

Northgate SD

District Level Plan

11/01/2021 - 06/30/2024

District Profile

Demographics

591 Union Ave
Pittsburgh, PA 15202
(412)732-3300
Superintendent: Caroline Johns
Director of Special Education: Christina Garczewski

Planning Process

The Comprehensive Plan for the Northgate School District is developed through the efforts of the Comprehensive Planning Steering Committee representing students, teachers, support staff, board members, parents, administrators, and community members. The Comprehensive Planning Administrative Committee to discuss the Comprehensive Planning process, and review the Mission,

Due to Covid-19 restrictions, additional contributors have been asked to participate and provide feedback through digital communication. The administrative committee then reviewed and provided additional feedback before the initial presentation to the education subcommittee of the School Board and a tentative adoption in preparation for a 28 - day review by the community at large. Based on feedback from the School Board and Comprehensive Planning Committee, final refinements were made and submitted to the School Board for adoption in October, 2021. The Northgate Board of School Directors approved the new District 2021 - 2025 Comprehensive Plan and submission was made to the Pennsylvania Department of Education for its acceptance.

Mission Statement

The mission of the Northgate School District is to provide each student with the opportunities to acquire knowledge and skills to the maximum of his or her potential through a challenging comprehensive program administered in a safe, caring environment so that each person will succeed and contribute as an ethical, responsible citizen in a rapidly changing global society.

Vision Statement

The Northgate School District vision statement is to provide exemplary educational opportunities to its students in the pursuit of excellence.

Shared Values

All segments of the Northgate School District; the community, the School District, the students and their families, should be mutually supportive. Each member has value as an independent individual as well as a contributor to the success of the District. Every member has a right to, and a responsibility for lifelong learning, and the District should support that process to the greatest extent possible.

Meaningful partnerships should be formed between the school and family because both share the responsibility for providing an environment where effective education can take place.

* The Northgate School District serves as the keystone of the communities Avalon and Bellevue, and as such it is vital to build and sustain the existing partnerships with local business and community leaders.

- All segments of the School District should share the responsibility for ethical and moral leadership and for setting high standards of individual and institutional achievement.
- The School District should provide broad-based and flexible programs of study that prepare the student to accept the responsibility of being a contributing member of society.
- Students should prepare for lifelong learning by developing, within the scope of their abilities, skills in independent thinking, critical thinking, observation, communication, organization, technology and information processing.
- The School District should be proactive in establishing effective and continuous communication among all segments of the District.
- Parents/guardians are the first and primary educators of their children and entrust a portion of this responsibility to the School District.
- School facilities should be available to public organizations to promote positive school and community relationships.
- The School District values the expertise of the School District staff and should provide the opportunity and incentive for continued growth and development.
- Learning is both an individual and cooperative process and students should be active contributors to their own and other students' successes.
- For both students and staff, the School District should establish performance standards, provide effective instruction, develop varied means of assessment, evaluate the process and implement necessary actions for improvement.

- The School District should help individuals develop a positive self-image as well as an appreciation of diversity and differences in others.

Educational Community

The Northgate School District is a district focusing on the whole child, with a motivated and professional faculty and support staff. Strong leadership is provided by a supportive Board and Administrative team contributing to a future-focused approach. The District includes two elementary buildings (K-6) and a middle/high school complex (7-12). Northgate borders the city of Pittsburgh and is more urban than suburban.

At the cornerstone of any community is its school district. The Northgate School District traces its heritage back to the latter years of the 1950's. It was at this juncture that officials first advanced the idea of a school merger, which would include the school districts of Avalon and Bellevue. After many years of proposals, the two districts were merged in the spring of 1971. The actual physical merger of staff, students and facilities took place in the fall of 1976 with the opening of the new Northgate Junior/Senior High School.

The Northgate School District, serving the boroughs of Avalon and Bellevue, has approximately 1,050 students in its preK-12 classrooms. Its modest size is one of its strongest assets, affording each student the personal attention that optimizes educational opportunities.

The District is governed by a nine-member Board of School Directors that meets regularly for the purpose of establishing District policy and providing oversight to the operation of the District's schools. The Administration includes the Superintendent of Schools, Director of Curriculum, Director of Partnerships and Equity, Director of Finance and Operations, Coordinator of Special Services and four building administrators.

At the core of the District's philosophy and commitment in providing exemplary educational opportunities to its students is the pursuit of excellence, which is reflected by the following features:

- A neighborhood school concept; all three schools are within walking distance of every home;
- Modern, safe and well-maintained physical facilities that have been upgraded for cutting edge technology;
- Advanced Placement (AP) and College in the High School (CIHS) programs in the high school, and a gifted program in grades K-12;
- Comprehensive extra-curricular activities and interscholastic sports;
- A comprehensive special education program;

- Counselors and outside resource intervention specialists to provide counseling and psychological services; including a partnership with Allegheny Health Network (AHN) and the Chill Project.
- Numerous reform efforts focused at the middle/high school level include Dual Enrollment; School Wide Positive Behavior Intervention Supports (SWPBIS), and a very successful Middle School Advisory program;
- Student-centered instructional services through a Multi-Tiered System of Supports (MTSS), Title I, Gifted and Talented Programs and Special Education, School Wide Positive Behavior Intervention Supports (SWPBIS);
- Support from an interested and involved body of parents through PTO, Booster organizations and various other opportunities
- Curriculum mapping and data driven instructional practices.

In addition to having an outstanding school district, Northgate students and families live within neighborhoods that have a deep sense of community. The business districts of Avalon and Bellevue offer products and services diverse enough to make living nearly self-sufficient. All of this is located 7 miles from the center of the city of Pittsburgh. The community is served by major arteries of transportation that permit easy access to Pittsburgh's center of commerce and culture by public and private means. Also found in these two Boroughs, is a collection of older homes that feature style and character not found in homes of more recent vintage. Spacious and graced with architectural details of a time past, these homes offer an exceptional value for families seeking an environment filled with diversity and opportunity. There is a strong sense of community. Other special features include:

- An outstanding public school system;
- Opportunities for private education in the form of parochial school and numerous nursery and preschools;
- Convenience to the cultural, educational, sports, shopping, medical and entertainment opportunities of downtown Pittsburgh;
- A commercial district at the heart of the Boroughs that provides nearly all everyday needs;
- Sensibly priced housing with interesting architectural features;
- Libraries in Bellevue and Avalon with interlibrary loan services and technology accessibility;
- Numerous churches representing every major denomination;
- Five public parks and playgrounds, two with public swimming pools;

- Housing for senior citizens;
- Availability of public transportation for efficient, cost-effective commuting;
- Various civic organizations including Scout Troops, sports leagues and others;
- A newspaper devoted to issues and events of concern to the local community;
- District website for communicating student and school events, activities, accomplishments and other pertinent information.

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Currently Northgate addresses the social sciences through all core content areas. In addition the district will focus on more content area reading that includes the social sciences. This be integrated into the Language Arts and Humanities curriculum to align with the Common Core standards. A new literacy curriculum has been adopted at the elementary level that integrates the Pennsylvania Common Core curriculum with an emphasis on non-fiction and social science narratives.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

In conjunction with the alignment of the PA Core standards as well as the development a k-2 system of instruction for reading, the district will continue to expand upon the curriculum framework to ensure accomplishment of the objectives and procedures for mastery of each planned course.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

In conjunction with the alignment of the PA Core standards as well as the development a k-2 system of instruction for reading, the district will continue to expand upon the curriculum framework to ensure accomplishment of the objectives and procedures for mastery of each planned course.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

In conjunction with the alignment of the PA Core standards as well as the development a k-2 system of instruction for reading, the district will continue to expand upon the curriculum framework to ensure accomplishment of the objectives and procedures for mastery of each planned course.

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

This narrative is empty.

