

# NORTHWEST AREA SD

## Comprehensive Plan

2021 – 2024



## Steering Committee

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## LEA Profile

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 Pre K-2 is located in Huntington Township and The Intermediate School which houses grades 3-6 is located in Hunlock Township. 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 approximately 1000 students in grades pre K -12. Of this population, 50.1% have been identified as economically disadvantaged and 28.3% receive Special Education Services. 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, aevium, as well as a number of sports programs such as basketball, football, field hockey, track/cross country, baseball, softball, and wrestling (at another local school).

The Northwest Area School District will work collaboratively with board members, administrators, teachers, parents, business persons, and community leaders to develop the comprehensive plan over the course of the 2019-2020 school year. Meetings will be conducted at the Northwest Area Middle School-High School.

The Comprehensive Planning Committee was led by the Superintendent, Mr. Joseph Long. Assisting will be members of the Administrative Team, Mr. Ryan Miner, High School Principal, Mr. Matthew Mills, Assistant High School Principal, Mr. Daniel Yarnell, Elementary Principal, Ms. Mary Agnes Kratz, Director of Special Education, and Business Manager, Mrs. Kristy Straub.

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, students and community leaders (Steering Committee).

The core foundations will be led by the superintendent and administrative team. All district stakeholders will participate in the comprehensive planning process through both day and evening meetings to address the state standards, implementation and update of the district curriculum, instruction, assessment, safe and supportive schools, college and career ready goals, materials and resources, and Act 48 professional education goals.

The Special Education component of the comprehensive planning process was led by the Director of Special Education, Mary Agnes Kratz. Parents of special education students, special education teachers, board members, and community members will revise the Special Education Plan evident in the former Comprehensive Plan.

## Mission and Vision

### Mission

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

All students will participate in a technologically infused academic environment which fosters life, college, and career readiness demonstrating responsibility, productivity, and independence while navigating within a culturally and globally diverse society.

## Educational Value Statements

### Students

The Northwest Area School District firmly believes that all students: • Have the ability to Learn • Are entitled to a safe learning environment • Be held to High Standards • Be responsible partners in their own education • Embody the traits of a true Ranger Respectful, full of, characterized by, or showing politeness of deference Academic, a person who is academic in background, attitudes, and methods Noble, of an exalted moral or mental character or excellence Goal-oriented, a person that has clear direction of focus toward a particular endeavor Empowered, a person of power and authority Responsible, answerable or accountable, as for something within one's power, control, or management

### Staff

The Northwest Area School District firmly believes that all of our staff: • Design and deliver instruction tailored to individual needs • Should hold students to high standards • Know that all students can demonstrate growth • Model effective communication and collaboration • Model a high standard of excellence in education and ethics • Exemplify the traits of a Ranger Respectful, full of, characterized by, or showing politeness of deference Academic, a person who is academic in background, attitudes, methods Noble, of an exalted moral or mental character or excellence Goal-oriented, a person that has clear direction or focus toward a particular endeavor Empowered, a person of power and authority Responsible, answerable or accountable, as for something within one's power, control, or management.

### Administration

We firmly believe that our Administration will: • Support continued professional development • Provide a safe and supportive learning environment • Maintain consistent core values, practices, and procedures throughout the district • Provide adequate resources for all district stakeholder and initiatives • Foster community partnerships • Promote and maintain a high standard of excellence in education and ethics • Maintain a culture that upholds the values of a RANGER • Operates as the foundation of RANGER VALUES: Respectful, full of, characterized by, or showing politeness or deference Academic, a person who is academic in background, attitudes, methods Noble, of an exalted moral or mental character or excellence Goal-oriented, a person that has clear direction or focus towards a particular endeavor Empowered, a person of power and authority Responsible, answerable or accountable, as for something within one's power, control, or management.

