Profile and Plan Essentials

LEA Type		AUN
Northwest School District		118406003
Address 1		
243 Thorne Hill Road		
Address 2		
City	**State**	**Zip Code**
Shickshinny	Pa	18655
Chief School Administrator		**Chief School Administrator Email**
Joseph F. Long Jr.		joseph.long@nasdedu.com
Single Point of Contact Name		
Joseph F. Long Jr.		
Single Point of Contact Email		
joseph.long@nasdedu.com		
Single Point of Contact Phone Number		
570-541-4126		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph F. Long Jr.	Superintendent	Northwest School District	joseph.long@nasdedu.com
James Miner	High School Principal	Northwest School District	ryan.miner@nasdedu.com
Mary Agnes Kratz	LEA/Consultant	Northwest School District	maryagnes.kratz@nasdedu.com
Kristy Straub	Business Manager	Northwest School District	kristy.straub@nasdedu.com
Angela Evans	Solicitor	Northwest School District	angela.evans@nasdedu.com
Leigh Bonczewski	Community Member	Northwest School District	leigh.bonczewski@nasdedu.com
Clem Benson	Board of Education	Northwest School District	clement.benson@nasdedu.com
Barry Shoemaker	Building and Grounds	Northwest School District	barry.shoemaker@nasdedu.com
Jennifer Daniels	Community Member	Booster Club Member	danielsj@gnasd.com
Carmela Shiptoski	District CSN	Northwest School District	carmela.shiptoski@nasdedu.com
Desiree Kreidler	Special Education HS	Northwest School District	desiree.kreidler@nasdedu.com
Vito Malacari	Secondary Teacher	Northwest School District	vito.malacari@nasdedu.com
Diana Antolik	Intermediate School	Northwest School District	diana.antolik@nasdedu.com
Beth Logsdon	Primary School	Northwest School District	elizabeth.logsdon@nasdedu.com
Joseph Zelinske	Primary School	Northwest School District	joseph.zelinske@nasdedu.com
Adam Sorber	Technology/Transportation	Northwest School District	adam.sorber@nasdedu.com
Jessica Hurst	Parent	Northwest School District	jessica.hurst@nasdedu.com
Karsyn Miner	Student	Northwest School District	karsyn.miner@nasdedu.com
Rich Mackrell	Other	Luzerne Intermediate Unit	rmackrell@liu18.org
Dr. Jennifer Yarnell	Board Member	Northwest School District	jennifer.yarnell@nasdedu.com
Jeff Pierontoni	Board Member	Northwest School District	jeff.pierontoni@nasdedu.com
Shani Boberick	Staff Member	Northwest School District	shani.boberick@nasdedu.com
Matt Lukachinsky	Administrator	Northwest School District	matthew.lukachinsky@nasdedu.com
Ryan Amos	Administrator	Northwest School District	ryan.amos@nasdedu.com

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 district encompasses approximately 114 square miles.

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 900 students in grades Pre-K -12. Of this population, 53.3% have been identified as economically disadvantaged and 23.3% 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, Aevidum, 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 2023-24 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 Lukachisnky Assistant High School Principal, Mr. Ryan Amos, Elementary Principal, Ms. Mary Agnes Kratz, Director of Special Education, and Business Manager, Mrs. Kristy Straub. The district changed administration in October of 2023. Mr. Lukachinsky and Mr. Amos is a recently hired administrators.

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 Values

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)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
High School, Science/Biology: Growth	The all-student group for science and biology exceeded the statewide average for growth of 74.7% with a score of 76.5%.
High School, Science/Biology: Performance	The all-student group for science and Biology demonstrated an increase in performance from the previous school year from 57.5% to 62.9%. This score also exceeded the state average.
High School, ELA/Literature: Proficient or Advanced on State Assessments	The all-student group for ELA/Literature exceeded the statewide average of 54.5% to 59.2%
High School, ELA/Literature: Growth	The all-student group for ELA exceeded the statewide growth measure of 75.4% with a score of 87.3%.
High School, Math: Growth	The all-student group for Math exceeded the statewide growth measure of 74.9% with a score of 88.3%.
Intermediate all school attendance	In the 22-23 school year, Northwest IS having exceeded the state wide average of 73.9% attendance with an 77.9%.
Career Standards Benchmark, Intermediate School	All -student groups meet or exceed career standards benchmark.
Math and ELA	Our school wide math scores had slight increases over a three-year period. Currently, the 3rd grade data exceeded the state average in both Math and ELA.
Intermediate School Science Performance	IS has exceeded the state wide Science PSSA percentage. The IS scored 84.7% in comparison to the state average of 58.9.7%.