High School Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
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Processes used to ensure Accomplishment:

In conjunction with the alignment of the PA Core standards as well as the development a k-2 system of instruction for reading, the district will continue to expand upon the curriculum framework to ensure accomplishment of the objectives and procedures for mastery of each planned course.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Targeted assistance for struggling students in the Northgate School District begins with Kindergarten screening in late winter, before students enter the Full Day Kindergarten program. Students new to the elementary schools are screened to determine their academic strengths and possible needs. Screening results are reviewed by appropriate teachers, and instruction is appropriately differentiated to meet students' needs. Records requested from previous school placements are reviewed to ensure appropriate resources, curricular adaptations and modifications are implemented for students with individual education plans and Chapter 15 Service Agreements. All students have access to the general education curriculum and collaboration meetings are regularly scheduled to ensure that instruction and assessment is appropriately adapted or modified to meet the needs of students. Adaptations and modifications are designed to ensure that all students learn the big ideas and essential learning of the planned instruction. Assistive technology is available for students to further ensure access. All buildings are physically accessible to all students and are equipped with elevators and stair climbers.

Characteristics of the Multi-Tiered System of Supports (MTSS) program have been implemented and refer to a process that emphasizes how students respond to changes in instruction. The essential elements of this approach are: the provision of scientific, research-based instruction and interventions in general education, monitoring and measurement of student progress in response to the instruction and interventions and the use of these measures of student progress to shape instruction and make educational decisions for struggling students. In addition, the components of universal screening and student progress monitoring determine if students have met or are meeting their academic

goals. A three tier approach is applied to decisions regarding individual student needs, creating a well-integrated system of instruction/intervention guided by student outcome data.

Using the differentiated instruction model gives teachers the tools to design and implement instruction to meet the needs of all students by assessing student readiness, interests and modality preferences. Utilizing appropriate instructional strategies and scaffolding to address the learning needs of each child, differentiated instruction provides the framework to support all students in the regular classroom setting.

Extended learning and tutoring are provided to all students with an emphasis on students not achieving proficiency levels in reading and mathematics. Instruction is scheduled before, during or after school using appropriate research based materials and interventions. Student progress toward selected goals is monitored and adjustments are made for each child as needed.

Special education services provide all identified students with disabilities access to the general education curriculum to the maximum extent appropriate and provide supports necessary to promote academic, social and emotional growth. In addition, special education services provide students with effective learning strategies in a small group setting that address specific needs not met in the regular classroom. Students' goals are progress monitored and additional resources are provided as needed.

The model for delivery of instruction for English Language Learners is an English as a Second Language pull out model rather than bilingual education, in light of the diverse linguistic backgrounds of our students. ESL instruction is provided by teachers who hold Instructional I and II certificates in elementary education, English, Reading Specialist or Foreign Languages. The district and the Allegheny Intermediate Unit certifies that all ESL teachers are "highly qualified" in the classrooms in which they are assigned.

Acadience is used as a diagnostic screening tool. Teachers use the results of these assessments to focus their instruction on individual student needs as well as class instructional goals to be achieved by the next review point. These assessments are used to create targeted instructional groups and to improve classroom instruction.

All of these measures are used to ensure that appropriate modifications and accommodations are available to all students in order to access and master the district's rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

The district implements a supervision model that incorporates formal/informal observations based on the Charlotte Danielson framework. Formal evaluations will be continued by building administrators annually and will include pre/post conferencing.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The district utilizes PA-Educator, as necessary, as well as local advertising for available positions to recruit highly qualified teachers. A comprehensive interview process screens candidates who have the skills and competencies necessary for students to reach proficiency in specific content areas. Only highly qualified teachers are eligible for employment. From that eligible pool, the most qualified are selected. In order to obtain and sustain these professional employees, the district provides a competitive salary and benefits and provides ongoing professional development for life-long learning. Building administrators have the final decision for assigning teachers that are most effective and highly qualified to meet the learning needs of students who are below proficiency or at risk of not graduating.

Assessments

Local Graduation Requirements

	9TH 2024	10TH 2023	11TH 2022	12TH 2021
English	4.0	4.0	4.0	4.0
Social Studies/ Government	4.0	4.0	4.0	4.0
Mathematics/Algebra*	3.0	3.0	3.0	3.0
Science	3.0	3.0	3.0	3.0
Computer Science Principles	1.0	1.0	1.0	1.0
Business Communications	0.5	0.5	0.5	0.5
Physical Education	1.0	1.0	1.0	1.0
Health	0.5	0.5	0.5	0.5
CORE COURSE TOTAL	17.0	17.0	17.0	17.0

Electives	7.5	7.5	7.5	7.5
TOTAL	24.5	24.5	24.5	24.5

Graduation Requirement Specifics

In accordance with Act 158 of 2018 (Act 158), which provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) in order for a student to achieve statewide graduation requirements, the Northgate School District has altered local requirements for graduation.

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness.

1. Students achieving a minimum scaled score of 1500 or better in each of the three Keystone Exams (Algebra I, Biology, and Literature) demonstrate Keystone Proficiency and meet statewide requirements for high school graduation. Out-of-state transfers who have demonstrated proficiency in their prior states' exams for Keystone-associated content may be deemed by the LEA to have met Keystone Proficiency for that content.

Students who do not have a score in all three Keystone Exam areas (e.g., an EL student who did not participate in the Keystone Literature Exam, a student who did not participate in a Keystone Exam for religious reasons, a student who did not participate due to COVID-19) do not qualify for either the Keystone Proficiency or Composite Pathways and must meet statewide graduation requirements under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways.

2. To qualify for the Keystone Composite Pathway, a student **must have taken all three Keystone Exams and must have at least one Keystone Exam score of Proficient or Advanced and no Keystone Exam score of Below Basic.**

As approved by the State Board of Education, students also must earn a satisfactory composite score of **4452** or better in aggregate for the three Keystone Exams (Algebra I, Biology, and Literature) in order to fulfill the Keystone Composite requirements and meet statewide requirements for high school graduation.

Performance on other states' exams for Keystone-associated content may not be considered when calculating the Keystone Composite score. Out-of-state transfers may participate in all three Keystone Exams to pursue the Keystone Proficiency or Keystone Composite requirements or they may pursue the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways.

Students who do not have a score in all three Keystone Exam areas (e.g., an EL student who did not participate in the Keystone Literature Exam, a student who did not participate in a Keystone Exam for religious reasons, a student who did not participate due to COVID-19) do not qualify for either the Keystone Proficiency or Composite Pathways and must meet graduation requirements under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways.

3. In addition to meeting local grade-based requirements* for **each** Keystone Exam content area in which a student achieves less than Proficient, the student must also meet one of the following:

- Attainment of an Industry-Based Competency Certification related to the CTE concentrator's program of study.

OR

- Demonstration of high likelihood of success on approved industry-based competency assessment as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the CTE concentrator's goals and career plan and as determined by a chief school administrator in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

OR

- Demonstration of readiness for continued meaningful engagement in a CTE Concentrator Program of Study as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the CTE concentrator's goals and career plan and as determined by a chief school administrator in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

4. In addition to meeting local grade-based requirements for each Keystone Exam content in which a student achieved less than Proficient, the student must provide **three** pieces of evidence under this pathway regardless of the number of Keystone Exams in which the student achieved less than Proficient.

At least **one** of the pieces of evidence must be from Section One (outlined in more detail below).

Additional evidence (the second and/or third pieces of evidence) may be met through the criteria listed in Section One - either by satisfying different criteria or by satisfying select criteria more than once:

Attainment of an established score on more than one SAT Subject Test (each a different subject or level)

Attainment of an established score on more than one AP Exam (each affiliated with a different AP course)

Attainment of an established score on more than one IB Exam (each affiliated with a different IB course)

Successful completion of more than one concurrent enrollment or postsecondary course

Attainment of more than one industry-recognized credential

Note: Each of the following may be satisfied only once:

Attainment of an established score on the ACT WorkKeys NCRC

Acceptance into an accredited other-than-4-year non-profit Institution of Higher Education (IHE) with the ability to enroll in college-level coursework