### Parents

We firmly believe that our Parents will: • Be an advocate for the students of Northwest School District • Provide a safe and supportive home environment • Support the consistent core values, practices, and procedures throughout the district • Utilize the resources provided by the district • A viable participant in community partnerships • Support a high standard of excellence in education and ethics • Be supportive of the culture that upholds the values of a RANGER Respectful, full of, characterized by, or showing politeness or deference Academic, a person who is academic in background, attitudes, methods Noble, of an exalted moral or mental character or excellence Goal-oriented, a person that has clear direction or focus towards a particular endeavor Empowered, a person of power and authority Responsible, answerable or accountable, as for something within one's power, control, or management.

## Community

We firmly believe that the Greater Northwest Area community will:

- Continue to provide services and supports to the students of Northwest
- Provide financial support for services provided within the district
- Provide continued professional employment internships and experiences
- Continue to support community partnerships
- Be supportive of the culture that upholds the values of a RANGER Respectful, full of, characterized by, or showing politeness or deference

Academic, a person who is academic in background, attitudes, methods

Noble, of an exalted moral or mental character or excellence

Goal-oriented, a person that has clear direction or focus towards a particular endeavor

Empowered, a person of power and authority

Responsible, answerable or accountable, as for something within one's power, control, or management

## Other (Optional)

## Summary of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Schedule changes starting with the 2021-2022 school year to increase our Ranger ELA Time (MTSS) and increase the length of our ELA classes.	No
The school provides multiple forms of assessment for students including diagnostic, benchmarking, localized assessments, and formative assessments in the classroom.	No
Through the diagnostic assessments provided, the school is able to provide students with individualized learning pathways to meet the needs of all students.	No
Students getting exposed to career standards through alumni speakers, lessons, and activities.	No
In the High School, ELA/Literature: Proficient or Advanced on State Assessments, the all student group for ELA/Literature exceeded the statewide average of 62.1% with a score of 68.1%.	Yes
In the High School, Science/Biology: Proficient or Advanced on State Assessments, The all student group for science and biology exceeded the statewide average of 66% with a score of 72.4%.	Yes
In the elementary, Northwest PS/IS has exceeded the state wide average of 85.7% attendance with an 87.4%.	No
In the elementary, Students in the historically under achieving category exceeded the state PVAAS growth standard in both math and ELA.	No
The district has made a commitment to the purchasing of Edmentum and Exact Path. This program provides a diagnostic assessment tool and customized learning pathways to provide students standards-based instruction and practice in ELA.	Yes
Annual and weekly implementation of progress monitoring of the special education population through KTEA-3 and Aims-Web respectively. The economically disadvantaged students met or exceeded the interim target of progress towards the goal/standard with a score of 74.7%.	Yes
We use the Child Study Process to assess data from Dibels, Freckle, and Exact Path to identify student needs and communicate with parents.	No
Students have the opportunity to attend after school tutoring in math 3-4 days per week. This opportunity provides students with guided homework help or tutoring in specific areas of deficiency.	No
Physical Education/Health classes promote a healthy lifestyle which helps to maximize student potential in the core academic areas	No



Our Career Education curriculum teaches students about future careers, educates them on a variety of fields, promotes goal setting.	No
Northwest Area uses the SAIP process with fidelity to track student attendance and create plans for improved attendance.	No
Student Services Plan has been a strength because our district has maintained a connection with students that have been identified with an increased level of need throughout the pandemic.	Yes
The district's technology plan has been able to ensure that all students had the components to achieve remote learning during the pandemic. The district was successful in launching its own cyber option for schooling. The district has been able to make a three year commitment to a program that provides diagnostic data, benchmarking, and individualized learning pathways for all students.	Yes
The Wilson Reading is a researched based program that is used throughout the district. The goal would be to have more staff become Wilson certified.	No
Adjustment in curricular alignment in science courses to provide students exposure to appropriate grade-level standards.	No
The students with disabilities met or exceeded the interim target of progress towards the goal/standard with a score of 27.8%.	No
The students with disabilities met or exceeded the interim target of progress towards the goal/standard with a score of 73.7%.	No
With a score of 47.1%, the all student group demonstrated an increase in performance from the previous school year.	No