Challenges

Indicator	Comments/Notable Observations
High School, Math/Algebra: Proficient or Advanced on State Assessments	The all-student group scored below the statewide average of 38.3% with a score of 16.6% in Math.
High School, Math/Algebra: Proficient or Advanced on State Assessments	The all-student group scored well below the statewide 2033 goal of 71.8% with a score of 16.6% in Math.
High School, Math/Algebra: Performance	The number of students scoring advanced in Math is 3.7% which is well below the statewide average of 14%
High School, Math/Algebra: Performance	The number of students scoring proficient or advanced in Math was 16.6% which is a decrease from 21.6% in 21-22.
Intermediate School: ELA- Performance	The Intermediate School's all-student group in ELA scored below the statewide average of 62.1% with a score of 51.8%. The district is reevaluating the K-8 ELA curriculum to align with current standards to better serve our students in all subjects.
Intermediate School: ELA- Growth	The Intermediate School's all-student group in ELA scored below the statewide average growth score of 70.0% with a score of 50%. The district is reevaluating the K-8 ELA curriculum to align with current standards to better serve our students in all subjects.
Intermediate School: Math- Growth	The Intermediate School had an overall decrease in student growth on Math Assessment.

Intermediate School: Math- Performance	The Intermediate School had an overall decrease in advance/proficient students on Math Assessment.
Intermediate School: ELA- Growth	The Intermediate School had an overall decrease in student growth on ELA Assessment.
Intermediate School: ELA- Performance	The Intermediate School had an overall decrease in advance/proficient students on ELA Assessment.
High School: Attendance	The all-student group had 68% of students that were not considered chronically absent which is below the statewide average of 73.9% and well below the state standard of 94.1%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
Indicator High School: Science/Biology: Proficient or Advanced on State Assessments **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The students with disabilities increased the score from 6.9% in 21-22 to 24.3% in 22-23 in science.
Indicator High School: ELA/Literature: Proficient or Advanced on State Assessments **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The students with disabilities (ELA) scoring proficient or advanced increased from 9.8% in 21-22 to 15.7% in 22-23.
Indicator High School: ELA/Literature: Proficient or Advanced on State Assessments **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** The economically disadvantaged students met or exceeded the interim (ELA) target of progress towards the goal/standard with a score of 78%.
Indicator High School, Math: Performance- Meeting Interim Targets **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The students with disabilities met or exceeded the interim (Math) target of progress towards the goal/standard with a score of 77.3%.
Indicator Intermediate School Performance Math **Grade Level(s) and/or Student Group(s)** Grade 3	**Comments/Notable Observations** The 3rd grade scored 76.1% proficient and advanced in math. The state average is 51.7%.

Challenges

Indicator	Comments/Notable Observations
Indicator High School: ELA/Literature- Performance **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** The economically disadvantaged students did not meet the interim (ELA) target for progress towards goal/standard with a score of 48.3%
Indicator High School: ELA/Literature- Performance **Grade Level(s) and/or Student Group(s)** Students With Disabilities	**Comments/Notable Observations** The students with disabilities did not meet the interim (ELA) target for progress towards goal/standard with a score of 15.7%.
Indicator High School: Math- Meeting Interim Targets **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** The students with disabilities did not meet the interim (Math) target for progress towards goal/standard with a score of 0.0%

Students With Disabilities	
Indicator High School: Science/Biology- Meeting Interim Targets **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** The economically disadvantaged did not meet the interim (Science) target for demonstrating growth and demonstrated a decrease from 21-22 (50.9%) to 22-23 (44%).
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

High School: ELA/Literature: Growth: The all-student group for ELA exceeded the statewide growth measure of 75.4% with a score of 87.3%.
High School: Math: Growth: The all-student group for Math exceeded the statewide growth measure of 74.9% with a score of 88.3%.
High School Science/Biology: Growth: The all-student group for science and biology exceeded the statewide average for growth of 74.7% with a score of 76.5%.
The 3rd grade scored 76.1% proficient and advanced in math. The state average is 51.7%.
Intermediate School has exceeded the state wide Science PSSA percentage. The IS scored 84.7% in comparison to the state average of 58.9.7%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

High School Math: Performance: The all-student group scored below the statewide average of 38.3% with a score of 16.6% in Math.
High School: Attendance: The all-student group had 68% of students that were not considered chronically absent which is below the statewide average of 73.9% and well below the state standard of 94.1%
High School Math: Performance: The number of students scoring advanced in Math is 3.7% which is well below the statewide average of 14%
The Intermediate School's all-student group in ELA scored below the statewide average of 62.1% with a score of 51.8%. The district is reevaluating the K-8 ELA curriculum to align with current standards to better serve our students in all subjects.
The Intermediate School's all-student group in ELA scored below the statewide average growth score of 70.0% with a score of 50%. The district is reevaluating the K-8 ELA curriculum to align with current standards to better serve our students in all subjects.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Exact Path- Grades K-12 ELA, Reading	Diagnostic Assessment- Customized Pathways for Learning
SAIP	Attendance Data
PLC/Child Study Process	Review of individual student performance, attendance, and behavior
eMetric	PSSA/Keystone Results
PA-ETEP	Teacher Effectiveness Data
CSIU Discipline Reports	Student Behavioral Data
PVAAS	Student Growth Data
K-TEA	Academic Achievement for Special Education Students
AIMS Web	Bench Marking for Special Education Students
SAP	At Risk student data
Wilson Reading Program	Daily Direct Reading
Grade K-3 Dibels Next, Early Literacy Assessment, Diagnostic testing used for student placement, driving curriculum and instruction, and remediation/enrichment.	Early Literacy Assessment, Diagnostic testing used for student placement, driving curriculum and instruction, and remediation/enrichment.

English Language Arts Summary

Strengths

Schedule changes starting with the 2022-2023 school year to increase our Ranger ELA Time (MTSS) and increase the length of our ELA classes.
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.
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%.

Challenges

Challenges still exist, post COVID, to recover from the learning loss.
Increase need for crisis assessments and mental health services due to exacerbated mental health issues caused by isolation due to the pandemic.
Attendance data across the district continues to remain a concern. For the High School, 32% of students were considered to be chronically absent. At the Intermediate school, 22% of our students were considered to be chronically absent.

Mathematics

Data	Comments/Notable Observations
Exact Path- Grades K-12 ELA, Math	Diagnostic Assessment- Customized Pathways for Learning
After School Math Tutoring in Grades 3 through 12	Students can attend 3-4 nights per week for homework help or guided tutoring.
PLC/Child Study Process	Review of individual student performance, attendance, and behavior
e-Metric	PSSA/Keystone Results
PA-ETEP	Teacher Effectiveness
CSIU Discipline	Student behavior
PVAAS	Student Growth
K-TEA	Academic Achievement for Special Education Students
AIMS Web	Bench Marking for Special Education Students

SAP	At-Risk Student Data
SAIP	Student Attendance

Mathematics Summary

Strengths

We use the Child Study Process to assess data from Dibels, Freckle, and Exact Path to identify student needs and communicate with parents.
Students have the opportunity to attend after school tutoring in math 2-3 days per week. This opportunity provides students with guided homework help or tutoring in specific areas of deficiency.
The students with disabilities met or exceeded the interim target of progress towards the goal/standard with a score of 73.7%.
With a score of 47.1%, the all-student group demonstrated an increase in performance from the previous school year.

Challenges

Providing adequate exposure to grade-level standards at each individual student's level on a consistent basis.
Lack of sufficient time for systemic curricular alignment across all grade levels.
The all-student group scored below the statewide average of 45.2% with a score of 41.7%.
The academic growth score of 70.3% for the all-student group is below the statewide average of 75.3%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
E-Metric	PSSA/Keystone Results
PVAAS	Student Growth Data
Study Island	Bench Marking Data
Principles of Engineering	Dual Enrollment Opportunities
Science in Motion	Local University Partnership
SAIP	Attendance Data
SAP	At Risk Student Data
Grades K-6 Freckle	Diagnostic testing used for student placement, driving curriculum and instruction, and remediation/enrichment.
Junior Achievement	We use Junior Achievement Curriculum for Careers/Technology

Science, Technology, and Engineering Education Summary

Strengths

Adjustment in curricular alignment in science courses to provide students exposure to appropriate grade-level standards.

Challenges

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.
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.
Overcoming the ability to provide hands-on instruction due to the safety measures in place.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PAFRI Career Standards Benchmark	Data From PAFRI
Local Career Standards Requirement	Teachers required to incorporate minimum of 2 lessons per year into classes.
Junior Achievement	Students get exposed to being consumers and workers within a community environment

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	% of students eligible for exams
NOCTI	% of students scoring mastery on exam

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution
Delaware Valley University
Agreement Type
Local Articulation
Program/Course Area
Agriculture
Uploaded Files
Delaware Valley.pdf
Partnering Institution
Lackawanna College
Agreement Type
Dual Credit

Program/Course Area
All Content Areas- Dual Enrollment Program
Uploaded Files
Lackawanna College Dual Enrollment 2023-24.pdf
Partnering Institution
Luzerne County Community College
Agreement Type
Dual Credit
Program/Course Area
All Content Areas-Dual Enrollment Program
Uploaded Files
LCCC.pdf

Summary

Strengths
Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students getting exposed to career standards through alumni speakers, lessons, and activities.
Physical Education/Health classes promote a healthy lifestyle which helps to maximize student potential in the core academic areas
Our Career Education curriculum teaches students about future careers, educates them on a variety of fields, promotes goal setting.

Challenges
Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Getting more students enrolled in district offered CTE approved program.
Increase in grant funding to maximize resources
Continued upgrading our Career and Readiness by co-ops with local businesses.

Equity Considerations

English Learners
True This student group is not a focus in this plan.

Students with Disabilities
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
K-TEA	Academic Achievement
AIMS Web	Bench Marking
Exact Path	Diagnostic Assessment
O'Net	Indicator-13 Transition
OVR	Indicator-13 Transition
Wilson Reading	Differentiate Curriculum
SWPBIS	Student Discipline Data

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
SAIP	Student Attendance Data
Emetric	PSSA/Keystone Results
PVAAS	Student Growth
Exact Path/Edmentum	Student Achievement

Student Groups by Race/Ethnicity
True This student group is not a focus in this plan.

Summary

Strengths
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.
Northwest Area uses the SAIP process with fidelity to track student attendance and create plans for improved attendance.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Limited resources and funding to provide services to a population of special education students of 24.4%
District will continue to target special needs students and low-income students in all academic areas for growth standards and measures

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district will continue to use the written special education plan (including gifted) to meet the needs of our district's identified students in both self-contained and regular education classrooms. The plan highlights five areas of improvement: Autism training, Reading Training, Behavior Support training, Transition Goals, Paraprofessional training.
Title 1 Program	Currently all elementary schools have a school-wide Title One plan. The Goals are, Principal as Instructional Leader, Academic Interventions aligned with instruction, effective instructional practices, and a safe school.
Student Services	Due to the long-term effect of the pandemic, the district will continue to address the social and emotional needs of our students through interagency partnerships. (See Special Education Plan)
K-12 Guidance Plan (339 Plan)	Guidance will continue to focus on career and college ready practices that align with the 339 plans.
Technology Plan	With the recent increase in remote learning time, the district will continue to provide online opportunities for all students. The district will continue to support it's one to one chrome book initiative, cyber programming, and online diagnostic testing. In addition to our initial of offerings, the district will continue to implement STEM related courses that revolve around the ISTE standards.
Induction Plan	As part of the comprehensive plan process, the district has revised its new teacher induction plan to increase collaboration between inductee and mentor and better prepare our new teachers for ever changing educational challenges.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.
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.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

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 learning loss, mental health student specific challenges and the increasing in special needs students and the financial responsibility meeting those needs.
Due to the lack of funding, the district will have an enormous challenge of maintaining all of the necessary programs needed to meet the educational needs of our students.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The school provides multiple forms of assessment for students including diagnostic, benchmarking, localized assessments, and formative assessments in the classroom.
Through the diagnostic assessments provided, the school is able to provide students with individualized learning pathways to meet the needs of all students.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Achieving the desired level of community buy-in through partnerships with all community stakeholders having influence on the overall school community
Allocation of resources continues to be a challenge for the district due a lack in appropriate funding to support district initiatives.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
High School: ELA/Literature: Growth: The all-student group for ELA exceeded the statewide growth measure of 75.4% with a score of 87.3%.	True
High School: Math: Growth: The all-student group for Math exceeded the statewide growth measure of 74.9% with a score of 88.3%.	True
Schedule changes starting with the 2022-2023 school year to increase our Ranger ELA Time (MTSS) and increase the length of our ELA classes.	False
High School Science/Biology: Growth: The all-student group for science and biology exceeded the statewide average for growth of 74.7% with a score of 76.5%.	False
The 3rd grade scored 76.1% proficient and advanced in math. The state average is 51.7%.	False
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.	True
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%.	True
We use the Child Study Process to assess data from Dibels, Freckle, and Exact Path to identify student needs and communicate with parents.	False
Students have the opportunity to attend after school tutoring in math 2-3 days per week. This opportunity provides students with guided homework help or tutoring in specific areas of deficiency.	False
Students getting exposed to career standards through alumni speakers, lessons, and activities.	False
Adjustment in curricular alignment in science courses to provide students exposure to appropriate grade-level standards.	False
Intermediate School has exceeded the state wide Science PSSA percentage. The IS scored 84.7% in comparison to the state average of 58.9.7%.	False
The school provides multiple forms of assessment for students including diagnostic, benchmarking, localized assessments, and formative assessments in the classroom.	False
Through the diagnostic assessments provided, the school is able to provide students with individualized learning pathways to meet the needs of all students.	False
Physical Education/Health classes promote a healthy lifestyle which helps to maximize student potential in the core academic areas	False
Our Career Education curriculum teaches students about future careers, educates them on a variety of fields, promotes goal setting.	False
Northwest Area uses the SAIP process with fidelity to track student attendance and create plans for improved attendance.	False

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.	True
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.	True
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.	False
The students with disabilities met or exceeded the interim target of progress towards the goal/standard with a score of 73.7%.	False
With a score of 47.1%, the all-student group demonstrated an increase in performance from the previous school year.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
High School Math: Performance: The all-student group scored below the statewide average of 38.3% with a score of 16.6% in Math.	True
High School: Attendance: The all-student group had 68% of students that were not considered chronically absent which is below the statewide average of 73.9% and well below the state standard of 94.1%	True
High School Math: Performance: The number of students scoring advanced in Math is 3.7% which is well below the statewide average of 14%	True
The Intermediate School's all-student group in ELA scored below the statewide average of 62.1% with a score of 51.8%. The district is reevaluating the K-8 ELA curriculum to align with current standards to better serve our students in all subjects.	False
Challenges still exist, post COVID, to recover from the learning loss.	False
Increase need for crisis assessments and mental health services due to exacerbated mental health issues caused by isolation due to the pandemic.	False
Providing adequate exposure to grade-level standards at each individual student's level on a consistent basis.	False
Lack of sufficient time for systemic curricular alignment across all grade levels.	False
Attendance data across the district continues to remain a concern. For the High School, 32% of students were considered to be chronically absent. At the Intermediate school, 22% of our students were considered to be chronically absent.	True
The all-student group scored below the statewide average of 45.2% with a score of 41.7%.	False
The academic growth score of 70.3% for the all-student group is below the statewide average of 75.3%.	False
The Intermediate School's all-student group in ELA scored below the statewide average growth score of 70.0% with a score of 50%. The district is reevaluating the K-8	False

ELA curriculum to align with current standards to better serve our students in all subjects.	
Achieving the desired level of community buy-in through partnerships with all community stakeholders having influence on the overall school community	True
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.	False
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.	False
Overcoming the ability to provide hands-on instruction due to the safety measures in place.	False
Getting more students enrolled in district offered CTE approved program.	False
Continued upgrading our Career and Readiness by co-ops with local businesses.	False
Limited resources and funding to provide services to a population of special education students of 24.4%	True
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 learning loss, mental health student specific challenges and the increasing in special needs students and the financial responsibility meeting those needs.	True
Increase in grant funding to maximize resources	False
District will continue to target special needs students and low-income students in all academic areas for growth standards and measures	False
Due to the lack of funding, the district will have an enormous challenge of maintaining all of the necessary programs needed to meet the educational needs of our students.	False
Allocation of resources continues to be a challenge for the district due a lack in appropriate funding to support district initiatives.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
High School Math: Performance: The all-student group scored below the statewide average of 38.3% with a score of 16.6% in Math.	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 around a manner that we can quantify this challenge so that we can see and track success over the next three years.	True
High School: Attendance: The all-student group had 68% of students that were not considered chronically absent which is below the statewide average of 73.9% and well below the state standard of 94.1%	Measures will be put into place to begin tracking those who are habitually absent.	False
High School Math: Performance: The number of students scoring advanced in Math is 3.7% which is well below the statewide average of 14%	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 around a manner that we can quantify this challenge so that we can see and track success over the next three years.	True
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 learning loss, mental health student specific challenges and the increasing in special needs students and the financial responsibility meeting those needs.	The district has seen an increase in special education referrals, crisis referrals due to social and emotional needs of our students.	True
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.	False
Attendance data across the district continues to remain a concern. For the High School, 32% of students were considered to be chronically absent. At the Intermediate school, 22% of our students were considered to be chronically absent.	Due to the pandemic and other areas , the decrease in attendance rose significantly.	True
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.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points

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.	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.
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%.	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.
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.	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.
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.	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.
High School: ELA/Literature: Growth: The all-student group for ELA exceeded the statewide growth measure of 75.4% with a score of 87.3%.	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.
High School: Math: Growth: The all-student group for Math exceeded the statewide growth measure of 74.9% with a score of 88.3%.	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.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In Mathematics K-12, the district will continue to review and analyze data to help guide curricular revisions and decisions.
	In ELA K-8, the district will continue to review and analyze data to help guide curricular revisions and decisions.
	The district will continue to provide and support the opportunities for students with unique social, academic, and emotional needs.
	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.

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
Mathematics

Measurable Goal Statement (Smart Goal)
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 2026-2027, 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

Measurable Goal Nickname (35 Character Max)
Math Curriculum

Target Year 1	Target Year 2	Target Year 3
Seeing the implementation of the Math Curriculum K-7, the district looks to improve both the growth and benchmark scores by evaluating the recently effectiveness of the curriculum through various local and state data points	Continued growth and bench mark scoring on state assessments based on evaluation of data, adjustments to curriculum and assessments, updates to remediation process to increase meeting the needs of our students	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 2026-2027, 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

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

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
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 2026-2027, 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.

Measurable Goal Nickname (35 Character Max)
ELA Curriculum

Target Year 1	Target Year 2	Target Year 3
Seeing the implementation of the Reading Curriculum, the district looks to improve both the growth and benchmark scores by evaluating the recently effectiveness of the curriculum through various local and state data points	Continued growth and bench mark scoring on state assessments based on evaluation of data, adjustments to curriculum and assessments, updates to remediation process to increase meeting the needs of our students	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 2026-2027, 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

Wellness
Measurable Goal Statement (Smart Goal)
By the end of the 26/27 school year, the district will expand and grow the trauma-informed theory curriculum and practices.
Measurable Goal Nickname (35 Character Max)
Mental Health

Target Year 1	Target Year 2	Target Year 3
The district will continue to implement professional development opportunities for faculty and staff to better service our stakeholders in the realm of mental health and wellness.	Based on the data, the district will continue to mold its services to meet the needs that are prevalent within our district.	By the end of the 26/27 school year, the district will expand and grow the trauma-informed theory curriculum and practices.

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)
* By the 26/27 school year all buildings will be updating our current Social Emotional Curriculum to meet the needs of our staff and students
Measurable Goal Nickname (35 Character Max)
Social Emotional Wellness

Target Year 1	Target Year 2	Target Year 3
The district will continue to implement professional development opportunities for faculty and staff to better service our stakeholders in the realm of social emotional learning	Based on the data, the district will continue to mold its services to meet the needs that are prevalent within our district.	* By the 26/27 school year all buildings will be updating our current Social Emotional Curriculum to meet the needs of our staff and students

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.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By the 2026/27 school year, student attendance in the district will raise by 20%.
Measurable Goal Nickname (35 Character Max)
Regular Attendance

Target Year 1	Target Year 2	Target Year 3
The district will continue to improve the SAIP process and work with families to improve attendance.	The district will improve attendance by 10% using new SAIP measures and coordinating with outside agencies to help students increase in person attendance.	By the 2026/27 school year, student attendance in the district will raise by 20%.

Action Plan

Measurable Goals

Math Curriculum	ELA Curriculum
Mental Health	Social Emotional Wellness
Regular Attendance	

Action Plan For: Math Curriculum Revision

Measurable Goals:

- 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 2026-2027, 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

Action Step		Anticipated Start/Completion Date	
The Administrative Team with Math teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Amos, Principal ElementaryMr. Miner Principal High SchoolDepartment Chairs	CurriculumPSSA DataPVAAS DataExact Path DataLocal Assessment	No	Yes
Action Step		**Anticipated Start/Completion Date**	
The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Amos, Principal ElementaryMr. Miner Principal High SchoolDepartment Chairs	CurriculumPSSA DataPVAAS DataExact Path DataLocal Assessment	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district will increase both performance and growth measures by 10% over a three-year period.	Three times a year for Exact Path Diagnostic/Admin and Classroom TeacherAnnually for PSSA Data and PVAAS-Admin and Classroom TeacherQuarterly for local classroom assessments-Classroom Teachers

Action Plan For: ELA Curriculum Revision

Measurable Goals:

- 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 2026-2027, 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.

Action Step		Anticipated Start/Completion Date	
The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Amos, Principal ElementaryMr. Miner Principal High SchoolDepartment Chairs	CurriculumPSSA DataPVAAS DataExact Path DataLocal Assessment	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
The Administrative Team with ELA teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Amos, Principal ElementaryMr. Miner Principal High SchoolDepartment Chairs	CurriculumPSSA DataPVAAS DataExact Path DataLocal Assessment	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district will increase both performance and growth measures by 10% over a three-year period.	Three times a year for Exact Path Diagnostic/Admin and Classroom TeacherAnnually for PSSA Data and PVAAS-Admin and Classroom TeacherQuarterly for local classroom assessments-Classroom Teachers

Action Plan For: Regular Attendance

Measurable Goals:
• By the 2026/27 school year, student attendance in the district will raise by 20%.

Action Step		Anticipated Start/Completion Date	
Continue to enhance the attendance strategies and strengthen our current SAIP program to increase services to our students.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. LongMr. MinerMr. LukachinskiMr. AmosSAIP Team	SAIP TeamChildren and Youth ServicesJustice Works	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Implement new incentives to increase attendance in our schools.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. LongMr. MinerMr. LukachinskiMr. AmosSAIP Team	SAIP TeamCommunity VendorsGuidance Staff	No	Yes
Action Step		**Anticipated Start/Completion Date**	
After each year, SAIP Team evaluation of programs.		2024-08-26	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Mr. LongMr. MinerMr. LukachinskiMr. AmosSAIP Team	SAIP TeamCommunity VendorsGuidance Staff	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase attendance by 20% over three years in all schools to reach state level of 93%.	SAIP Team-weeklyAdmin-Quarterly Review

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Curriculum Revision	The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.
ELA Curriculum Revision	The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.

Math Curriculum Revision

Action Step		
• The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.		
Audience		
Math Teachers K-12Special Education Teachers		
Topics to be Included		
Data ReviewLesson PlanningInterventions		
Evidence of Learning		
In conjunction with the LIU #18, teachers will further their knowledge of data driven decision making in the realm of lesson planning and design. Included in this will be assessment strategies for all students.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mr. AmosMr. MinerDepartment Chairs	2024-08-26	2027-06-10

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

ELA Curriculum Revision

Action Step	
• The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.	
Audience	

ELA Teachers K-12,Title 1 TeachersSpecial Education Teachers		
Topics to be Included		
Data ReviewLesson PlanningInterventions		
Evidence of Learning		
In conjunction with the LIU #18, teachers will further their knowledge of data driven decision making in the realm of lesson planning and design. Included in this will be assessment strategies for all students.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mr. AmosMr. MinerDepartment ChairsLIU	2024-08-26	2027-06-10

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Every Two Years-Structured Literacy
Observation and Practice Framework Met in this Plan	
• 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Math Curriculum Revision	The Administrative Team with Math teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.
Math Curriculum Revision	The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.
ELA Curriculum Revision	The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.
ELA Curriculum Revision	The Administrative Team with ELA teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.
Regular Attendance	Continue to enhance the attendance strategies and strengthen our current SAIP program to increase services to our students.
Regular Attendance	Implement new incentives to increase attendance in our schools.
Regular Attendance	After each year, SAIP Team evaluation of programs.

Math Curriculum Revision

Action Step
• The Administrative Team with Math teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.   • The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.   • The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.   • The Administrative Team with ELA teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.   • Continue to enhance the attendance strategies and strengthen our current SAIP program to increase services to our students.   • Implement new incentives to increase attendance in our schools.   • After each year, SAIP Team evaluation of programs.

Audience

Topics to be Included

Lead Person/Position	Anticipated Start	Anticipated Completion

Communication

Type of Communication	Frequency

Posting on district website	Yearly

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Newsletter	Quarterly

Communication

Type of Communication	Frequency
Newsletter	Quarterly

Communication

Type of Communication	Frequency
Email	Quarterly

Communication

Type of Communication	Frequency
Email	Quarterly

Communication

Type of Communication	Frequency
Public service announcement	Yearly

Communication

Type of Communication	Frequency
Public service announcement	Yearly

ELA Revision

Action Step
• The Administrative Team with Math teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.
• The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.
• The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students.
• The Administrative Team with ELA teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students.
• Continue to enhance the attendance strategies and strengthen our current SAIP program to increase services to our students.

• Implement new incentives to increase attendance in our schools.	
• After each year, SAIP Team evaluation of programs.	
Audience	
GuidanceAdminSAIP Team	
Topics to be Included	
Attendance IncentivesSAIP Team	

Lead Person/Position	Anticipated Start	Anticipated Completion
AdminGuidanceLocal Agencies	2024-08-26	2027-06-10

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Newsletter	Quarterly

Communication

Type of Communication	Frequency
Newsletter	Quarterly

Communication

Type of Communication	Frequency
Email	Quarterly

Communication

Type of Communication	Frequency
Email	Quarterly

Communication

Type of Communication	Frequency
Public service announcement	Yearly

Communication

Type of Communication	Frequency
Public service announcement	Yearly

Regular Attendance

Action Step
• The Administrative Team with Math teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students. • The Administrative Team with Math teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students. • The Administrative Team with ELA teachers will review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the curriculum, and revise, edit, or upgrade lessons to meet the needs of the students. • The Administrative Team with ELA teachers will continue to review PSSA data, PVAAS Data, local assessment data, and Exact Path Diagnostic Data to evaluate the effectiveness of the remediation lessons, and revise, edit, or upgrade lessons to meet the needs of the students. • Continue to enhance the attendance strategies and strengthen our current SAIP program to increase services to our students. • Implement new incentives to increase attendance in our schools. • After each year, SAIP Team evaluation of programs.

Audience
GuidanceAdminSAIP Team

Topics to be Included
Attendance IncentivesSAIP Team

Lead Person/Position	Anticipated Start	Anticipated Completion
AdminGuidanceLocal Agencies	2024-08-26	2027-06-10

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Posting on district website	Yearly

Communication

Type of Communication	Frequency
Newsletter	Quarterly

Communication

Type of Communication	Frequency
Newsletter	Quarterly

Communication

Type of Communication	Frequency
Email	Quarterly

Communication

Type of Communication	Frequency
Email	Quarterly

Communication

Type of Communication	Frequency
Public service announcement	Yearly

Communication

Type of Communication	Frequency
Public service announcement	Yearly

Approvals & Signatures

Uploaded Files
• affirmation.pdf

Chief School Administrator	Date
Joseph Long	2024-03-22