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	X
Civics and Government		X				
PA Core Standards: English Language Arts		X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X	X	X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				X
Geography		X				
Health, Safety and Physical Education		X				X
History		X	X			X
Science and Technology and Engineering Education		X	X			
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
PASA	X	X	X	
Keystone			X	X
Terra Nova	X			
Textbook Assessments	X	X	X	X
Scientific Experiments	X	X	X	X
Written work by students	X	X	X	X
Works of Art, Dance	X	X	X	X
SAT				X
Portfolios of Student Work				X
Advanced Placement Exams				X
PSAT				X
ACT				X
ASVAB				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSweb	X			
Acadience	X			
LEA Reading Series	X	X	X	X
Textbook Assessment	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Evaluations of Portfolios of Student Work				X
Exit Tickets	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Response Cards	X	X	X	X
Scientific Experiments	X	X	X	X
Teacher Developed CBE's	X	X	X	X
Textbook Assessment	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Work by Students	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Adapted Physical Education Assessment	X	X	X	X
DRAs	X			
Textbook Assessments	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Research informs us that assessment is a key component for the teaching and learning process. It serves the dual purpose of monitoring student learning and focusing the teaching in each course. Northgate School District uses multiple measures to assess student achievement. Many district assessments are similarly structured to the PSSA and Keystone Exams, however teachers use multiple assessment measures to track student progress and understanding. Prior to the selection of any standardized commercial assessment tool, administrators carefully review the tool to determine its validity and reliability as well as its match to state standards. Teachers, under the direct guidance of building administrators and the curriculum director, are given the opportunity to review and discuss assessments to reflect on alignment to course outcomes and to adjust the level of rigor.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The District has recently worked toward the creation of course assessments that raise the bar of expectation for teaching and learning. These assessments will be reviewed and revised to meet student needs and guide best practices and instruction. The district also relies on commercial assessments such as Acadience. Should the district determine to develop formal formative or summative assessments, the administration would use

Pennsylvania Department of Education's "Local Assessment Validity Evaluation Handbook" and accompanying Local Assessment Validation Criteria and Rubric to objectively validate any locally developed assessments. These tools guide selected evaluators to use the following four validity criteria: alignment to the knowledge and skills in the eligible content; fairness in providing each student with relatively equal opportunities to appropriately demonstrate what they know and can do; proficiency levels that are comparable to state assessments and finally, consistency in scores across items, tasks, scorers, forms and years.

Collection and Dissemination

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

The district utilizes a data warehouse tool for its collection of all standardized tests - housing the PSSA, Keystone Exams, and Acadience. Instructional Meetings are held regularly to review and analyze assessments and data that will guide instructional decision making.

Data Informed Instruction

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

Assessment data is used to identify struggling learners and their specific areas of weakness. Supplemental instruction using research-based interventions is offered to all students to address these weaknesses. Students who continue to struggle with reading skills receive intensive reading intervention through a research based reading structured literacy intervention program endorsed by both PDE and the International Dyslexia Association.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers	X	X	X	X

can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Data is collected from student performance on state assessments, Acadience, and Local Assessments. Instructional teams review the data and identify instructional practices necessary to remediate skill deficits. These deficits are addressed utilizing a variety of research-based interventions including, but not limited to: the Standards Aligned System portal, district programs such as Wilson Foundations and OG 3D by Connections. Students are placed in the appropriate intervention groups and are progress monitored to determine if growth towards mastery is being attained.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The District promulgates statewide assessment results systematically to reach all community members using the following sources: letters to parents; notices placed in the local newspaper, "The Citizen"; Meetings with the Student Affairs Committee via school board meetings; Parent and teacher conferences; Open House presentations; and Key Communicator meetings with the Superintendent and members of the community. The

district website provides direct links to Pennsylvania Department of Education's website for parents to access district achievement data.

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

When appropriate and feasible, the district will add summative assessment data reports to the school calendar, student handbook and course planning guides.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The district recognizes there are many variables that impact student achievement and interventions must be tailored to meet each student's specific needs. Northgate staff have received professional development in data analysis, differentiated instruction, academic rigor and relevance, and literacy improvement and access for all students. Building administrators have received intensive professional development on administrative leadership to improve the learning environment and create a positive climate for each building. The district uses an MTSS approach and school wide positive behavior supports to identify students' needs at the universal, tier 1, tier 2, and tier 3 levels. Data is reviewed at every building to determine whether instruction is in need of adjustment at the universal level both academically and behaviorally. Staff examines multiple data points including formative academic assessments, grades, attendance and disciplinary referrals to determine the needs of all students for teachers to adjust instruction when necessary. Students at risk for immediate intervention are referred for higher tiers of intervention and support. Teachers provide students with before and after-school tutoring. Counselors at each building provide small group social and behavioral interventions through the Chill project (A partnership through Allegheny General Hospital). Teachers and counselors keep parents informed of student progress and partner with parents to overcome barriers to student success.

Programs, Strategies and Actions

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

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

The Northgate School District conducts child find activities by providing Annual Public Notice to identify, locate, and evaluate children thought to be eligible for Gifted Education. These notices are provided on the district's school calendar and website.

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

Instructional data is reviewed regularly by grade level and content area teachers. Individual student progress is reviewed on a continual basis. When individual teachers and/or instructional teams identify student who are achieving at a high level, these students are referred to the guidance department for gifted screening. Parents are contacted for consent to screen and multiple data sets are used to determine if students should be referred for a formal gifted evaluation. Parents may also request a gifted screening.

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

The district issues a Permission to Evaluate for gifted education once a child has been screened. The district's certified school psychologist evaluates the student for gifted education. The evaluation consists of multiple criteria using Pennsylvania's gifted guidelines to determine eligibility.

Parents may also refer their child for a gifted evaluation.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The Northgate Gifted Education Program has been planned to provide activities that promote active learning in gifted students. Student who participate in gifted education are able to participate in a gifted class in which a variety of activities and subjects are covered and have the opportunity to prepare/participate in gifted events and competitions. GIEPs are developed for individual students which address areas of strength, including acceleration and enrichment.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal				

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Elementary classroom teachers have common planning time and have the opportunity to collaborate with resource teachers regularly at collaboration meetings as well as after school instructional team meetings. At the middle/high school level, department and grade level meetings are held for collaboration. Open lines of communication between regular classroom teachers and resource specialists provides ongoing opportunities for collaboration. All teachers work together to provide interventions for struggling students, and instructional team meetings are used to share information regarding specific student needs. All buildings schedule regular Student Assistance meetings to assist students at risk academically, socially and emotionally. All schools utilize School Wide Positive Behavior Interventions and Supports to address the needs of all students by creating a positive school climate and promoting individual student success.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. Although Northgate School District does not provide child care services at this time, the District supports the daycare providers within the communities of Avalon and Bellevue.

The Northgate School District partners with the Allegheny Intermediate Unit to provide an Early Literacy Program for children ages three to five. An important component of this classroom is to provide early learning opportunities to our students to increase their readiness and success in school.

Every February, school-age children entering the school district from DART pre-school

programs are evaluated for special education services to be provided to the child and their family by the school district to assist in the child's transition to school.

2. After school programs for students in the Northgate School District are found both within the school setting and within the community.

3. College and career development programs are evident at all grade levels:

a) Annually, students participate in Junior Achievement. The nonprofit organization is dedicated to educating and inspiring young people about business and economics. The Junior Achievement experience helps youths discover leadership, entrepreneurial, and workforce readiness skills to achieve their highest potential and future success as members of a global community. Representatives from corporations teach sequential themes with hands-on activities to all grade levels. All fifth grade students participate in the Biz-Town program to simulate job skills and money management. Students also attend the Junior Achievement Board of Director's Meetings to share experiences from the program.

b) Students participate in the Smart Futures program to improve college and career preparedness as well as:

- Building Self-Awareness - Students learn about themselves through their interests, skills, preferences and aspirations, in order to explore the opportunities right for them.
- Exploring Options - Students learn about career possibilities and educational pathways by exploring rich, engaging content.
- Creating a Plan - Dynamic, actionable plans outline steps needed to achieve career, school and life goals.
- Making it Real - Future plans are brought to life—whether for a career, job or college—by taking informed action.

c) With the creation and development of the Northgate Transition Plan, students in grades 9 - 12 participate in multiple workforce development programs:

- A.W. Beattie Career Center - a Career and Technical Educational facility that offers 16 professional programs. Students have the opportunity to earn college credits through their program while still in high school. Career-minded students can take advantage of important career training and employment opportunities offered through the school, as well as their program's offered professional certifications.
- ASVAB Career Exploration - students collaborate with military recruiters to discuss future goals and administration of the ASVAB exam.
- Attend career fairs
- Complete mandated courses for Senior Project presentations and graduation.

- Research career areas, college options and financial projection
- Job Shadow
- Complete Community Service
- Write an expository essay explaining their individual college/career choice process

* The Office of Vocational Rehabilitation (OVR) is available to all students, and their parents/guardians, with an Individualized Education Plan, to provide a better understanding of trainings and employment opportunities.