## Challenges

Challenge	Consideration In Plan
Achieving the desired level of community buy-in through partnerships with all community stakeholders having influence on the overall school community	Yes
Getting more students enrolled in district offered CTE approved program.	No
In grades 7-12, the all student group in Math scored below the statewide average of 45.2% with a score of 41.7%.	Yes
In grades 7-12, The academic growth score in Math of 70.3% for the all student group is below the statewide average of 75.3%.	No
In grades K-6, the district had an overall decrease in advance/proficient students on ELA Assessment.	Yes
In grades K-6, the district had an overall decrease in student growth on ELA Assessment.	No

Overcoming inconsistencies in instruction offered during the 2020-2021 school year due to COVID.	No
Increase need for crisis assessments and mental health services due to exacerbated mental health issues caused by isolation due to the pandemic.	No
Providing adequate exposure to grade-level standards at each individual student's level on a consistent basis.	No
Lack of sufficient time for systemic curricular alignment across all grade levels.	No
One challenge the school faces is that of staffing, resources, professional development time, and funding. We have to evaluate how to maximize our resources and time, provide additional professional development, and maximize the efficiency of our schedule to expand learning opportunities for our students.	No
Prior to the pandemic, our science data proved to be rather successful. A challenge for our school is to return to that level of achievement, post-pandemic.	No
Overcoming the ability to provide hands-on instruction due to the safety measures in place.	No
Continued upgrading our Career and Readiness by co-ops with local businesses.	No
Limited resources and funding to provide services to a population of special education students of 24.4%	Yes
The unique individual needs of all learners, academic, social and emotional, has been exacerbated by the effects of the pandemic. The challenge for our district will be meeting all these needs academically and financially, especially those with special needs.	Yes
In the '19-'20 school year, the high school fell well below the state average for attendance with only 77.6% of students meeting the standard.	Yes
The High School attendance data (77.6%) is lower than the statewide performance standard (94.1%) by quite a bit. The NWAHS attendance is also below the statewide average (85.8%).	No
The economically disadvantaged students did not meet the interim target for progress towards goal/standard and demonstrated a decrease from the previous year with a score of 54.2%	No
The all student group scored below the statewide average of 45.2% with a score of 41.7%.	No
The academic growth score of 70.3% for the all student group is below the statewide average of 75.3%.	No
Increase in grant funding to maximize resources	No
District will continue to target special needs students and low income students in all academic areas for growth standards and measures	No

### Most Notable Observations/Patterns

Due to the pandemic, the discussion centered on the challenges that face the district and the barriers that are there that could prohibit us from reaching the higher levels of success in every needed area.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
<p>In the High School, ELA/Literature: Proficient or Advanced on State Assessments, the all student group for ELA/Literature exceeded the statewide average of 62.1% with a score of 68.1%.</p>	<p>The student increase was attributed to a realignment of curriculum in the high school. Increased department communication and more interventions were used for struggling students.</p>
<p>In the High School, Science/Biology: Proficient or Advanced on State Assessments, The all student group for science and biology exceeded the statewide average of 66% with a score of 72.4%.</p>	<p>The student increase was attributed to a realignment of curriculum in the high school. Increased department communication and more interventions were used for struggling students.</p>
<p>The district has made a commitment to the purchasing of Edmentum and Exact Path. This program provides a diagnostic assessment tool and customized learning pathways to provide students standards-based instruction and practice in ELA.</p>	<p>In order to provide more strategic interventions the district invested in the Exact Path diagnostics to enhance our curriculum and provide data for our teachers.</p>
<p>Annual and weekly implementation of progress monitoring of the special education population through KTEA-3 and Aims-Web respectively. The economically disadvantaged students met or exceeded the interim target of progress towards the goal/standard with a score of 74.7%.</p>	<p>The pandemic has caused a gap for our lowest students and increased progress monitoring and adjustment of instruction and goals will hopefully cut the educational gap.</p>
<p>Student Services Plan has been a strength because our district has maintained a connection with students that have been identified with an increased level of need throughout the pandemic.</p>	<p>The district has invested in more hours of social work with the LIU and Northeast Counseling to provide more intensive work for our students' social/emotional and educational needs.</p>
<p>The district's technology plan has been able to ensure that all students had the components to achieve remote learning during the pandemic. The district was successful in launching its own cyber option for schooling. The district has been able to make a three year commitment to a program that provides diagnostic data, benchmarking, and individualized learning pathways for all students.</p>	<p>The district has made a tremendous commitment to technology in our district. New chrome books, upgrades in our wireless system, online educational packages, and our own cyber school have been implemented to better serve our students.</p>

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Achieving the desired level of community buy-in through partnerships with all community stakeholders having influence on the overall school community	In addition to our current modes of communication, How do we increase our partnership with our community in the realm of parental involvement, community partnerships, and business partnerships?	No	
In grades 7-12, the all student group in Math scored below the statewide average of 45.2% with a score of 41.7%.	In order to meet the needs of all students in math district wide, the district will review and rewrite curriculum based on current standards. In addition, the district will incorporate multiple streams of data in order to adjust curriculum as needed. The discussion centered on a manner that we can quantify this challenge so that we can see and track success over the next three years.	Yes	In Mathematics K-12, the district will continue to review and analyze data to help guide curricular revisions and decisions.
In grades K-6, the district had an overall decrease in advance/proficient students on ELA Assessment.	In order to meet the needs of all students in ELA district wide, the district will review and rewrite curriculum based on current standards. In addition, the district will incorporate multiple streams of data in order to adjust curriculum as needed. The discussion centered on a manner that we can quantify this challenge so that we can see and track success over the next three years.	Yes	In ELA K-8, the district will continue to review and analyze data to help guide curricular revisions and decisions.
Limited resources and funding to provide services to a population of special education students of 24.4%	The district has seen an increase in special education referrals, crisis referrals due to social and emotional needs of our students. The district has used ESSERS monies to provide services.	No	
The unique individual needs of all learners, academic, social and emotional, has been exacerbated by the effects of the pandemic. The challenge for our district will be meeting all these needs academically and financially, especially those with special needs.	The district has seen an increase in special education referrals, crisis referrals due to social and emotional needs of our students.	Yes	The district will continue to provide and support the opportunities for students with unique social, academic, and emotional needs.

<p>In the '19-'20 school year, the high school fell well below the state average for attendance with only 77.6% of students meeting the standard.</p>	<p>Due to the pandemic and other areas, the decrease in attendance rose significantly.</p>	<p>Yes</p>	<p>The district will continue to use its SAIP team to establish contact and get all of our at-risk students the services needed to improve their attendance.</p>
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## Goal Setting

**Priority:** In Mathematics K-12, the district will continue to review and analyze data to help guide curricular revisions and decisions.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	The Northwest Area School District recognizes the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for Math. By the year 2023-2024, the Math curriculum will be fully instituted and the district will see a 10% increase in PSSA scores. In addition, the district will see a 10% increase in growth as determined by PVAAS	Math Curriculum	In the 2021-2022 school year, Northwest will review and re-write its Math Curriculum to align with current state standards and with the appropriate diagnostic data to guide instruction.	In the 2022-2023 school year, Northwest Area will implement the new Math Curriculum with research based interventions and appropriate assessments. The district will realize a 5% increase in PSSA scores and Growth Measures.	The Northwest Area School District recognizes the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for Math. By the year 2023-2024, the ELA curriculum will be fully instituted and the district will see a 10% increase in PSSA scores. In addition, the district will see a 10% increase in growth as determined by PVAAS

**Priority:** In ELA K-8, the district will continue to review and analyze data to help guide curricular revisions and decisions.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
English Language Arts	The Northwest Area School District recognizes the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA. By the year 2023-2024, the ELA curriculum will be fully instituted and the district will see a 10% increase in PSSA scores. In addition, the district will see a 10% increase in growth as determined by PVAAS.	ELA Curriculum	In the 2021-2022 school year, Northwest will review and re-write its ELA Curriculum to align with current state standards and with the appropriate diagnostic data to guide instruction.	In the 2022-2023 school year, Northwest Area will implement the new ELA Curriculum with research based interventions and appropriate assessments. The district will realize a 5% increase in or PSSA scores and growth measures.	The Northwest Area School District recognizes the need to align curriculum, assessment and instruction to PA Standards as a priority to be addressed through the development of a research based curriculum for ELA. By the year 2023-2024, the ELA curriculum will be fully instituted and the district will see a 10% increase in PSSA scores. In addition, the district will see a 10% increase in growth as determined by PVAAS.



**Priority:** The district will continue to provide and support the opportunities for students with unique social, academic, and emotional needs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Wellness	By the end of the 23/24 school year, the district will have implemented a trauma-informed theory curriculum and practices.	Mental Health	In 2021-2022, the district will provide professional development for all staff on a trauma informed theory curriculum.	In 2022-2023, the district will continue to support these students with multiple offerings of support throughout the school year. This will be accomplished through collaboration with inter-office agencies. The district will increase its professional development of faculty and staff in trauma-related theories and practices.	By the end of the 23/24 school year, the district will have implemented a trauma-informed theory curriculum and practices.
Social emotional learning	By the 23/24 school year all buildings will be implementing a Social Emotional Learning Curriculum.	Social Emotional Wellness	In 2021/22 District will identify SEL data points to determine scope of SEL program	In 2022/23, district will offer professional development to all staff members in a Social Emotional Learning Curriculum.	* By the 23/24 school year all buildings will be implementing a Social Emotional Learning Curriculum.

**Priority:** The district will continue to use its SAIP team to establish contact and get all of our at-risk students the services needed to improve their attendance.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Regular Attendance	By the 2023-2024 school year, student attendance in the high school will raise by 18%.	Regular Attendance	Expand our current SAIP program and investigate ways to grow our services to our students and increase communication with our district families.	Implement new strategies to enhance current SAIP procedures to meet the needs of our students.	By the 2023-2024 school year, student attendance in the high school will raise by 18%.

## Action Plan

Action Plan for: Write the ELA Curriculum through our Reading series Journeys						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>ELA Curriculum</li> </ul>		Our ELA Curriculum from K through 8 will align both horizontally and vertically to all eligible standards. All assessments will also be aligned to the up to date standards as well. Students will receive evidence based interventions to supplement the instruction. Data will show an improvement to our PSSA benchmark scores as well as our PSSA growth measurements.			Administrative team and members of the LIU #18 ELA team will monitor teachers through: walk-throughs formal evaluations Collecting diagnostic data. Professional Development offerings each year to build the strength of the curriculum. PSSA Test Results PSSA PVAAS Results	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will be in the process of reviewing and rewriting our ELA curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.	10/15/2021	06/26/2024	Mr. Daniel Yarnell LIU Specialist	Journeys Reading Series Hegerty Phonemic Awareness Curriculum Time to write, meet, and discuss Professional Development Foundations	Yes	Yes
District will provide Professional Development for K-8 ELA staff on new series and delivery of instruction and interventions.	09/01/2022	06/30/2023	Mr. Yarnell Title 1 Reading Staff	New Series and related items LIU support Vender PD Substitute teachers	Yes	Yes
District will implement the new series and written curriculum.	09/01/2022	06/30/2023	Mr. Yarnell Title 1 Reading Staff	Textbooks Workbooks Teacher Text Book	Yes	Yes
District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments	09/01/2022	06/30/2024	Mr. Yarnell Title 1 Reading Staff	Teachers LIU	Yes	Yes



