **End Date:** 6/14/2014

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

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

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures 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.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Summative

Data Source: Standards-aligned and local rubric-based assessments, Study Island, and AIMSWEB will be utilized to ensure that ALL students' learning needs are met.

Specific Targets: PLC teams, department teams, and administration will analyze data to ensure that student performance demonstrates gains in student proficiency and growth. AIMWEB data will be utilized to progress monitor students and to identify instructional interventions necessary to meet their needs. The Child Study Team will analyze data to identify tiered interventions to assist struggling students. Data will be analyzed to determine curricular and instructional strategies to improve student achievement

Strategies:

Differentiating Instruction

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

SAS Alignment: Instruction

Action Steps:

Ranger Time Targeted Interventional Reading and Mathematics Schedule and Framework

Description:

The Principal will create a new academic schedule which provides one academic period a day equal to core instructional period within which students receive targeted interventional Reading and Mathematics instruction. Additionally, in collaboration with the building principal, grade-level PLC teams will identify student groups based upon skill deficits demonstrated in benchmarking data. Furthermore, grade-level PLC teams will collaborate to develop lesson plans that address skill deficits of student groups. Lastly, instructional staff will actively engage in data analysis cycle whereby students are benchmarked and assessed regularly and determinations concerning student instruction are made.

Start Date: 8/28/2013 **End Date:** 6/13/2014

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

Supported Strategies: None selected

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures 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.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Summative

Data Source: Standards-aligned and local rubric-based assessments, SI, and AIMSWEB data will be utilized to monitor student achievement and modify instruction.

Specific Targets: PLC teams analyze students' grades in core subjects, performance on benchmarking assessments, and AIMSWEB to determine instructional effectiveness and to inform decision making regarding instruction and curriculum.

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

Action Steps:

Ranger Time Targeted Interventional Reading and Mathematics Schedule and Framework

Description:

The Principal will create a new academic schedule which provides one academic period a day equal to core instructional period within which students receive targeted interventional Reading and Mathematics instruction. Additionally, in collaboration with the building principal, grade-level PLC teams will identify student groups based upon skill deficits demonstrated in benchmarking data. Furthermore, grade-level PLC teams will collaborate to develop lesson plans that address skill deficits of student groups. Lastly, instructional staff will actively engage in data analysis cycle whereby students are benchmarked and assessed regularly and determinations concerning student instruction are made.

Start Date: 8/28/2013 **End Date:** 6/13/2014

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

Supported Strategies: None selected

Implementation of Professional Learning Community Model in the Elementary settings

Description:

The Northwest Area Primary and Intermediate Schools will employ a Professional Learning Community (PLC) model whereby all teachers participate in grade-level teams. The Professional Learning Communities meet twice in a six day cycle (Day 2 and Day 5). Through interdisciplinary collaboration, the PLCs identify progressive instructional practices and

strategies which yield continuous school improvement and improved student outcomes. Professional Learning Communities afford participants with valuable opportunities to collaborate with teaching colleagues in order to develop a shared vision of academic excellenc

- **Day 2--- Meetings:**

- Grade-level teams meet to discuss issues that relate to student behavior, discipline, attendance, and academic performance. Day 2 meetings focus upon identifying issues and variables that serve as impediments to student achievement. Moreover, the grade-level teams work collaboratively to identify and monitor interventions that yield improved student outcomes.

Suggested discussions: Math Intervention/Ranger Time— Identification of student groups, progress monitoring, and instructional planning.

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- **Day 5 Meetings:**

- Grade-level teams meet to collaboratively develop improved instructional strategies; design interdisciplinary lessons; progress monitor student achievement; develop differentiated strategies for instruction and assessment; and implement PA Common Core standards.

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- **Administration will provide specific direction regarding the desired goals and outcomes of Professional Learning Community meetings. The outcomes and objectives upon which the teams will collaborate to realize reflect the systemic interventions identified in the Northwest Area School District Comprehensive Plan.**

Start Date: 8/28/2013 **End Date:** 6/14/2014

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies: None selected

Inclusive Reading Practices/New Reading Instructional Framework

Description:

ALL students will receive grade-level core Reading instruction. Consequently, student who receive supplemental developmental Reading instruction will receive both skills-based developmental small group instruction as well as on-grade level reading instruction in the inclusive regular education setting along with their typical peers and those who receive itinerant learning support. Consequently, regular education

teachers will collaborate with the grade-level case managers to design and deliver differentiated instruction which accounts for the learning differences and styles of student populations in order to ensure that ALL students realize success.

Start Date: 8/28/2013 **End Date:** 6/13/2014

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies: None selected

Appendix: Professional Development Action Step Details

No Professional Development Action Steps have been identified for Northwest Area SD.

District Level Affirmations

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

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Action 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.

Affirmed by Randy Tomasacci on 10/22/2013

Board President

Affirmed by Ronald Grevera on 10/22/2013

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 Randy Tomasacci on 5/17/2013

Board President

Affirmed by Ronald Grevera on 5/15/2013

Chief School Administrator