* The Northgate Gifted Education program also continues to provide an extensive outlook for all students into the world of work through many district, business, university sponsored and beyond club and organizational seminars and research, hands-on activities and real-world application.

4. Tutoring is provided for all Northgate students in grades Kindergarten through grade 12. Tutoring usually occurs after-school, but is accessible to students before and during school hours, if a schedule allows.

Preschool Agency Coordination

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

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

The Allegheny Intermediate Unit operates pre-Head Start, Head Start and Pre K counts Programs within the community. Teachers of these programs refer struggling students for special education evaluations. Students who qualify for special education services, receive services through DART in the least restrictive environment. Northgate School District's Coordinator of Special Services is invited and attends IEP meetings for students. As students prepare to transition to kindergarten, an evaluation process is begun to ensure a seamless transition to the school-age program. The District has a transition meeting in February of each school year to invite the parents in to meet the Director of Special Services, who explains the differences in early childhood and school age programs and provides parents with descriptions of the district's special education services. The Director of Special Services, school psychologist or special education teachers visit preschool classrooms to observe the students that will be entering Kindergarten in the fall. Parents are presented

with registration information and dates for orientation meetings for incoming Kindergarten students. All buildings in the District are accessible with elevators and stair climbers. IEPs are developed for incoming children with disabilities and are shared with Kindergarten and special area teachers to ensure effective communication and understanding of modifications and accommodations needed to scaffold instruction and support the students. As recipients of the Pennsylvania PreK Counts Grants, the district houses early childhood programs. The PreK classroom has provided the opportunity to get to know families and children prior to their transition into Kindergarten.

Child find activities are made available through multiple avenues including the District's web site, school calendar and community newspaper to ensure that all children with disabilities are identified.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District teachers along with administrative leadership are engaged in the process of curriculum writing and alignment with the PA Core Standards across all disciplines. District instructional materials and resources are carefully examined during this process to ensure appropriate quality, accessibility and alignment to standards. Differentiated supplemental materials are available at all levels and the district has made a significant investment in technology, including infrastructure, hardware and software, to enhance instruction at all levels. Research based intervention materials have been carefully selected and purchased to support and remediate struggling learners at the primary level. All teachers and students have access to core curricular materials and supplemental resources that are adequately differentiated to meet the education needs of all learners.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District teachers along with administrative leadership are engaged in the process of curriculum writing and alignment with the PA Core Standards across all disciplines. District instructional materials and resources are carefully examined during this process to ensure appropriate quality, accessibility and alignment to standards. Differentiated supplemental materials are available at all levels and the district has made a significant investment in technology, including infrastructure, hardware and software, to enhance instruction at all levels. Research based intervention materials have been carefully selected and purchased to support and remediate struggling learners at the primary level. All teachers and students have access to core curricular materials and supplemental resources that are adequately differentiated to meet the education needs of all learners.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Middle school teachers and administrators are also engaged in the process of curriculum writing and alignment with the PA Core Standards. District instructional materials and resources are carefully examined during this process to ensure appropriate quality, accessibility and alignment to standards. Curriculum was updated to align with Pennsylvania state standards and ensure appropriate rigor. Differentiated supplemental materials are available at all levels and the district has made a significant investment in technology, including infrastructure, hardware and software, to enhance instruction at all levels. Research based intervention materials have been carefully selected and purchased to support and remediate struggling learners at the middle level. All teachers and students at the middle school have access to core curricular materials and supplemental resources that are adequately differentiated to meet the education needs of all learners.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

High school staff and administrators continue to map content curriculum to align with the common core standards and in the process are evaluating available instructional materials to ensure alignment with the curriculum framework. If necessary, supplemental materials will be purchased to address flaws or weaknesses identified. Technology needs are reviewed annually with budget preparations to ensure that current equipment is updated or replaced. Along with academic courses, a number of advanced placement and College in the High School (CIHS) have been added as course offerings. All students and teachers at the high school have access to core curricular materials that can be differentiated to meet the educational needs of all learners.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation

American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

	district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of

	district classrooms
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Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation

American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

Yearly reviews are conducted for the purpose of evaluating the continuing Professional Education Plan. These reviews will include: monitoring of the continuing professional education plan, determining emerging needs and evaluating district activities. Administration will review evaluations of the continuing professional education activities and conduct yearly needs assessments for annual updates to the plan. A continuing professional education activity response form will be utilized by staff to determine the value of continuing professional education activities and how such activities impact instruction and student achievement. After analyzing the information compiled through these methods, adjustments and amendments to the plan will be recommended.

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

This narrative is empty.

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

Northgate's administrators carefully select professional development activities for the staff based on district needs after reviewing multiple data, including but not limited to, assessment results, attendance, discipline, and student, parent and staff surveys and needs assessments. Review of these data drive the professional development selected for the district. Professional development is provided by highly trained and qualified staff from entities such as the Allegheny Intermediate Unit, PaTTAN, local universities, and the Pennsylvania Department of Education. The district builds professional development into our yearly calendar for all staff members. Implementation of identified teaching practices are regularly and systematically monitored by building level and central administration using walkthroughs and formal classroom observations. Building administrators have all received extensive training in educational leadership and continue to attend relevant training and conferences to enhance their leadership and evaluation skills. Teachers may request specific professional development activities outside of the scheduled calendar that more directly relates to their curricular needs. The request is submitted to building administrators and central administration through an approval process to ensure the activity meets the district's criteria for quality professional development.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- 100% of Inductees will participate in two peer-coaching experiences with their mentor utilizing the pre-observation planning guide and post observation form as documented in the Inductee Portfolio during the first and second semester
- 100% of Inductees will become familiar with instructional resources and materials through discussion with their mentor and indicating dates of completion for documentation of Activity #3 by May 31st.

Unchecked answers

None.

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

The assessment processes used to assess the progress of the induction program throughout the school year revolves around the Induction Coordinator's responsibilities of:

- Facilitating mentor training, evaluating and revising beginning teacher mentor programs with administration, mentors and inductees biannually,
- Providing leadership in knowledge, methods and materials utilized in the inductee portfolio,
- Providing support to mentors in assuming their roles and responsibilities,
- Providing and promoting classroom visits among mentors and beginning teachers,
- Scheduling time with mentors, beginning teachers and administrators,
- Assisting in solving individual problems relating to individual beginning teacher concerns,
- Soliciting feedback from Inductees, Mentors and Building Administrators regarding induction program,
- Visiting every inductees classroom and providing feedback,
- Participating in quarterly Inductee Support Group meetings.

Utilizing the above procedures, the Induction Coordinator will collaborate with appropriate staff including the Inductee, Mentor, Building Principal and Central Office Administrators to revise elements of the program that may need amended or changed.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The mentor teacher is responsible for the following:

- Participates in mentor training and other in-service programs related to the induction process
- Meets with inductee a minimum of once per week the first year and as needed thereafter
- Establishes rapport as a helping person
- Assists inductees in identifying immediate and pressing needs
- Reviews ways to organize and manage the classroom
- Suggests ways to plan for instruction based upon the academic standards
- Observes teaching at the request of the inductee and provides feedback
- Suggests methods and techniques to teach the district curriculum as required
- Assists with all aspects of the teaching process
- Suggests ways to communicate with parents
- Serves as a sounding board and mentor on a regular basis
- Provides activities to promote a positive self-concept in the inductee at the district and building level
- Promotes professionalism
- Documents interactions with the inductee
- Recognizes and plans for the incremental stages of the inductee's development and skill acquisition based upon the inductee's needs and the inductee's performance
- Assists in the evaluation of various aspects of the induction program

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

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.

- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

All first-year temporary professional employees are required to participate in the full, formal Induction Program which includes a mentor for a full year, enrollment and completion of induction courses at the AIU, and attendance at all in-services and induction programs identified by the Induction Coordinator. All first-year long-term substitutes (full year), or any employee with a break in service exceeding five years are required to participate in the full formal induction program as described above. The District Induction Coordinator maintains records of participation in the program and forwards them to the Superintendent upon program completion. A study of the Code of Professional Practice and Conduct for Educators (22 PA Code 235) and its related definitions occur at the building level as a responsibility of the building team. A mentor teacher is assigned to each inductee. The mentor teacher selected is an experienced certified teacher preferably from the same building and type of assignment as the inductee. The mentor teacher is recognized by his/her peers and administration as a quality teacher and teaches district curriculum with fidelity. He/she works well with students and adults, demonstrates good organization skills, has knowledge and awareness of meeting students' needs utilizing data to make instructional decisions, effectively differentiates instruction, and has knowledge about and use of classroom organization and management techniques. The mentor teacher is positive, enthusiastic and has been rated satisfactorily as evidenced on the PDE 426/428.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X				
Assessments	X	X	X	X	X	

Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

An evaluation of the induction program will be conducted by the District Induction Coordinator at the end of the school year with input from the mentor teachers, inductees and principals. In addition, evaluation forms and logs from the Induction Portfolio will be evaluated.

A mid-year and final conference is scheduled with the principal, mentor and inductee to assess the completion of activities to fulfill the requirements set forth in the portfolio as well as an overall assessment of the induction program. On-going collaboration with the mentor is required to assist the inductee in successful completion of the Goals and Competencies. Additionally, elements of the assessment process will also be referenced as part of evaluation and monitoring.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **228**

Identification Method

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

Northgate School District conducts child find activities by providing Annual Public Notice to identify, locate and evaluate children thought to be eligible for special education services. These notices are provided on the District's school website and inform the public of the District's special education services and programs and how to request an evaluation.

The district has one full-time school psychologist to evaluate students for special education services. Although the District continues to use the severe discrepancy model to identify students with specific learning disabilities, the district is working to implement an MTSS model to intervene early with struggling learners.

At each building level, staff continually examine data. Students are assessed to determine where students are performing in relation to the curriculum. These assessments represent baseline data. Staff compare this data to PSSA scores (if available). Data from Acadience, Spring Math, etc. are analyzed to determine what teachers need to do to improve the performance of all students (universal interventions), and secondly to identify students who need immediate academic interventions (tier 2 interventions). Goals are established for the students and interventions are selected to match the area of significant need. Staff are selected to implement the interventions, that may include small group differentiated instruction using supplemental materials or computer software programs. Student progress is monitored periodically with specific curriculum based assessments to monitor reading fluency or math fundamentals. If students respond positively to the interventions, they continue to be monitored until their skill level indicates the interventions are no longer necessary. If the interventions do not show continued growth to the established "AIM" line, they are then referred for a special education evaluation and parents are provided with the necessary documents to give their informed consent.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Not significantly disproportionate

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The District currently does not serve as a host District for any organization, however if a facility were to be created in the district, Northgate School District would accept responsibility for providing the educational program for these students, including students with disabilities that are placed in this facility. Students with disabilities would be provided with a free and appropriate public education in the least restrictive environment in accordance with the Individuals with Disabilities Education Improvement Act or with 504 Service Agreements in accordance the the Rehabilitation Act of 1973 and 22 PA Code 15. As the host district, Northgate would be responsible for each child's education and determines through the IEP process for children with disabilities, the appropriate educational placement, IEP goals, transition needs and specially designed instruction in accordance with 22 PA Code Chapter 14 and IDEIA in conjunction with the child's parent or guardian. IEP teams always begin with the general education environment as the appropriate educational placement. If the student's needs could not be addressed in this environment, the District would move through the continuum of services. Northgate would be responsible for monitoring the educational progress and reviewing educational services for the student on an ongoing basis and at least as often as report cards are issued. As the host district, Northgate would have an obligation for maintaining contact with the resident school district with respect to the student's placement and progress.

As with all students residing in the district, Northgate has Child Find responsibilities for children "thought to be" eligible for special education services including students placed in facilities within the boundaries of the district.

For students who qualify as a "qualified handicapped student" for reasonable accommodations under Chapter 15, the district is responsible for meeting with the child's parent or guardian to develop a 504 Service Agreement.

Northgate has and will continue to meet its obligations under Section 1306 of the Public School Code. Northgate has not encountered any barriers to limit its obligation under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Northgate School District Principals, School Counselors and the Coordinator of Special Services have ongoing communication with the local juvenile probation officers assigned to the Northgate community. It is through this process coupled with the PDE 4605 notification forms forwarded to the district, that systematic oversight of incarcerated students can be monitored for special education eligibility and assured a free and appropriate public education. School records are shared with staff at facilities for incarcerated youth. Northgate School District does not have any correctional institutions for youth within its boundaries.

Should a correctional institution become part of the Northgate community, the District has an obligation to comply with the requirements of IDEIA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age children housed in the facility.

Least Restrictive Environment

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

1. Northgate School District is committed to providing students with disabilities an education in the least restrictive environment. To that end, the district has provided teachers with multiple training opportunities, resources and consultation services to include students with disabilities in a meaningful way. Teachers have received training on topics such as co-teaching, the Supplementary Aids and Services (SAS) toolkit, differentiated instruction, autism, functional behavioral assessments and positive behavior support

plans, Rigor, Relevance and Relationships, and School Wide Positive Behavior Supports. Data systems to manage student academic and behavioral data are available to all administrators and teaching staff and teachers and administrators have been provided with extensive training on data analysis for educational decision making.

Curriculum materials are research based to ensure sound education practices and teachers have received intensive training in reading, math and science instruction. Teachers have been provided with intensive differentiated instruction and co-teaching training. Administrators also participated in these trainings to support teachers with implementation.

Students with disabilities may have behavioral needs as well as academic needs or possibly both. To address behavioral needs, the District has received training on School Wide Positive Behavior Supports (SWPBS). Core teams have been established to review data using School Wide Information System (SWIS). School wide expectations are taught and posted throughout every school and social skills are explicitly taught to all students. Students who fail to respond to universal (tier 1) interventions as determined by office discipline referrals are then referred to the core team for a Tier 2 intervention (such as mentoring, checkin/checkout systems or check and connect - all research based interventions). Students responding to Tier 2 interventions may then be placed back to Tier 1; or if their behaviors do not diminish, are then referred for a more intensive Tier 3 intervention (such as a functional behavioral assessment and positive behavior support plan and/or individual counseling). SWPBS has improved the school climate in each of our buildings and has increased teachers' skills for managing student behaviors.

IEP teams determine appropriate educational programming by identifying the student's strengths as the first step in the process. In specific cases, teachers meet to implement the SAS toolkit to identify barriers that would inhibit the student's progress in the regular education environment and access to the general education curriculum. Adaptations such as visual schedules and charts, sensory devices, curricular adaptations or modifications, differentiated instruction, special seating arrangements, hearing or vision amplification systems, curriculum software, augmentative communication devices, positive behavior support plans and teacher assistants, are some, but certainly not an exhaustive list of specially designed instruction to enable students to participate in the regular classroom to the maximum extent appropriate. Instructional support teams continue to meet monthly to analyze student progress and recommend further adjustments as deemed appropriate.

The district employs teacher assistants across all schools to assist individual students and small groups in the regular education environment. All teacher assistants receive at least twenty hours of professional development per year. Their presence in regular education classrooms allows for increased inclusion opportunities for students with disabilities.

All of these strategies, training and supports help to ensure appropriate educational programming for students qualifying for special education services at Northgate. Northgate offers a continuum of services to meet the needs of students who require more structure and the need for more intensive interventions.

The student's IEP goals are monitored quarterly to determine if the student can reach

success at the level of support provided. If the child is not being successful as determined by the progress monitoring, the IEP is reconvened and further recommendations are made. These recommendations can include academic interventions and/or behavioral interventions. If behaviors are a concern, a functional behavioral assessment is conducted after obtaining parental permission and a positive behavior support plan is developed, implemented and once again monitored for progress. If a student continues to experience failure, the IEP team again meets to determine what further adjustments can be made. The team may recommend a more restrictive placement only after this process is exhausted. The IEP teams continue to monitor students' progress to ensure that the current placement continues to be appropriate.

Students who are placed in private institutions are monitored as well and the Director of Special Services receives and reviews the progress reports from the private schools and attends all IEP meetings regarding these students. Return to the Northgate School District is discussed at each of these meetings. When the team agrees that the student has made adequate progress, a transition meeting is scheduled to plan for the student's return to the district and to plan for the supplementary aids and services the child will need to meet with success in the regular school environment. The district makes sure that all students with disabilities, including students placed in private institutions, have the opportunity to participate in Northgate's extracurricular activities that are of interest to them and if otherwise eligible.