**Action Plan for: Write the Math Curriculum**

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>Math Curriculum</li> </ul>	<p>Our Math Curriculum from K through 8 will align both horizontally and vertically to all eligible standards. All assessments will also be aligned to the up-to-date standards as well. Students will receive evidence-based interventions to supplement the instruction. Data will show an improvement to our PSSA benchmark scores as well as our PSSA growth measurements.</p>	<p>Administrative team and members of the LIU #18 ELA team will monitor teachers through: walk-throughs formal evaluations Collecting diagnostic data. Professional Development offerings each year to build the strength of the curriculum. PSSA Test Results PSSA PVAAS Results</p>

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will be in the process of reviewing and rewriting our Math curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence-based interventions, using evidence-based resources, and aligning assessments to the standards.</p>	09/01/2022	06/30/2023	Mr. Yarnell Mr. Miner	TBD	Yes	Yes
<p>District will provide Professional Development for K-8 Math staff on new series and delivery of instruction and interventions.</p>	09/01/2023	06/30/2024	Mr. Yarnell Mr. Miner LIU Staff	Math Textbooks Workbooks Online Diagnostic Data	Yes	Yes
<p>District will implement the new written curriculum and interventions.</p>	09/01/2023	06/30/2024	Mr. Yarnell Mr. Miner LIU Staff	Lesson Plans Intervention Strategies	Yes	Yes
<p>District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</p>	09/01/2023	06/30/2024	Mr. Yarnell Mr. Miner LIU Staff	PSSA PVAAS Diagnostic Data Summative and Formative Assessments	Yes	Yes

## Action Plan for: Social/Emotional Learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Mental Health</li> </ul>		The district will hope to improve the school climate, reduce attendance issues, reduce behavior issues, and better address the social and emotional needs of our students.			Survey Results Attendance Data Survey Results Attendance Data The district will evaluate attendance quarterly as new initiatives are introduced for effectiveness. Any adjustments will be made at those increments. Local SEL Data Behavior Data The district will continue to evaluate program and adjust goals yearly to meet the overall goal. Local SEL Data Behavior Data The district will continue to evaluate program and adjust goals yearly to meet the overall goal.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District will do a self-assessment of SEL framework currently within our district	09/01/2021	06/30/2022	Mr. Long Mr. Miner Mr. Yarnell Mrs. Boberick	Survey Results Attendance Data Local SEL Data	Yes	Yes
District will analyze a needs assessment of our stakeholders and develop a professional development plan.	09/01/2021	06/30/2022	Mr. Long Mr. Miner Mr. Yarnell Mrs. Boberick	Survey Results Attendance Data Local SEL Data	Yes	Yes
Based on the needs assessment/self-assessment and investigate an appropriate SEL curriculum.	09/01/2022	06/30/2023	Mr. Long Mr. Miner Mr. Yarnell Mrs. Boberick	Survey Results Attendance Data Local SEL Data	Yes	Yes
District will monitor, assess, and evaluate implemented program	09/01/2022	06/30/2024	Mr. Long Mr. Miner Mr. Yarnell Mrs. Boberick	Survey Results Attendance Data Local SEL Data	Yes	Yes

**Action Plan for: Regular Attendance**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Regular Attendance</li> </ul>		The high school will increase attendance by 18% by the 2023-24 school year.			The SAIP team will continue to monitor daily attendance and hold regular meetings to deliver revised strategies to increase attendance. This data will be evaluated monthly.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Research and develop new strategies to enhance our current SAIP Program to increase services for our students.	09/07/2021	06/30/2022	Mr. Long Mr. Miner Mr. Yarnell Mr. Mills	Children and Youth Catholic Social Services Social-Emotional Services SAIP Team	No	Yes
Implement new strategies to enhance attendance	08/29/2022	06/30/2023	Mr. Long Mr. Miner Mr. Yarnell Mr. Mills	Children and Youth Catholic Social Services Social-Emotional Services SAIP Team	No	Yes
Evaluation of SAIP Team and its effect on attendance.	08/28/2023	06/30/2024	Mr. Long Mr. Miner Mr. Yarnell Mr. Mills	Children and Youth Catholic Social Services Social-Emotional Services SAIP Team	No	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Write the ELA Curriculum through our Reading series Journeys	<ul style="list-style-type: none"> <li>• Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will being the process of reviewing and rewriting our ELA curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>• District will provide Professional Development for K-8 ELA staff on new series and delivery of instruction and interventions.</li> <li>• District will implement the new series and written curriculum.</li> <li>• District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> </ul>
Write the Math Curriculum	<ul style="list-style-type: none"> <li>• Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will being the process of reviewing and rewriting our Math curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>• District will provide Professional Development for K-8 Math staff on new series and delivery of instruction and interventions.</li> <li>• District will implement the new written curriculum and interventions.</li> <li>• District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> </ul>
Social/Emotional Learning	<ul style="list-style-type: none"> <li>• District will do a self-assessment of SEL framework currently within our district</li> <li>• District will analyze a needs assessment of our stakeholders and develop a professional development plan.</li> <li>• Based on the needs assessment/self-assessment and investigate an appropriate SEL curriculum.</li> <li>• District will monitor, assess, and evaluate implemented program</li> </ul>



## Professional Development Activities

ELA Curriculum Grades K-6						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will be in the process of reviewing and rewriting our ELA curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>District will provide Professional Development for K-8 ELA staff on new series and delivery of instruction and interventions.</li> <li>District will implement the new series and written curriculum.</li> <li>District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> </ul>	ELA and special education teachers grades K-8	Lesson Planning Intervention Design	Teachers will begin to evaluate what is being taught and when at present time and begin to evaluate the effectiveness of the current curriculum. The teachers will begin to evaluate the interventions used and develop new strategies within their classrooms. Teachers will adopt a new textbook series and align curriculum to meet data driven needs of our students.	Daniel Yarnell	09/01/2021	06/30/2024
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	Quarterly	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> </ul>			Language and Literacy Acquisition for All Students	

## New Teacher Induction Program

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>District will monitor, assess, and evaluate implemented program</li> </ul>	Newly hired faculty members in collaboration with veteran teacher mentors and the administrative team.	School Safety, Instructional Pedagogy, Special Education, Classroom Management, Curriculum and Assessment, Teacher Evaluation Process	Evidence of Implementation of Strategies in the Classroom through Formal and Informal Observations, Teacher Portfolio Submission, Teacher Surveys to provide Formative Data for administration	Administrative Team	08/22/2022	06/22/2023

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly (Admin and Teachers)	<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>2c: Managing Classroom Procedures</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>4a: Reflecting on Teaching</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Classroom/school visitation	2-3 Times Per Year	<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> <li>4a: Reflecting on Teaching</li> <li>4f: Showing Professionalism</li> </ul>	

Math Curriculum K-8

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will being the process of reviewing and rewriting our Math curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> <li>District will provide Professional Development for K-8 Math staff on new series and delivery of instruction and interventions.</li> <li>District will implement the new written curriculum and interventions.</li> </ul>	Math and Special Education Teachers Grades K-8	Curriculum Review, Intervention Strategies, Lesson Planning, Content Delivery, Assessment	Teachers will begin to evaluate what is being taught and when at present time and begin to evaluate the effectiveness of the current curriculum. The teachers will begin to evaluate the interventions used and develop new strategies within their classrooms.	Mr. Yarnell Mr. Miner	08/22/2022	06/22/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Quarterly	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	