2. The District is committed to providing students with evidence based models of instruction and encourages teachers and administrators to access professional development opportunities available at PaTTAN, the Allegheny Intermediate Unit as well as private consultants such as Keystone Educational Consulting Group to enhance instruction for students with disabilities ensuring meaningful inclusive activities in the least restrictive environment. District teachers, administrators and teacher assistants have received intensive professional development in the area of literacy. These professional development trainings have provided all content area teachers with tools needed to improve literacy across all content areas rather than isolating the responsibility to language arts teachers. All schools in the district participate in School Wide Positive Behavior Interventions and Supports (SWPBIS) to support students in learning appropriate social and behavioral skills to improve the school climate. Northgate teachers have received considerable training in classroom management permitting more instruction to occur. Northgate administrators continue to review district data to determine professional development and training needs that will enhance student achievement for all children and support students with disabilities in the general education curriculum.

3. Prior to considering an out of district placement for any child, the IEP team convenes to determine what interventions can be provided to support the child in the regular education environment. If behavior is the area of concern, the team conducts a functional behavioral assessment and develops a positive behavior support plan and a crisis plan if needed. After the positive behavior support plan is implemented, staff collect data to determine if the plan is working. If data reflect that the intervention is not working, the IEP team reconvenes to

make changes to the plan. It is only after all interventions are exhausted, that the team then considers an out of district placement.

The district will continue to work to support students in the regular classroom to increase our current percentage through continued implementation of co-teaching practicing at all grade levels.

Behavior Support Services

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

Behavioral Health

The Northgate School District's behavior support policy addresses educating students with disabilities in the general education classroom and implementation of a positive behavior support plan for students who require additional supports to address behaviors that interfere with learning. This policy identifies that behavior supports shall be based on positive rather than negative behavioral techniques and that the use of restraints will be used as a last resort. The development of positive behavior support plans will be based on functional behavioral assessments. This board policy identifies the appropriate use of restraints and exclusions. This policy identifies that district staff will be appropriately trained in positive behavior support techniques and the use of restraints. The Northgate School District will appropriately report the use of restraints to the state. When the use of intervention is necessary, the intervention chosen will be the least intrusive necessary. This policy identifies the use of physical restraints, mechanical restraints, seclusion, aversive techniques, and referral to law enforcement. The Northgate School District's behavior policy identifies when it is appropriate to restrain a student and the procedure to be followed if a restraint is necessary. This policy discusses when the use of restraints should be added to a student's IEP. The district's behavior support policy is available on the district website.

The overarching program to address behavioral health of our students is the implementation of School Wide Positive Behavior Interventions & Supports (SWPBIS), a tiered system of addressing positive behaviors using research based interventions based on behavioral data that is updated daily. Core teams are established at each school to review data on a systematic basis. The district has received training on SWPBIS through PaTTAN and received coaching from PaTTAN and AIU consultants. The district has received training on Tier 2 interventions and implements Tier 2 research based interventions such as

"Check in/Check out", "Check and Connect" and Mentoring. All teachers have received extensive training on the SWPBIS system and have received additional training on classroom management strategies and positive student acknowledgement. Parents are partners in this process and provide additional support by volunteering during reinforcement activities and celebrations. Community businesses have contributed to this initiative by providing incentives in the form of gift certificates, movie passes, etc. to use for rewards for students. District wide data indicate a decrease in office discipline referrals and improved student attendance as a result of this initiative. The district also partners with the Allegheny Health Network to offer the Chill Program. The district is implementing SWPBIS at every building, and is working towards implementation of an MTSS program.

Each year the district trains staff members in de-escalation and the use of non-harmful restraints. The administrators in turn schedule trainings to teams of staff to serve as Crisis teams for each building. If a child is experiencing severe crisis, these teams are alerted and address the situation. The emphasis of these teams is on prevention rather than intervention. Talking to students in crisis is the focus, however, all team members are trained to physically manage students safely when necessary.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Northgate School District is committed to providing students with services in the least restrictive environment. The district has encountered students with significant needs that exceed the capacity of the staff to provide an appropriate educational services. Only after the district has exhausted its efforts to meet the needs of our students, do we turn to out of district placements. The district has not had difficulty finding appropriate placements for our students. Northgate has been implementing School Wide Positive Behavior Interventions and Supports (SWPBIS) district- wide as a proactive way to meet the needs of our students who exhibit behaviors that interfere with their own learning or that of others. SWPBIS is a tiered system of response to students' behavioral needs. Student

Assistance Teams are active at all three schools and members of SAP teams are cross trained with SWPBIS principles.

The district collaborates with outside agencies such as juvenile probation, CAASP, Family Links, Mercy Behavioral Health, Children Youth and Family Services, Wesley Spectrum Highland Services, Pressley Ridge and Holy Family to ensure that services are available to students and their families.

The district also has a good working relationship with the district magistrate and probation officer to address court system issues. The Allegheny Intermediate Unit operates the Community West Regional Support alternative education school that serves as a transition for students returning from adjudicated placements prior to re-entering to the district.

The district ensures that school records are shared in a timely fashion so that students with IEPs receive appropriate educational services.

Parents are encouraged to invite community agency representatives to meetings with school personnel and specifically to IEP meetings. Should the district encounter a situation where finding a placement for a student is not easily accessed, we would contact the Interagency Coordinator through the PaTTAN office or the Allegheny Intermediate Unit. The District will submit the Intensive Interagency Initial Report and Update Reports as required by the Pennsylvania Department of Education, Bureau of Special Education, for students that cannot currently be served in the public educational setting; and who have waited more than 30 days for the provision of an appropriate educational placement or who are of substantial risk of waiting more than 30 days for placement.

The district will closely monitor students placed on home bound instruction or instruction conducted in the home and will submit Time and Appropriate Placement Reports for those students with disabilities so the Department can determine if these students require intensive interagency coordination.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Friendship Academy	Approved Private Schools	emotional support	1
Pennsylvania School for the Blind	Approved Private Schools	Visual Support	1
Holy Family Day School	Other	emotional support	2
The Watson Institute	Approved Private Schools	life skills support	3
Pace School	Approved Private Schools	autistic support	1
The Children's Institute	Approved Private Schools	multiple disabilities support	1
Community School West	Other	Alternative Education	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	6	1
Justification: This is an elementary life skills classroom with children in grades Kindergarten through grade 6. Parents have signed age waivers.				
Locations:				
Avalon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	4	0.8
Justification: Age range waivers on file.				
Locations:				
Avalon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	2	0.2
Justification: Age range waivers on file.				
Locations:				
Avalon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	11	0.3
Justification: Age waivers on file.				
Locations:				
Avalon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.7

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

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	37	0.63
Justification: Age ranges are greater than three due to students in building from grades Kindergarten through grade 6. Parents sign off on age waiver.				
Locations:				
Avalon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 20	22	0.37
Justification: Age ranges are greater than three due to students in building from grades 7 through grade 12. Parents sign off on age waiver.				
Locations:				
Northgate Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.32
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.67
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	13	0.36
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.64
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	0.8
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	4	0.2
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 13	54	1
Justification: Students receiving speech services in the school range in age from 5 to 13. Parents sign age waivers.				
Locations:				
Bellevue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	32	1
Locations:				
Northgate Middle /High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 19	24	0.85
Justification: age range waivers on file				
Locations:				
Northgate Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	2	0.15
Justification: This is a middle high school that services students in grades 7-12.				
Locations:				
Northgate Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	20	1
Locations:				
Northgate Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 20	1	0.06
Justification: Students served by this teacher range in age from 13 to 20 years old. Parents sign off on age waiver for students to access this service.				
Locations:				
Northgate School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 20	6	0.78
Justification: Age range waivers signed.				
Locations:				
Northgate Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	13 to 20	1	0.16
Justification: Age waiver on file.				
Locations:				
Northgate Middle High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.75
Justification: Students served in this building range in age from 12 to 21. Parents sign off on age waivers to access this service.				
Locations:				

Northgate Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.25
Locations:				
Northgate Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.03
Locations:				
Avalon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 12	2	0.03
Justification: Age range waiver on file.				
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 18	1	0.07
Locations:				

Northgate Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.04
Locations:				
Northgate Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 13	1	0.04
Locations:				
Northgate Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.01
Locations:				
Bellevue Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	4	0.7
Locations:				
Avalon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	5	0.3
Locations:				
Avalon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Special Services	District Wide	1
Speech and Language Clinician	Bellevue Elementary	1
Speech and Language Clinician	Avalon elementary School	0.8
Speech and Language Clinician	Northgate Middle/High School	0.2
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Avalon Elementary School	1
Teacher Assistant	Bellevue Elementary	1
Teacher Assistant	Bellevue Elementary	1
Teacher Assistant	Bellevue Elementary	1
Teacher Assistant	Bellevue Elementary	1
Teacher Assistant	Bellevue Elementary	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Teacher Assistant	Northgate Middle/High School	1
Guidance Counselor	Bellevue Elementary	0.5
Guidance Counselor	Avalon Elementary School	0.5
Guidance Counselor	Northgate Middle/High School	1
Guidance Counselor	Northgate Middle/High School	1
Teacher Assistant	Avalon Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	210 Minutes
Occupational therapist	Intermediate Unit	210 Minutes
Occupational therapist	Intermediate Unit	420 Minutes
Psychologist	Intermediate Unit	2 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

1. Avalon & Bellevue Elementary School Attendance Rate met.

Accomplishment #2:

2. Avalon & Bellevue Elementary Schools Promotion Rate met.

Accomplishment #3:

3. Science - Grade 4 - Evidence that the District met the standard for PA Academic Growth.

Accomplishment #4:

4. English Language Arts - Grades 5 & 6 - Significant evidence that the District exceeded the standard for PA Academic Growth.

Accomplishment #5:

5. Mathematics - Grades 5 & 6 - Significant evidence that the District exceeded the standard for PA Academic Growth.

Accomplishment #6:

6. High School - Indicator of Closing the Achievement Gap in Science/Biology - All Students - 100 percent of required gap closure met.

Accomplishment #7:

7. High School - Indicator of Closing the Achievement Gap - Historically Underperforming Students - in Science/Biology - 100 percent of required gap closure met.

Accomplishment #8:

8. Middle/High School - Annual academic growth expectations of students in ELA/Literature met by 86 percent.

Accomplishment #9:

9. Academic indicators in the area of Graduation Rate, Attendance Rate, A.P., I.B., or College Credit, and PSAT/Plan Participation maintained or increased to 100 percent.

Accomplishment #10:

10. Extra Credit for Advanced Achievement increased by 36.36 percent of students on the Industry Standards-Based assessments that include the NOCTI/NIMS assessments.

District Concerns**Concern #1:**

1. English Language Arts - Elementary - Proficient/Advanced - Grades 3, 4, & 6.

Concern #2:

2. Mathematics - Elementary - Proficient/Advanced - Grades 3 & 5.

Concern #3:

3. Middle/High School - Academic Achievement Mathematics/Algebra I, English Language Arts/Literature, & Science/Biology.

Concern #4:

4. Middle/High School - Closing the Achievement for All Students and Historically Underperforming Students.

Concern #5:

5. Middle/High School - Meeting Annual Academic Growth Expectations - Mathematics/Algebra I, English Language Arts/Literature, & Science/Biology.

Prioritized Systemic Challenges

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

Aligned Concerns:

1. English Language Arts - Elementary - Proficient/Advanced - Grades 3, 4, & 6.

2. Mathematics - Elementary - Proficient/Advanced - Grades 3 & 5.

3. Middle/High School - Academic Achievement Mathematics/Algebra I, English Language Arts/Literature , & Science/Biology.

4. Middle/High School - Closing the Achievement for All Students and Historically Underperforming Students.

5. Middle/High School - Meeting Annual Academic Growth Expectations - Mathematics/Algebra I, English Language Arts/Literature, & Science/Biology.

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

Aligned Concerns:

1. English Language Arts - Elementary - Proficient/Advanced - Grades 3, 4, & 6.

2. Mathematics - Elementary - Proficient/Advanced - Grades 3 & 5.

3. Middle/High School - Academic Achievement Mathematics/Algebra I, English Language Arts/Literature , & Science/Biology.

4. Middle/High School - Closing the Achievement for All Students and Historically Underperforming Students.

5. Middle/High School - Meeting Annual Academic Growth Expectations - Mathematics/Algebra I, English Language Arts/Literature, & Science/Biology.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Cstone Tasks. PD, workshops, admin. Observ, Instr. Rounds/Instr. Team Meetings.

Specific Targets: The District's annual goal is to improve overall, "Advanced" and "Proficient" achievement by 5%, year-over-year on the PSSA and Keystone Exam assessed subjects, as well as decrease, "Below Basic" by 3%, year-over-year, on the PSSA and Keystone Exam assessed subjects.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores."

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

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

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a What Works Clearinghouse reporting of various strategies related to the acquisition, analysis, and application of student data.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation Steps:***Standards Aligned Curriculum*****Description:**

Professional development regarding the current curriculum maps aligned to the PA Core Standards will be provided to full staff to guide grade level instructional practices, instruction and collaboration team meetings. Data will be used to review and analyze student achievement and curriculum to inform instructional decisions for all students including special education, Title I and English Language Learners. Assistance will be provided from literacy and instructional coaches.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

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

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

Indicators of Effectiveness:

Type: Annual

Data Source: Cstone Tasks. PD, workshops, admin. Observ, Instr. Rounds/Instr. Team Meetings.

Specific Targets: The District's annual goal is to improve overall, "Advanced" and "Proficient" achievement by 5%, year-over year on the PSSA and Keystone Exam assessed subjects, as well as decrease, "Below Basic" by 3%, year-over-year, on the PSSA and Keystone Exam assessed subjects.

Strategies:

Dropout Prevention Program

Description:

What Works Clearinghouse identifies six dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for fifteen strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate.;" the Mid-Atlantic Regional Educational Laboratory provides additional support for Dropout Prevention.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Instructional Conversations

Description:

Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. What Works Clearinghouse reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of English Language Learners students.

SAS Alignment: Assessment, Instruction, Materials & Resources

Credit Recovery Program

Description:

Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion.

SAS Alignment: Assessment, Materials & Resources, Safe and Supportive Schools

Differentiated Instruction

Description:

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported.

SAS Alignment: Assessment, Materials & Resources

Implementation Steps:

Improving Instruction

Description:

Professional development will be offered to district teachers focusing on differentiated instruction that will aid the staff to ensure that the educational needs of all students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content areas. District staff and administrators will investigate and implement strategies to improve student attendance and graduation rates of all children.

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Dropout Prevention Program
- Instructional Coaching
- Instructional Conversations

- Credit Recovery Program
- Differentiated Instruction

Language and Literacy Acquisition

Description:

Description: Professional development will continue to be offered to district teachers to focus on Language and Literacy instruction developed and provided through the Keystones to Opportunity Striving Readers Grant, that will aid the staff to ensure that the educational needs of language and literacy acquisition for all students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content areas.

Evidence: Professional development sign-in sheets and submitted Act 48 hours.

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Instructional Coaching
- Instructional Conversations
- Differentiated Instruction

Teaching Diverse Learners in an Inclusive Setting

Description:

Description: Professional development will be offered to district teachers focusing on differentiated instruction and co-teaching that will aid the staff to ensure that the educational needs of all students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content areas. District staff and administrators will investigate and implement strategies to improve student attendance and graduation rates of all children.

Evidence: Professional development sign-in sheets and submitted Act 48 hours.