## Implementation of an SEL Framework

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>District will do a self-assessment of SEL framework currently within our district</li> <li>District will analyze a needs assessment of our stakeholders and develop a professional development plan.</li> <li>Based on the needs assessment/self-assessment and investigate an appropriate SEL curriculum.</li> <li>District will monitor, assess, and evaluate implemented program</li> </ul>	All Faculty and Staff Pre-K through 12	Self-Management Self-Awareness Responsible Decision Making Relationship Skills Social Awareness	School employees develop an understanding of the signs of struggling students and follow district-established procedures to provide students with the assistance that is needed.	Building Principals	08/22/2022	06/22/2025

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	1-2 Times Per Year	<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> <li>2a: Creating an Environment of Respect and Rapport</li> <li>3a: Communicating with Students</li> </ul>	Trauma Informed Training (Act 18)

## Communications Action Steps

Evidence-based Strategy	Action Steps
Write the ELA Curriculum through our Reading series Journeys	<ul style="list-style-type: none"> <li>• Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will being the process of reviewing and rewriting our ELA curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>• District will provide Professional Development for K-8 ELA staff on new series and delivery of instruction and interventions.</li> <li>• District will implement the new series and written curriculum.</li> <li>• District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> </ul>
Write the Math Curriculum	<ul style="list-style-type: none"> <li>• Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will being the process of reviewing and rewriting our Math curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>• District will provide Professional Development for K-8 Math staff on new series and delivery of instruction and interventions.</li> <li>• District will implement the new written curriculum and interventions.</li> <li>• District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> </ul>
Social/Emotional Learning	<ul style="list-style-type: none"> <li>• District will do a self-assessment of SEL framework currently within our district</li> <li>• District will analyze a needs assessment of our stakeholders and develop a professional development plan.</li> <li>• Based on the needs assessment/self-assessment and investigate an appropriate SEL curriculum.</li> <li>• District will monitor, assess, and evaluate implemented program</li> </ul>
Regular Attendance	<ul style="list-style-type: none"> <li>• Research and develop new strategies to enhance our current SAIP Program to increase services for our students.</li> <li>• Implement new strategies to enhance attendance</li> <li>• Evaluation of SAIP Team and its effect on attendance.</li> </ul>

## Communications Activities

Math/ELA Curriculum Development					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Administrative team, Luzerne Intermediate Unit Advisors, and our faculty will be in the process of reviewing and rewriting our ELA curriculum from Grades K through and including grades 8. The team will focus on updating current practices and aligning lessons to the standards, using appropriate evidence based interventions, using evidence based resources, and aligning assessments to the standards.</li> <li>District will provide Professional Development for K-8 ELA staff on new series and delivery of instruction and interventions.</li> <li>District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> <li>District will provide Professional Development for K-8 Math staff on new series and delivery of instruction and interventions.</li> <li>District will implement the new written curriculum and interventions.</li> <li>District will monitor, evaluate, edit and rewrite Curriculum based on Diagnostic data, teacher input, and local and formative assessments</li> </ul>	Teachers, Curriculum Committee of the Board, School Board, Community	Textbook/Series Adoption, Plan for Implementation, Review and Revision Process, Curriculum Mapping that is Standards Aligned, Systems for Differentiation and Intervention, Materials and Resources including Necessary Technology	Administrative Team	08/30/2021	06/22/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Quarterly Reports		
Presentation			Monthly Updates at Board Meetings		
Public service announcement			Quarterly District App Notifications		

Communication of District Attendance Expectations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Research and develop new strategies to enhance our current SAIP Program to increase services for our students.</li> <li>Implement new strategies to enhance attendance</li> <li>Evaluation of SAIP Team and its effect on attendance.</li> </ul>	Students, Parents/Guardians, Teachers	Expectations for Attendance, Process for Notification to Families, SAIP Process, Child Study, SAP Process, Agency Involvement	Building Principals, Guidance Counselors	08/29/2022	06/22/2023
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Letter			Prior to Start of School Year		
Public service announcement			App Announcements as needed to provide updates		