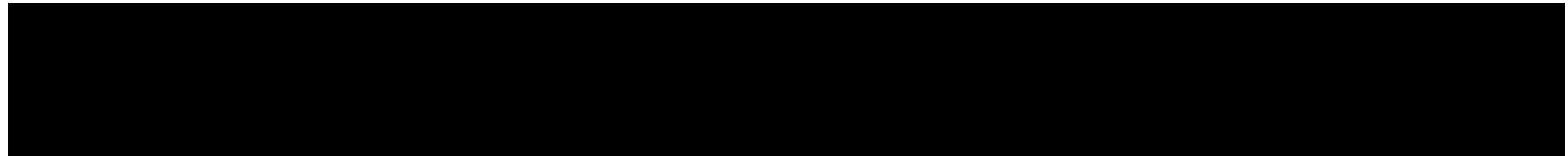
Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Dropout Prevention Program
- Instructional Coaching
- Instructional Conversations
- Credit Recovery Program
- Differentiated Instruction

Appendix: Professional Development Implementation Step Details



Start	End	Title			Description			
7/1/2018	6/30/2021	Standards Aligned Curriculum			Professional development regarding the current curriculum maps aligned to the PA Core Standards will be provided to full staff to guide grade level instructional practices, instruction and collaboration team meetings. Data will be used to review and analyze student achievement and curriculum to inform instructional decisions for all students including special education, Title I and English Language Learners. Assistance will be provided from literacy and instructional coaches.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant to the Superintendent, Director of Curriculum & Instruction	1.0	6	50	Northgate	School Entity	No

Knowledge	Professional staff will research and familiarize themselves with the PA Core Standards and ensure that the curriculum is aligned throughout all professional development sessions. The administration will review research-based instructional practices that will facilitate a high level of student learning and achievement.
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Supportive Research

District administration will attend the annual SAS Institute which will highlight best practices that will assist in the elements of student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational specialists

Grade Levels

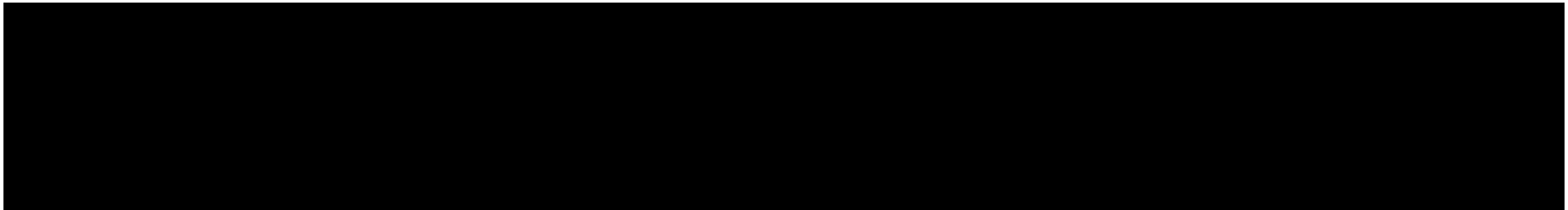
- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans



Start	End	Title	Description
7/1/2018	6/30/2021	Improving Instruction	Professional development will be offered to district teachers focusing on differentiated instruction that will aid the staff to ensure that the educational needs of all students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content

areas. District staff and administrators will investigate and implement strategies to improve student attendance and graduation rates of all children.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant to the Superintendent, Director of Curriculum & Instruction, Coordinator of Special Education	1.0	6	50	Pattan consultants	School Entity	No

Knowledge

Teachers will become familiar with instructional strategies that meet the diverse learning styles and interest levels of students as related to content, process and products. Administration will be able to recognize and provide constructive feedback to improve instructional practices that promote student engagement and learning. Administrators, counselors and other professional staff will research effective preventative practices to increase rates and decrease student drop out rates. All staff will become proficient in utilizing data to drive instruction and decision making.

Supportive Research

Staff will participate in professional development to learn the research and best practices related to differentiated instruction, data analysis and drop out prevention. Staff selected will disseminate research based and best practices to district staff to support the identified goals stated above.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. 		
Training Format	<ul style="list-style-type: none"> Professional Learning Communities 		
Participant Roles	<table> <tr> <td data-bbox="609 836 1050 1088"> <ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff </td><td data-bbox="1071 836 1942 1088"> Grade Levels <ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) </td></tr> </table>	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff 	Grade Levels <ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff 	Grade Levels <ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) 		
Follow-up Activities	<table> <tr> <td data-bbox="609 1209 1050 1404"> <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers </td><td data-bbox="1071 1209 1942 1404"> Evaluation Methods <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. </td></tr> </table>	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	Evaluation Methods <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	Evaluation Methods <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. 		

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans



Start	End	Title			Description		
7/1/2018	6/30/2021	Language and Literacy Acquisition			<p>Description: Professional development will continue to be offered to district teachers to focus on Language and Literacy instruction developed and provided through the Keystones to Opportunity Striving Readers Grant, that will aid the staff to ensure that the educational needs of language and literacy acquisition for all students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content areas.</p> <p>Evidence: Professional development sign-in sheets and submitted Act 48 hours.</p>		
		Person Responsible	SH	S	EP	Provider	Type
		School Personnel, Administration	1.0	6	50	School Personnel	School Entity
							App. No

Knowledge

Description: Professional teaching staff will continue to improve best practices of language and literacy acquisition and how it can be best utilized to provide instruction and achievement for all students.

Supportive Research

Description: Professional teaching staff will participate in professional development and utilize the nine content areas identified in Year 1 of the Keystones to Opportunity Striving Readers Grant, identified as critical in the successful implementation of improving literacy from Birth - Grade 12: Universal Design for Learning and Digital Technology, Navigating Content with English Language Learners (ELLs), Data Analysis and Decision Making, Family Literacy and Family Engagement, Building Blocks of Literacy, Reading Apprenticeship, Successful Transitions Along the Literacy Continuum, Implementing the Common Core State Standards (CCSS) and the Literacy Design Collaborative (LDC), Supporting Learners with Special Needs.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

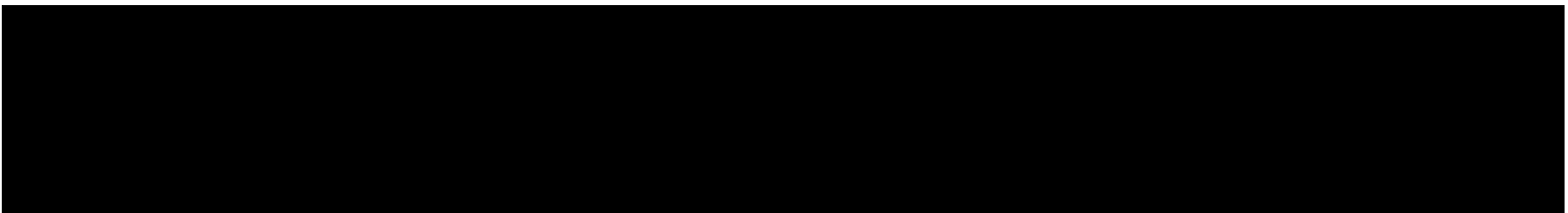
For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- LEA Whole Group Presentation

Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Related Service Personnel 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans



Start	End	Title	Description
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7/1/2018	6/30/2021	Teaching Diverse Learners in an Inclusive Setting	<p>Description: Professional development will be offered to district teachers focusing on differentiated instruction and co-teaching that will aid the staff to ensure that the educational needs of all students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content areas. District staff and administrators will investigate and implement strategies to improve student attendance and graduation rates of all children.</p> <p>Evidence: Professional development sign-in sheets and submitted Act 48 hours.</p>						
		Person Responsible	SH	S	EP	Provider			
		School Administration	1.0	6	50	School Personnel			
							Type	App.	
							School Entity	No	

Knowledge

Description: Professional development will be offered to district teachers focusing on differentiated instruction that will aid the staff to ensure that the educational needs of students at all ability levels will be met. Staff will focus on data analysis to identify strengths and needs at the student level, grade level, building level and district level and make curricular and instructional adjustments as necessary to improve student achievement across content areas.

Supportive Research

Description: Professional teaching staff will participate in professional development related to teaching diverse learners in an inclusive setting, and also utilize the nine modules identified in Year 1 of the Keystones to Opportunity Striving Readers Grant, identified as critical in the successful implementation of improving literacy from Birth - Grade 12: Universal Design for Learning and Digital Technology, Navigating Content with English Language Learners (ELLs), Data Analysis and Decision Making, Family Literacy and Family Engagement, Building Blocks of Literacy, Reading Apprenticeship, Successful Transitions Along the

Literacy Continuum, Implementing the Common Core State Standards (CCSS) and the Literacy Design Collaborative (LDC), Supporting Learners with Special Needs.

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:

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

- Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- Department Focused Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational specialists

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson

Evaluation Methods

- Classroom observation focusing on factors such as planning and

implementation outcomes, with involvement of administrator and/or peers

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer