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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report** **Monday, November 10, 2008**

**Entity:** Northern Lehigh SD  
**Address:** 1201 Shadow Oaks Ln  
Slatington, PA 18080-1237  
**Phone:** (610) 767-9800  
**Contact Name:** Lynne Fedorcha and Jill Chamberlain

## Organization Description

Northern Lehigh School District is located on the northern tip of Lehigh County in eastern Pennsylvania, 90 miles north of Philadelphia and bordered by Northampton and Carbon Counties. Our school district is flanked by the neighboring school districts of Parkland, Northampton, Northwestern Lehigh and Palmerton. We are best described as a rural school district comprised of approximately 13,065 citizens from the boroughs of Walnutport (population 2,043) and Slatington (population 4,434), and Washington Township (population 6,588). These most recent figures reflect the year 2000 census with little change according to 2006 estimates. The community is close to post-secondary educational facilities such as Lehigh Carbon Community College in Schnecksville, Muhlenberg College and DeSales University in Allentown, and Moravian College and Lehigh University in Bethlehem. It is also close to cultural offerings, such as the symphony, theatre, and museums in Allentown and Bethlehem.

While this community is free from industrial growth, it originally prospered because of its contribution to the slate industry, which flourished at the turn of the 20th century. The industry declined during World War I, when slate was declared a "nonessential" material. Within the community boundaries are scenic hiking and biking trails, the historic Walnutport Canal and Locktenders house, and local fishing and hunting areas. The community is in close proximity to the Appalachian Trail and Lehigh River, and boasts additional recreational activities such as white water rafting, canoeing, and kayaking. The Lehigh Gap Nature Center, located to the north of the district and at the foot of the Kittatinny Ridge, is a wildlife refuge and habitat and serves as an outdoor classroom to support local educational programs. It covers an area of 750 acres and is one of the largest superfund sites east of the Mississippi River. As such it attracts environmentalists from around the globe.

Northern Lehigh is an area of limited socio-economic means. The median household income in the district ranges from \$28,102 to \$36,093, with an average of 2.53 persons per household. Approximately 8.7% of the citizens are described as being below the poverty level. The median age range is 38.7. Only 4% of the population is not white. When compared to the 63 boroughs and townships in Lehigh and Northampton County, the boroughs of Slatington and Walnutport are in the bottom 25% for average household income. At 14.4%, Slatington has the second highest percentage of persons living below the poverty level. Given these statistics, one of the most pressing challenges facing Northern Lehigh School District is its limited financial resources. Because the community has little industrial growth, homeowners pay the highest millage rate of all boroughs and townships in the area. In fact, NLSD has less than half the property value of all other districts in the Lehigh Valley with the exception of Allentown. This is especially critical since property values make up the largest part of school district revenue. Thus, it is not surprising that Northern Lehigh's local revenue per pupil lags behind that of other Lehigh County schools (Education 2010! Lehigh County). Given these limited resources and the excessive tax burden on home owners, the school district's budget is closely scrutinized.

Northern Lehigh School District enrolls approximately 2,060 students. Enrollment has remained relatively consistent since the 1996-2002 Strategic Plan was developed; however a recent Pennsylvania Economy League study projects a slight decline, then rise in enrollments over the next six years. The district is comprised of four buildings. Three buildings: Slatington Elementary (grades 3-6), Middle School (grades 7-8), and High School (grades 9-12), are located on a campus within the Slatington Borough and one elementary building, serving pre-kindergarten through second grade, is located in Washington Township. Each of our four buildings includes resource room support for students with learning and/or emotional support needs. Fourteen percent of our students are eligible for special education services. One percent of our students are enrolled in ESL. Gifted education is provided to 2% of our students as a pull-out program in the elementary grades and as an integrated program in the secondary grades. Thirty percent of our students receive free or reduced-price lunch. We transport 75% of our students to and from the schools. There are 150 teachers on our teaching staff and 44% are teachers with

16 or more years of experience. Supportive programs for students include Title I reading for eligible students in grades K-3 and tutoring for eligible students in grade 7-9, as well as a variety of program options for all students, such as career and technical education at Lehigh Career and Technical Institute, dual enrollment opportunities, Student Assistance, clubs and organizations, intramural sports, and highly competitive interscholastic athletic programs.

The district places strong emphasis on reading and guarantees that every student will read proficiently prior to graduation. To that end, the Reading Apprenticeship Framework and Response to Intervention are embraced by administration and faculty as structures for ensuring this promise. Northern Lehigh proudly boasts that all AYP targets have been met since 2003 with the only exception being that the eleventh grade math target was not met in 2005. We accredit this success to major initiatives that occurred during the 2002-2008 Strategic Plan. Those initiatives include (1) reconfiguring the elementary grades to create a primary and intermediate building, thus providing continuity in curriculum, instruction, assessment, and professional development and providing a more efficient distribution of resources, (2) partnering with Community Services for Children, Inc. and combining our Accountability Block Grant funds with their Supplemental Assistance funds to provide instruction to 20 low-income three and four year olds in a Head Start early intervention classroom, (3) Using Accountability Block Grant funds to implement a district-wide full day kindergarten program, (4) providing sustained professional development in the Reading Apprenticeship Framework and Response to Intervention initiative to support and challenge our learners, (5) augmenting the availability of technology in both hardware and software to enhance opportunities for student achievement, and (6) increasing opportunities for high school students to earn college credits while attending high school. All core course curricula are fully aligned to the PA Academic Standards.

The Northern Lehigh School District Community is special because of the many citizens and school district staff members who volunteer their time, energy, and expertise to committees and organizations. These volunteers are dedicated to endeavors that support community, education, environment, health, history, patriotism, safety, senior citizens, tourism, and youth. Recent efforts include plans to build a Community Center, replace trees and sidewalks on Main Street in Slatington, and establish a community park on the now vacant site of the former Slatington Junior High School. Churches and dedicated service organizations work together to support, strengthen, and enrich the lives of our residents.

**Northern Lehigh School District Directors:**

Donald Dengler  
Bryan Dorsheimer  
Raymond Follweiler  
Lauren Ganser  
Lori Geronikos  
Mathias Green  
Edward Hartman  
Donna Kulp  
Gregory Williams

**Superintendent of Schools:**

Michael Michaels

**Business Manager:**

Jeremy Melber

**Solicitor:**

Charles Stopp

**Director of Curriculum and Instruction:**

Lynne Fedorcha

**Director of Special Education:**

Laurie Newman-Mankos

**Director of Technology:**

John Hrizuk

**Director of Support Services:**

Greg Derr

**Director of Food Services:**

Diane Ruff

**High School Principal:**

Aileen Yadush

**High School Assistant Principal:**

Donald Allen

**Middle School Principal:**

Jill Chamberlain

**Slatington Elementary Principal:**

Linda Marcincin

**Peters Elementary Principal:**

Karen Nicholas

## **Core Purpose**

### **Mission**

The mission of the Northern Lehigh School District community is to create a challenging and supportive environment dedicated to meeting the diverse educational needs of all learners.

### **Vision**

**Our learners will have:**

- **Creative and critical thinking skills necessary to be successful.**
- **Self-esteem, self-discipline and a sense of responsibility that enables them to meet challenges, be team players and respect others' differences.**
- **Communication, technical, and life skills to gather information, solve problems and adapt to change.**
- **An awareness of physical and psychological well-being.**
- **A vision for success.**
- **An appreciation for the arts and sciences.**

## **Shared Values**

**We believe that ...**

- ***all students can learn and succeed if given sufficient time and appropriate instruction.***
- ***students will master a core of knowledge based on academic standards.***
- ***communication skills are essential to success.***
- ***positive attitude, motivation, self-esteem and responsible behavior are vital to the learning process.***
- ***all students should develop skills and appreciation in areas of interest beyond the core of basic knowledge.***
- ***ongoing staff development is essential to quality learning.***
- ***learning is a life-long process.***
- ***the school, community, family and students all share in the responsibility for learning.***
- ***students must be challenged to think critically, problem solve, and use appropriate decision-making skills.***
- ***students must have a nurturing environment that is physically, emotionally, and spiritually safe.***
- ***the appreciation of diversity is an integral part of a student's educational experiences.***

## **Goals**

The world in which we live has become increasingly complex and interconnected. Advances in technology, science, and communication are occurring at an extraordinary pace. Our children, and the generations of children to follow, will need far more knowledge and skill than ever before to make sense of the world around them, to make reasoned judgments about their lives, and to contribute to society. The extent to which they develop the knowledge and the skills they need will heavily impact their futures and their ability to earn a wage adequate to support a family.

This issue reaches beyond individual needs to encompass the future of our state. A highly skilled, technologically literate workforce is essential to growing new jobs in business and industry, generating increased personal income, and creating an overall better quality of life for all Pennsylvania's economic vitality depends on an educated workforce.

These combined realities require an education where we must expect the vast majority of students to successfully complete education beyond high school. Even those students who go directly to work after high school will need additional training and education at some point in their working lives.

Providing all children with the academic foundation they need to navigate such a world is the basis of Northern Lehigh's plan for improving student achievement. Each school has an important role to play in ensuring all students succeed as they progress. This success will only be realized if Northern Lehigh's plan for student achievement begins from the first day a child enters school through all the grades. This success depends not only on a well-articulated standards-aligned curriculum, adequate materials and resources, a highly qualified professional staff, instructional design that meets the needs of all learners, and fair assessments, but also on schools that value the health, wellness and safety of students and staff, an encouraging and supportive school climate, and an efficiently-operated and well-managed organization.

Goals are simply a definition of the visions, specifying the accomplishments to be achieved if the vision is to become real. The specific activities clarify the strategies that the district has selected in order to achieve the goals. In implementing our goals through the following stated activities, we aspire to create a framework for continuous school and district enhancement and improvement as detailed by the Pennsylvania Standards Aligned Systems.

**Goal: ACADEMIC PROFICIENCY**

*Description:* As measured by the PSSA, PASA, and/or District assessments, students will be proficient in the core subject areas of reading, math, science, and social studies, so the District can meet Adequate Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to middle to high school and beyond.

**Goal: DISTRICT OPERATIONS**

*Description:* All District operations will function in a safe, efficient, effective, and fiscally responsible manner to support the Mission, Vision, and Shared Values of the District.

**Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

**Goal: HIGHLY QUALIFIED, EFFECTIVE TEACHERS**

*Description:* All students will learn from highly qualified and effective teachers.

**Academic Standards**

The Northern Lehigh School District has aligned all curriculum with the Pennsylvania Academic Standards in accordance with section 4.12 of 22 Pa. Code. Following is a description of those standards.

**Reading, Writing, Speaking and Listening**

**Reading** - The application of phonemic awareness, phonics and word study, vocabulary, fluency, and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

**Writing** - Narrative, informational, and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

**Speaking and Listening** - Participation in conversation and formal speaking presentation.

**Mathematics**

The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics, and data analysis, probability and predications, algebra and functions, geometry, trigonometry, and concepts of calculus.

**Science and Technology**

Study of the natural world and facts, principles, theories, and laws in the area of biology, chemistry, physics, and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.

**Environment and Ecology**

Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.

**Social Studies**

**History** - The study of the record of human experience including important events; interactions of culture, race, and ideas; the nature of prejudice; change and continuity in political systems;

effects of technology; importance of global-international perspectives; and the integration of geography, economics, and civics studies on major developments in the history of the Commonwealth, the United States, and the world.

**Geography** - The study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region, and physical processes.

**Civics and Government** - The study of the United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work, and international relations.

**Economics** - Studies of how individuals and societies choose to use resources to produce, distribute, and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy, and international trade.

**Arts and Humanities**

Study of theatre, music, visual arts, language, and literature including forms of expression, historical and cultural context, critical and aesthetic judgment, and production, performance, or exhibition of work.

**Career, Education and Work**

Understanding career options in relationship to individual interest, aptitudes and skills including the relationship between changes in society, technology, government, and economy, and their effect on individuals and careers. Development of knowledge and skills in job-seeking and job-retaining skills, and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

**Health, Safety, and Physical Education**

Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, and strategies, safety in physical activity settings, leadership and cooperation in physical activities.

**Family and Consumer Science**

Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

**World Language**

The ability to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

**Graduation Requirements**

**Northern Lehigh School District GRADUATION REQUIREMENTS**

Total Number of Course Credits Required for Graduation: 24

Content Areas (credits/course)		Content Areas (credits/course)	
· English	4	· Wellness/Fitness	2
· Math	4	· Arts and Humanities	2

Science	3	Computer Technology	2
Social Sciences	3	Electives	4
<p>1. Students must attain a G.P.A. of 2.0 in all courses in grades 9-12.</p> <p>2. The following courses are required for all students: Consumer Life Skills, Civics, Introduction to Software Concepts, and Introduction to Computer Applications*.</p> <p>3. For students taking nine business courses, Accounting I may be used to fulfill 1.0 credit of math.</p> <p>4. Career/Technical Institute credits may be used to fulfill Arts and Humanities requirements.</p> <p><i>*Introduction to Computer Applications is waived for Career/Technical students.</i></p>			
<p><b>Other:</b></p> <p>Students must complete a graduation project. Planning for this project begins in ninth grade and is refined as the student progresses through tenth and eleventh grades. In twelfth grade, each student presents his or her graduation project to a committee of evaluators for approval.</p> <p>In lieu of the graduation/community service project, students who complete a course of study at Lehigh Career and Technical Institute are required to write a five paragraph (minimum) reflective report on their vocational/technical education experience.</p> <p>Graduation Project requirements may be adapted or waived by an IEP Team in accordance with the student's needs.</p>			

**Note:**

The Northern Lehigh School District participates in Career Pathways with neighboring districts from the Carbon Lehigh Intermediate Unit. Through Career Pathways, the High Schools That Work initiative has been adopted as a model for excellence in education. This initiative works to strengthen the academic preparation of vocational students by blending rigorous academic and vocational studies. NLSD also offers a generous menu of dual enrollment courses to high school juniors and seniors through on-site, off-site, and online venues in cooperation with Lehigh Carbon Community College. Dual enrollment enables students to earn college credits for courses taken during their high school years.

**Strategic Planning Process**

- August 2007: Administrative Team is presented with an overview of eStrategic Planning process. Initial goal brainstorming.
- September 2007-November 2007: Meetings are conducted with special interest groups for the purpose of visioning. Among these special interest groups are Safe Schools Committee, Policy and Education Committee, Professional Development Committee, Administrative Team, Wellness Advisory Council, and building faculties.

- October 2007: Administrators complete *Getting Ready!* document for each building and compile information into a district-wide document.
- November - December 2007: Online and hard-copy surveys are available to parents, community, students, and staff for perceptual input
- December 2007: Mission Statement is reconfirmed; Organizational Overview is redefined; Vision and Shared Value Statements are adopted. Committee co-chairs are assigned. January 2008: Community is presented with an overview of eStrategic Planning process. Committee participants are finalized.
- February - May 2008: Administrative Team Meetings address initial data collection, including assessment data, demographic data, perceptual data, and Leading for Learning Context Survey
- May 2008: The Special Education Plan is approved by the Northern Lehigh School Board and submitted to PDE for approval. The district requests an extension to submit the remaining reports of the Strategic Plan due to the retirement of Superintendent Nicholas Sham and resignation of Business Manager Lisa Blank.
- May 2008: Permission to extend Strategic Plan is received and the extension due date is December 30, 2008 .
- August 2008: Administration revisits the work that has been completed to date and maps a plan for fall meetings to complete each report
- September 2008-October 2008: Report committees convene for focused work on goals, strategies and activities.
- November 3, 2008: Draft plans of the Student Services Report, Professional Development Report, and Teacher Induction Report are submitted to the Board and community for input. November 10, 2008: Draft plans of the Academic Standards and Assessment Report and the Educational Technology report are submitted to Board and community for input.
- November 12, 2008: Final work session with Board Policy and Education Committee. All reports are distributed to Steering Committee and are accessible to the public on our website.
- December 8, 2008: 2008-2014 Strategic Plan - Academic Standards and Assessment Report, Professional Development Report, Teacher Induction Report, Educational Technology Report, and Student Services Report - is submitted to Board for final approval. [This meeting was canceled, so adoption of reports had to be postponed.]
- January 5, 2009: 2008-2014 Strategic Plan is submitted to the Board for final approval.
- January 6, 2009: 2008-2014 Strategic Plan is submitted to PDE.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aileen Yadush	District	Administrator	Act 93
Bryan Geist	District	Other	High School Principal
Dan Kunkle	Lehigh Gap Nature Center	Community Representative	NLSD BOARD
Donald Allen	District	Administrator	Act 93
Donna Kulp	Community	Board Member	NLSD Board
Greg Derr	District	Other	Superintendent
Gregory Williams	Community	Board Member	NLSD Board
Jill Chamberlain	District	Administrator	Act 93
John Hrizuk	District	Administrator	Act 93
Karen Nicholas	District	Administrator	Act 93
Laurie Newman-Mankos	District	Administrator	Act 93
Linda Marcincin	District	Administrator	Act 93

Lori Geronikos	Community	Board Member	NLSD Board
Lynne Fedorcha	District	Administrator	Superintendent
Michael Michaels	District	Administrator	Self
Paul Gass	NL Community Center	Community Representative	NLSD Board

## Goals, Strategies and Activities

### Goal: ACADEMIC PROFICIENCY

*Description:* As measured by the PSSA, PASA, and/or District assessments, students will be proficient in the core subject areas of reading, math, science, and social studies, so the District can meet Adequate Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to middle to high school and beyond.

### Strategy: ASSESSMENT

*Description:* Effectively utilize well-designed benchmark assessments and formal and informal formative assessments and analyze all assessment data for the purpose of designing classroom instruction, revising curriculum, and purchasing curriculum materials and resources to meet the needs of all learners.

*Activities:*

Activity	Description	
Benchmark Assessments	(1) District administrators, content area coordinators/team leaders/grade level coordinators, and professional staff will use research-based benchmark assessments aligned to the PA Standards and Assessment Anchors to be used in grades K-12 in math and reading. (2) Achievement levels of all students will be raised to meet the benchmark for the assessment that is administered.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$13,900.00

Activity	Description	
Data Analysis	Develop and implement a plan for collecting and analyzing norm-referenced achievement data along with curriculum based measurements such as local assessments, for the purpose of identifying root causes of student achievement.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$60,000.00

Activity	Description	
Local Assessments	Develop consistent, curricular-based, eligible content standards-aligned summative assessments for all math and English courses in grades 7 - 12.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Start:9/1/2009 Finish: 6/30/2011	\$4,000.00

**Strategy: CURRICULUM**

*Description:* Refine a rigorous, relevant, high quality, standards-aligned curriculum in all core content areas K-12.

*Activities:*

Activity	Description	
Curriculum Mapping	Produce curriculum maps for all core content area courses K-12 to identify by calendar months (semester weeks) the topics, skills, and assessments that are addressed, then analyze individual maps through the grades and courses to assess vertical articulation and alignment to academic standards.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$0.00

Activity	Description	
Technology Curriculum	Articulate a skills-based/performance-based technology curriculum K-12 that prepares students with 21st Century learning outcomes.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$0.00

Activity	Description	
Web-based Resources	Utilize web-based software programs K-12 that are both standards-aligned and curriculum-based to support/enhance the learning of ESL, gifted, and special needs students.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$13,000.00

**Strategy: INSTRUCTION**

*Description:* Instruction will be standards-aligned, scaffolded to enhance student achievement, and challenging enough to result in learning without frustration.

Activities:

Activity	Description	
ESL Program	Review and revise the ESL Program to ensure compliance with PDE mandates.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$0.00

Activity	Description	
Gifted Education Program	Review and revise the Gifted and High Potential Program Guidelines to ensure that expectations and instruction extend the rigor and relevance of the regular standards-aligned core curriculum.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$0.00

Activity	Description	
Instructional Technology	Develop a process for facilitating the integration of technology into daily instructional practice K-12.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction, Principals, and Director of Technology	Ongoing	\$0.00

Activity	Description	
Reading Apprenticeship Framework	The Reading Apprenticeship Framework will be embedded into all core content instruction in grades 5-12.	
Person Responsible	Timeline for Implementation	Resources
Director of Curriculum and Instruction	Ongoing	\$0.00

**Strategy: RESEARCH-BASED INTERVENTIONS**

*Description:* Use scientifically research-based instructional strategies and interventions to support student achievement for all learners.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Differentiated Instruction	Use the district student data from established assessments for all core subject areas as a basis for differentiating instruction for all learners.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Director of Curriculum and Instruction	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Response to Intervention	(1) Maintain and enhance the RTI framework in kindergarten through grade 6. (2) Expand this model into grades 7 and 8. (3) Decide upon a universal screener for behavior. (4) Continue to utilize benchmark assessments to identify students with learning needs.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Director of Curriculum and Instruction, Elementary Principals, MS Principal	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Study Skills	(1) Develop a scope and sequence for study skills 3-12 to be integrated into all core curricular subjects. (2) Include note-taking and test-taking skills and utilize the BIG6/Super3 Model of research.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Director of Curriculum and Instruction	Ongoing	\$0.00

**Goal: DISTRICT OPERATIONS**

*Description:* All District operations will function in a safe, efficient, effective, and fiscally responsible manner to support the Mission, Vision, and Shared Values of the District.

**Strategy: EMERGENCY PREPAREDNESS**

*Description:* The key principles of emergency preparedness are planning, teamwork, and practice. These are essential elements in preparing for many different types of emergencies. It is imperative that schools work directly with their local emergency management agencies, first responders, school-based security, and law enforcement agencies to prepare for any and all contingencies.

*Activities:*

<b>Activity</b>	<b>Description</b>
Crisis	Schedule routine annual audits of our crisis response/emergency

Response/Emergency Operations	operations plan.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Superintendent	Ongoing	\$0.00

**Strategy: LONG RANGE ENERGY PLAN**

*Description:* The Director of Support Services and Superintendent will make appropriate recommendations to the Board through the development of a long range energy plan.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Research	Collaborate with a consulting firm to assess and evaluate energy usage within the district; implement recommendations with Board approval.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Superintendent, Director of Support Services	Ongoing	\$0.00

**Strategy: LONG RANGE FINANCIAL PLAN**

*Description:* The Business Manager and Superintendent will make appropriate recommendations to the Board through the development of a long range financial plan.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Finance Committee	Utilize the Board Finance Committee to analyze and interpret budget information for the purpose of making a long-term plan.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Superintendent, Business Manager	Ongoing	\$0.00

**Strategy: LONG RANGE MAINTENANCE PLAN**

*Description:* The Director of Support Services and Superintendent will make appropriate recommendations to the Board through the development of a long range maintenance plan.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Buildings and Grounds Committee	Utilize the members of the Board Buildings and Grounds Committee to analyze and interpret maintenance information for the purpose of making a long-term plan.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Superintendent, Director of Support Services	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>
Feasibility Study	Complete a feasibility study of all building and maintenance needs for the

	purpose of supporting the Buildings and Grounds Committee with its long range maintenance decisions.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Superintendent, Director of Support Services	Ongoing	\$0.00

**Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

**Strategy: COURSE CREDIT REQUIREMENTS**

*Description:* Examine the current course requirements for graduation.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Enhance Graduation Requirements	Explore the feasibility of increasing course requirements for graduation by increasing 3 science credits and 3 social studies credits to 4 science and 4 social studies credits, and implement this new requirement if proven to be achievable.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Director of Curriculum and Instruction, HS Principal	Ongoing	\$0.00

**Strategy: Online Courses**

*Description:* Explore services such as Blended Schools, Moodle, or Global Classroom and consider purchasing a subscription to this type of service.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Expanded Course Opportunities	Offer online courses to high school students who require course recovery credit or extended homebound education, and to students who need or want expanded course offerings.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Director of Curriculum and Instruction, HS Principal	Ongoing	\$0.00

**Goal: HIGHLY QUALIFIED, EFFECTIVE TEACHERS**

*Description:* All students will learn from highly qualified and effective teachers.

**Strategy: HIRING PRACTICES**

*Description:* All students will be instructed by highly qualified professionals.

*Activities:*

<b>Activity</b>	<b>Description</b>
Interview	Develop a written results-oriented principles, practices, and procedures plan

Procedures	for interviewing professional staff.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Superintendent	Ongoing	\$0.00

## Measurable Annual Improvement Targets

Although, Northern Lehigh School District is meeting Adequate Yearly Progress and has done so for the past five year, our challenge lies ahead. The goal set forth by the US Department of Education that now serves as a target for all districts is that which has been established by No Child Left Behind (NCLB) legislation, *all students must be proficient in reading and math by the year 2014*. In order to reach this long range goal, incremental goals have also been established. In the years between 2005-2007, 54% of the students in a district needed to be proficient in reading and 45% in math. In years 2008-2010, 63% of the students must be proficient in reading and 56% must be proficient in math. In 2011, the reading target jumps to 72% and the math target jumps to 67%. The target again increases to 81% in reading and 78% in math in 2012, followed by the final expectation of 100% in the year 2014. In order to meet these targets set forth by the US Department of Education and our own mission as a school district, Northern Lehigh's strategic plan is a working document that serves as a template for preparing its students for the 21st century.

Northern Lehigh's plan for improving student achievement is detailed in the following table.

MONTH	ACTIVITY	TOOLS	PERFORMANCE OBJECTIVE	PERSONS RESPONSIBLE
June	<b>REVIEW and SUMMARIZE School Safety and SAP data</b>	School Safety Reports; SAP reports; Attendance reports	Each school prepares a written summary that identifies non-academic stressors and issues that interfere with academic performance (School Climate Summary)	Principals and Guidance Counselors
July	<b>ORGANIZE and REVIEW multiple data sources, including summative, formative, and perceptual.</b>	Getting Results (5) for building; e-Metric website; DRC information; 4Sight data; AIMSweb data; SAT10 data; Iowa Algebra Placement data; School Safety/SAP/Attendance summaries	Identify general strengths and needs of student subgroups by grade level in reading, writing, math, and science; identify general strengths and needs in each grade level of student subgroups in each reporting category; identify any non-academic stressors (i.e., attendance, behavior, reported ATOD use/abuse,	Principals

			etc.)	
July - August	<b>ANALYZE DATA and DISCOVER “ROOT CAUSE” giving careful consideration to the SAS 6: clear standards; fair assessments; standards-aligned curriculum; instruction; instructional materials &amp; resources; interventions</b>	Getting Results! (5) Document for District; e-Metric website, PVAAS website: School Climate Summaries	(1) Identify general strengths and needs of student subgroups by grade level in reading and math; identify general strengths and needs in each grade level of student subgroups in each reporting category. Determine general instructional strategies and curricular enhancements that are needed.  (2) Identify grade levels that are not making one year’s gain and determine an action plan for those grade levels to enhance instructional performance	Principals, Director of Special Education, Director of Curriculum and Instruction, School Psychologists, Superintendent
August	<b>PLAN SOLUTION</b>		Align the analysis of data and root cause with strategic action planning;	Principals, Director of Special Education, Director of Curriculum and Instruction, School Psychologists, Superintendent
August	<b>CREATE A BUILDING PLAN FOR STUDENT IMPROVEMENT</b>	PVAAS; eMetric; OnHandsSchool	Work with teaching staff to identify individual student performance needs; create a building plan that addresses unique needs as well as root causes.	Principals and Staff
September [Nov., Jan., May]	<b>ADMINISTER BENCHMARK ASSESSMENTS (minimum 3 times per year — may differ per building)</b>	4Sight; AIMSweb; Study Island Benchmark Assessment; SRI levels	Identify intensive, strategic, and established students in order to effectively implement plan	Staff/grade level teams/ departments/ content areas
September-	<b>IMPLEMENT the</b>	Grade Level/Team/	Establish student	Building Level

June	<b>PLAN</b>	Department Meetings; Benchmark Assessment Data; Progress-Monitoring Data; Curriculum Resources	instructional groups, interventions; maintain progress monitoring data on 'identified' students	Staff
June	<b>ANALYZE EVIDENCE of EFFECTIVENESS</b>		Based on Benchmark Data and Student Classroom-based Performance Data...How successful was the plan? What do we need to do better next year?	Principals and Building Level Staff; Administrative Team reviews data from each building

Northern Lehigh will use the Adequate Yearly Progress targets of 90% or greater attendance, 80% or greater graduation rate, and 95% or greater test participation rate (PSSA). Northern Lehigh School District will also meet the academic proficiency targets as defined by PDE:

Years	Reading	Math
2008-2010	63%	56%
2010-2011	72%	67%
2011-2012	81%	78%
2012-2013	91%	89%
2013-2014	100%	100%

## Curriculum, Instruction and Instructional Materials

"The successful student has met high standards and demonstrated achievement at each level, and is ready to advance to the next level of work, occupational training, and/or education; resulting in productive employment and responsible citizenship."

The Northern Lehigh School District is committed to the development of exemplary curriculum that sets high expectations for teachers and results in meaningful student learning. The purpose of the curriculum is to have a system that will ensure that students from teacher-to-teacher and school-to-school learn the same core of significant learning at a particular instructional level. Curricula objectives are based on and aligned with the student 12<sup>th</sup> grade graduation goal expectations set by district policy and Pennsylvania Academic Standards, are consistently delivered at the classroom level, and are regularly assessed and evaluated. The overriding goal of curriculum is to strike a balance between a firm foundation in basic skills and preparing students to be problem solvers, scientific thinkers, appreciators of the fine arts, and active participants in their society.

The district bases its curricular framework on widely held beliefs about the role of curriculum in the educational process.

- Curriculum development is a participatory process involving principals and staff representing all schools and grade levels as well as central office administrators, parents, and community members.
- The curriculum consists of a core of publicly stated student objectives that guide teachers' decisions about planning instruction and assessing student learning.
- The curriculum is accessible, manageable, flexible, allowing for teacher creativity in the area of instructional delivery based on research-based best practice.
- The curriculum responds to social and technological changes through a systematic review process.
- Students progress through the curriculum at different rates and do not meet artificial barriers to learning.
- Reports of student progress on learning objectives match the philosophical base of the curriculum.

The school district is responsible for providing the resources necessary to implement the written curriculum; teachers are responsible for effectively delivering the curriculum; students are responsible for learning; and parents are responsible for supporting their children in pursuing an education.

Ideally, a well-articulated curriculum development cycle guides the timeline for addressing each content area. Northern Lehigh has defined the following content areas:

- \*Language Arts
- \*Mathematics
- \*Science
- \*Social Studies
- \*Health and Physical Education
- \*Business and Computer/Computer Technology Education
- \*Fine Arts (Art and Music)
- \*Family and Consumer Science
- \*Foreign Language
- \*Career Education and Information Literacy are integrated into core content areas.*

When curriculum is being revised/developed, a task force is formed to summarize the

findings based on the examination of updated curriculum maps, an analysis of assessment results to determine the effectiveness of the current curriculum, an identification of weaknesses and strengths, and a consideration of new research. The curriculum task force summarizes the findings and provides feedback and recommendations to the Director of Curriculum and Instruction. This process may take one to two years. When that process is complete, preliminary curriculum writing begins and the draft product is evaluated to determine its alignment with PA Academic Standards and with eligible content standards in particular. The curriculum is then refined and rearticulated based on the evaluation. Curriculum maps and assessments are developed and appropriate materials and resources are selected. Once finalized, the curriculum is implemented. Adjustments are made throughout the implementation phase based on an annual analysis of assessment results. While this is a simplistic synopsis of the curriculum development process, the process itself is based on the work of Heidi Hayes Jacobs.

Northern Lehigh School District will utilize allocated and competitive grants to enhance the acquisition of curriculum resources and materials whenever possible. The core instructional materials and resources are current and research-based.

### Assessments and Public Reporting

Northern Lehigh School District recognizes that assessment is changing for many reasons. New insights in the skills and knowledge needed for success, in our understanding of how students learn, and in the relationship between assessment and instruction may alter our learning goals for students and schools. Consequently, we may modify our assessment strategies to tie assessment design and content to new outcomes and purposes for assessment. Following is a list of assessments commonly used with all students across the grades.

#### District-Wide Assessment Plan

GRADE	TEST OR ASSESSMENT	PURPOSE	ADMINISTERED	TIME	REPORTING
K-12	W-APT	Screening	Upon enrollment in district for those students indicating possible ESL needs.	1 hour	District PHLOTE list
K-12	WIDA ACCESS	Required by PDE as performance indicators for ELLs.	Administered individually once per year	1 hour	Results recorded in data warehouse.
K	Aimswab	RTI Universal Screener: Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Phonemic Awareness	Three times per year.	hour	Results analyzed to determine need for support and recorded in data warehouse
1	Aimswab	RTI Universal Screener: Phonemic Awareness and Oral Reading Fluency	Three times per year	hour	Results analyzed to determine need for support and recorded in data warehouse

2	Aimsweb	RTI Universal Screener: Oral Reading Fluency	Three times per year	hour	Results analyzed to determine need for support and recorded in data warehouse
3 — 8, 11	PSSA (Reading and Math)	Required by PDE for student achievement of benchmark standards and Adequate Yearly Progress report	Once annually	8 — 10 hours over 5 -6 days	Individual reports given to parents. Group reports used for analysis, curriculum review and district testing report; recorded in data warehouse
3 - 9	4Sight	Assessment of knowledge and skill in reading and math	Three times per year	1 hour	Results analyzed to prepare for PSSA assessment and recorded in data warehouse
3-6	Aimsweb	RTI Universal Screener: Oral Reading Fluency	Three times per year	hour	Results analyzed to determine need for support and recorded in data warehouse
3-6	Scott Foresman Placement	Comprehension	End of unit skills test	45 minutes	Test of basic comprehension skills used in conjunction with ORF results to assess reading proficiency in core program
4, 7, 10	PSSA (Science)	Required by PDE for student achievement of benchmark standards and Adequate Yearly Progress report	Once annually	8 — 10 hours over 5 -6 days	Individual reports given to parents. Group reports used for analysis, curriculum review and district testing report; recorded in data warehouse
4	Aimsweb	Oral Reading Fluency  RTI Universal Screener	Three times per year	hour	Results recorded in data warehouse
5, 8, 11	PSSA Writing	Required by PDE for student achievement of benchmark standards and Adequate Yearly Progress report	Once annually	8 — 10 hours over 5 -6 days	Individual reports given to parents. Group reports used for analysis, curriculum review and district testing report; recorded in data warehouse
6	IOWA Algebra Aptitude	Assessment of knowledge and skill	Once annually (spring)	1 hour	Results used for MS placement in

		in math			math
9	SAT10	Reading and Math	Norm-referenced assessment correlated to PSSA	2 hours per day, 2 days; (Spring)	Individual reports given to parents, Group reports used for curriculum review, individual performance; recorded in data warehouse
10	District Local Assessment	Reading, Writing, & Math	Curriculum-based local assessments	2 days; (Spring)	Individual scores scaled against district norms. Used to determine effectiveness of curriculum; recorded in data warehouse
11	PSAT	Verbal and Math achievement scores. Qualification for National Merit Scholar	Fall or Spring	Sat. as announced	Interested Students Only. Added to student record. Used by colleges for admissions. Used by National Merit Scholarship to determine qualifications.
11	ASVAB	Verbal and Math score and ranking of aptitudes	September	4 periods and 2-day workshop in Nov.	Results discussed with students and sent to parents
12	PSSA (retests)	Required by PDE for student achievement of benchmark standards and Adequate Yearly Progress report	PDE window — established by state	8 — 10 hours over 5-6 days	Individual reports given to parents. Group reports used for analysis, curriculum review and district testing report; recorded in data warehouse
12	ASVAB	Verbal and Math score and ranking of aptitudes	September	4 periods and 2-day workshop in Nov.	Results discussed with students and sent to parents

In addition to report cards which are sent home each marking period, the district utilizes PowerGrade to report student progress throughout the marking periods to parents of students in grades 3 through 12. Progress reports of students who participate in intervention programs through Title I, Rtl, or afterschool tutoring programs are sent home. At the elementary level (K-6), parent-teacher conferences during the first and third marking periods provide opportunities for the teacher and parent to discuss the student's academic and behavioral progress within the curriculum.

## Targeted Assistance For Struggling Students

### *Students with Disabilities*

Students with disabilities are provided with a special education program identified in an Individualized Education Plan under the Individuals with Disabilities Education Act. These identified students who complete their special education program shall be granted and issued a regular high school diploma by the Northern Lehigh School District. Each building offers learning support with PA certified special education teachers. The district also employs instructional assistants and personal care assistants to enhance support to our students with disabilities.

### *English Language Learners*

Students are identified as English Language Learners based on their score on the W-APT, a screening instrument to determine if a student is eligible to receive language assistance services. Students receive instructional time either within the regular classroom setting or in an individualized or small group learning environment with a PA certified ESL teacher. Resource materials and amount of time are appropriate to meet the needs of each individual student. Classroom teachers provide assistance and accommodations to support the success of students identified as English Language Learners. Northern Lehigh evaluates its ESL Program annually to determine if the ELL are achieving success in learning English. Program adjustments are made accordingly.

### *Title I*

Title I is a federal program that funds supplemental educational opportunities to help students meet state standards. Title I services support the Response to Intervention initiative which is a process of responding to student academic needs with varying levels of intervention. Funding for Title I is based on a school district's percentage of free and reduced lunch participants. The Northern Lehigh School District uses Title I targeted assistance funds to serve eligible students in kindergarten through third grade. Those students who are eligible have scored below benchmarks on reading assessments given to all students. Students are assessed using AIMSweb probes which measure phonemic awareness, letter naming fluency, letter sound fluency, nonsense word fluency, phonemic segmentation fluency, and oral reading fluency. In grades one and two, placement testing is utilized as a component of the Scott Foresman Reading Program. In grades three through six students are also assessed on their reading comprehension. Assessment results are analyzed to determine which students would most benefit from more individualized reading intervention.

### *Response to Intervention*

RTI is a philosophy that encompasses alternative assessment which utilizes quality interventions matched to student needs, coupled with formative evaluation to obtain data over time to make critical educational decisions.

RTI follows the following core assumptions:

1. that the educational system can effectively teach all children
2. that early intervention is critical to preventing problems from getting out of control
3. that the implementation of a multi-tiered service delivery model is necessary
4. that a problem solving model should be used to make decisions between tiers
5. that research based interventions should be implemented to the extent possible
6. that progress monitoring must be implemented to inform instruction
7. that data should drive decision making.

RTI is not simply a set of interventions but a systematic model within general education and special education areas. In addition, RTI should be viewed as a systematic process for providing preventive, supplementary instructional services to students who are having challenges meeting benchmark levels. RTI in Northern Lehigh is a three-tiered service delivery model. The first tier is focused specifically at the school core curriculum level, meaning that the target level of

intervention is the core curriculum. In this tier approximately 80% to 85% of the general student body should be able to meet grade level norms without additional assistance. The 15% to 20% of students who consistently show a discrepancy between their current level of performance and that of the expected level of performance are then given the second tier of support which involves supplementary instruction services targeting the problems the student is having. Northern Lehigh's Title I Reading Program provides interventions to support this level of service in kindergarten through third grade. In grades four through six, supplementary instruction is offered by instructional aides and teachers through special scheduling efforts. The instructional delivery for Tier 2 students is often accomplished in small groups of no more than 6 students. Of the students who are provided with intervention services at Tier 2, approximately 3 to 6% of them will continue to have difficulties and continue to show resistance to intervention. At this point in time, these students will then receive Tier 3 intervention services which is not to be confused with special education at this point. Tier 3 may include a combination of intensive interventions and frequent progress monitoring, as well as behavioral support and support is highly individualized. Hence, the intensity of intervention increases as the severity of the problem increases. The three basic components of RTI include school-wide screening, progress monitoring and tiered service delivery, and fidelity of implementation.

#### *Reading Apprenticeship Framework*

Another support for struggling students that Northern Lehigh School District has embedded into its instructional practice in fifth through twelfth grades is Reading Apprenticeship. Reading Apprenticeship is an approach to reading instruction that helps young people develop the knowledge, strategies, and dispositions they need to become more powerful readers. This model relies on what teachers know and do as discipline-based readers, and on adolescents' unique and often underestimated strengths as learners. Reading Apprenticeship helps students become better readers by:

- engaging students in more reading—for recreation as well as for subject-area learning and self-challenge;
- making the teacher's discipline-based reading processes and knowledge visible to students;
- making students' reading processes, motivations, strategies, knowledge, and understandings visible to the teacher and to one another;
- helping students gain insight into their own reading processes; and
- helping them develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of texts from various academic disciplines.

Reading Apprenticeship differentiates instruction for both struggling learners and for those learners who need more challenge. It differentiates instruction for English Language Learners. Through an intense training effort in the 2005-2006 school year, all staff members working with students in grades 5-12 were trained. Training has continued to occur annually for new staff members.

#### *Additional Supports for Struggling Students*

- Differentiated Instruction
- Supported Technology in the Classroom
- Manipulatives
- Project-based Learning
- After-School Tutoring Programs

### **Support for Struggling Schools**

Because we expect all students to be proficient in reading and math by the time they graduate from high school, Northern Lehigh School District will continue to provide each school that is

determined to be struggling with the necessary support to help every student succeed in mastering these subjects. To date, all of our schools have achieved the distinction of Adequate Yearly Progress for three consecutive years, and only one school has received a warning in the past five years. The district has made AYP for five consecutive years. To achieve this distinction, the district has designed various programs to assist students who have not achieved proficiency in reading and math. While our major focus has been on early intervention programs, we have also spearheaded professional development initiatives that create a supportive instructional framework in middle and high school.

Programs that provide additional opportunities for student achievement include:

- Response to Intervention Framework: RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.
- Reading Apprenticeship Framework: RA seeks to enhance student achievement through guided and metacognitive reading processes in content area classrooms.

### **Qualified, Effective Teachers and Capable Instructional Leaders**

The Northern Lehigh School District makes every effort to ensure that every teacher and instructional leader has the proper credentials and is rated highly qualified under the NCLB law. The personnel records indicate that as of August 31, 2008, 100% of our teachers and instructional leaders have met the requirements for "highly qualified" status. In order to ensure continued professional growth, NLS D provides a comprehensive professional education plan for all professionals and a supportive teacher induction plan for teachers who are new to the profession.

Presently the district presently employs 150 teachers, 2 school psychologists, and an Athletic Director. The following administrative positions are also held:

- Superintendent
- Director of Curriculum and Instruction
- Director of Special Education
- Business Manager
- Director of Support Services
- Director of Technology
- Technology Coordinator
- Director of Food Services
- High School Principal
- High School Assistant Principal
- Middle School Principal
- Elementary Principal (2)

### **Parent and Community Participation**

Northern Lehigh School District values the importance of parent and community involvement.

- Parents provide general support by attending back-to-school nights and parent-teacher conferences, monitoring their children's homework, and supporting fund-raising activities. They participate in calendar events, such as school concerts and awards ceremonies.

- Parents attend workshops to learn about college preparation, Title I topics, school readiness and school to school transitions, and special programs occurring within the schools.
- Parents and community members serve as volunteers in daily school affairs—for example, by providing office support, going along on field trips, helping in classrooms and libraries, and offering expertise to specific events such as Diversity Day, Fire Safety, career awareness, Market Day, and book fairs.
- Parents and community members participate in school decision making by serving on school or district planning teams, such as Professional Development Committee, Wellness Advisory Council, Safe Schools Committee or on other school committees, and by attending School Board and Board sub-committee meetings.
- Organizations such as Valley Youth House, Center for Humanistic Change, Crime Victims' Council, the Weller Center, and Adolescent Intake Unit work with NLSD to provide special interest programs that support student achievement through mental health and wellness programs. Children and Youth services are available to support families who struggle with issues of abuse or neglect.
- Community organizations such as Northern Lehigh Youth Athletic Association, Boy and Girl Scouts, and local church youth organizations provide our students with organized activities beyond the school day.
- Lehigh Career and Technical Institute extends learning opportunities to high school students with specific career goals.
- NLSD collaborates with Lehigh Carbon Community College to offer dual enrollment opportunities to high school students who desire to earn college credit during their regular school day. Lehigh University and DeSales University offer scholars programs to select students.

In addition to the many ways that parents, community members, and the school district can interact, NLSD believes that communication is the key to understanding. Every four months, the district sends an informational newsletter, *The Messenger*, to all members of the Northern Lehigh School District community. NLSD's website - <http://www.nlsd.org> - contains updated information about the district, its Board of Directors, the schools, special programs, employment opportunities, and community links. Each school sends a monthly newsletter to parents and the middle and high school students publish their own newsletter for students. Many of our teachers have web pages with valuable classroom and curriculum information as well as important academic links for parents and students and many elementary teachers send home weekly newsletters to share classroom news, expectations, and upcoming events about our curriculum. Parents are able to access their children's grades through an online program called PowerGrade. A new mass-call system, Connect ED, provides the district administrators and staff with the capability of contacting parents with pertinent information through scheduled mass call communications or for sharing emergency information.

## Pre-Kindergarten Transition

### Coordination With Community Services and Programs for Children

Childcare	<p>The district conducts annual meetings with local childcare providers</p> <ol style="list-style-type: none"> <li>1) to provide recruitment information about the pre-kindergarten program,</li> <li>2) to review kindergarten curriculum and school readiness expectations,</li> <li>3) to respond to concerns and questions, and</li> </ol>
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	4) to plan for collaborative efforts between the school and local childcare centers..
Before/After School Programs	The district collaborates with Y-Care to provide on-site before and after school childcare services to district elementary students.
Youth Workforce Development Programs	There are currently no youth workforce development programs available in the Northern Lehigh School District community.
Tutoring	Through the Educational Assistance Program portion of the PA-PACT Grant, Northern Lehigh School District provides after school tutoring to students in grades 7 through 9 for a minimum of 45 hours during the school year.

### NLSD Pre-Kindergarten Program

Northern Lehigh School District collaborates with Community Services for Children, Inc. to provide pre-kindergarten services to 20 income-eligible students. The collaboration is a shared funding effort, with Northern Lehigh funding 10 students through the Accountability Block Grant and CSC, Inc. funding 10 students through Supplemental Assistance funds.

- The classroom is a Head Start classroom with CSC, Inc. providing the staff and support services to families. Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. They engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs.

- The curriculum is fully aligned with the PA Early Learning Standards in skills and content, as well as in the manner in which it supports the development of social competence. Teacher-directed and child-initiated learning experiences emphasize responding to children's learning styles. The teacher is trained to fully implement the curriculum in a manner consistent with PA ELS by using an approach that builds positive teacher-child relationships through following a regular, predictable schedule, communicating with clear and direct messages, providing corrective feedback, emphasizing child-directed, child centered play sessions, individualizing instructional sessions with students, focusing on student strengths, and creating a strong, language-based atmosphere where students are encouraged to express themselves orally, listen to one another, and hear the teacher paraphrase their thoughts and feelings appropriately. To that end, the classroom is literature-rich with centers that provide areas for auditory, visual, tactile, and kinesthetic experiences. Investigative, project-based learning incorporates creative arts (art and music), language and literacy (receptive and expressive language, comprehension, and literacy), logical-mathematical, personal-social, physical-health, science and technology, social studies, and problem-solving.

- Initial health screening information from the parent will help the district establish screening needs. St. Luke's Hospital provides a dental screening van, which comes to the school site to assess students' dental health needs. The school nurse performs vision and hearing screening and communicates the results with parents. Recommendations are followed up with a phone conversation to answer any questions that parents might have regarding the screening results. The intermediate unit is contacted in matters regarding behavioral or learning needs that require further diagnosis or evaluation. NLSD participates in the National School Lunch Program and the School Breakfast Program. Breakfast and lunch follow the guidelines set forth by these two programs, are prepared on-site at the elementary school, and are served in the Pre-K Counts classroom.

- A classroom welcome day is scheduled for students in August. Prior to the August Welcome Visit, families will receive communication about the program through mail and/or telephone contact. Provisions are made for those children whose families may have other commitments on the scheduled Welcome Visit date. The Welcome Visit date is coordinated with our established Kindergarten Orientation and Open House dates. All are opportunities for children to visit the school and participate in social activities introducing them to school personnel as well as to the physical attributes of the school and their classroom. Extenuating circumstances that require special transition accommodations are made as necessary.

- The location of the classroom in the building that is specifically for primary-aged students is optimal for transitioning pre-kindergarten students to kindergarten. The district plans a smooth transition for children leaving the pre-kindergarten classroom to enter kindergarten. Pre-kindergarten students are familiar with the elementary building, its playground, library, gymnasium, nurses office, and building office. The building principal is a frequent visitor in the pre-kindergarten classroom. In the spring, following kindergarten registration, kindergarten teachers visit the Pre-K classroom, for two purposes: (1) to observe the students as they perform and interact in their classroom setting and (2) to introduce themselves and read a story to the students. Following a year-end celebration activity, pre-kindergarten students visit a kindergarten classroom and participate in a joint activity with the kindergarten students. Throughout the school year, pre-kindergarten students are invited to participate in whole school assembly programs that are appropriate for them. In August, all potential kindergarten students are invited to our Kindergarten Orientation. This event provides students and parents an opportunity to meet the teacher, visit the classroom, tour the building, and take a bus ride. The ultimate goal is to increase the pre-schooler's familiarity with the kindergarten setting and raise the comfort-level about the formal school setting.

### Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
PROSPER (Penn State University):	Educational partner providing us with customized student survey information and educational programs. All-Stars curriculum is used with Middle School Students and the Strengthening Families 10-14 is offered to families of students in grades 6-8.
Community Services for Children, Inc.	Educational partner and contracted service. [CSC, Inc. provides us with L.V. Head Start and pre-kindergarten consultation services]
Lehigh County Children and Youth	Not only for referrals when suspicious of situations of abuse or neglect, but also consultation on supporting students in difficult situations
Lehigh Gap Nature Center	Educational partner providing students of all grade levels with environmental education through field trips to LGNC and providing teachers with curriculum supports
Kutztown University	Educational partner providing us with teacher candidates who require contact hours working with students
Lehigh County Career Pathways (LCCP)	Educational resource and organization for career education and awareness; High Schools That Work standards for schools
Carbon Lehigh Intermediate Unit	An organizational resource that provides us with Staff

(CLIU21)	development tailored to meet district needs and also coordinates and facilitates a variety of professional committees for the purpose of educating and disseminating information - i.e., Curriculum and Instruction Council, Technology Council, Superintendent's Advisory Council, Special Education Contacts, ESL Contacts, Gifted Coordinators, TV Users Group, Tech Wizards, Assessment Coordinators, Literacy Task Force
Northern Lehigh School District Educational Foundation	Funding partner for educational initiatives throughout the district
WLVT-TV (PBS39) and Discovery Education	Educational partner providing us with contracted services including educational programs for students, United Streaming Video, and professional education
Minsi Trails Council	Educational partner providing our middle school students with career education speakers
Lehigh Carbon Community College	Educational partner providing students with dual enrollment opportunities and staff with curriculum and staff development opportunities
Lehigh Valley Workforce Investment Board	Educational partner providing district with career education information
Lehigh University	Educational partner providing district with interns (psychologists) and/or with support for educational initiatives (i.e., progress monitoring)
Pennsylvania Training and Technical Assistance Network (PaTTAN)	Educational partner providing the district with professional development
Slatington Public Library	Provides library services including internet access and computers to all community members and a summer reading program to elementary-aged students.
Local Community Organizations	These organizations support students in their completion of graduation projects or provide students with opportunities to speak to their organization and be recognized for accomplishments: i.e., Lion, Rotary, Women's Club, NL Pastoral Association, Future Focus, Rails to Trails, Canal Association, and Greater Northern Lehigh Chamber of Commerce
Lehigh Career and Technical Institute (LCTI)	Educational partner providing students with specialized career-focused educational programs that include both technical training and academic education.
Curriculum	Turtles - anger-management curriculum for kindergarten Three Kinds of Touches for kindergarten Learning to Care- empathy training for students in K-2 Second Step - violence prevention program for students in grades 1-5 Too Good for Drugs II - decision-making/ATOD program for students in grades K-8 All-Stars curriculum- decision-making/ATOD program for Middle School Students Strengthening Families 10-14 - communication, decision-making skills, drug and alcohol prevention program offered to families of students in grades 6-8. Bullying Prevention Program for Middle School Career Counseling through PACES course in Middle

	School and at High School Career Focus (HS) — Select students attend LCCC Career Day, Young Women’s Symposium, Career Council, Inc., and Air Products to speak with representatives and learn about a variety of careers, career opportunities, and career requirements.
Diagnostic	Center for Humanistic Change: Small focus groups for self esteem, family issues, children of divorce, and smoking cessation Valley Youth House: Small focus groups for students K-12; Individual counseling for students with family or behavioral issues/connecting families with other agencies for support Crime Victims Counsel: Sexual Counseling provided to individuals in grades 7-12; Olweus bullying prevention - counseling to individual students - victim or bully; additional services (classroom instruction as well as small group or individual counseling services) upon request
Consultation and Coordination Services	St. Luke's Visiting Nurse Association: support for pregnant teens (care from early pregnancy through birth and until the child is age 2) Transitions Adolescent Acute Partial Hospitalization Program: Intensive, short-term pRtiL hospitalization programs for students in grades 7-12 who are dealing with Mental Health issues but who do not require hospitalization. Transitions and school counselors collaborate in order to provide participating students Adolescent Central Intake Unit: Mental health assessments provided to students who have been referred to the SAP Second Mile Summer Challenge Camp: For students aged 8-14, who are counselor-referred due to family issues or poverty (not for students with behavioral issues) Juvenile Probation: Monitoring of and support for students who are in the legal system and consultation to the professionals who work with these students Lehigh County Children and Youth: consultation to professionals and families of students at-risk for family relationship issues or issues of abuse or neglect
Student Assistance Program (SAP)	Support for students who are experiencing behavioral and/or academic difficulties which pose a barrier to learning and success in school. A complete SAP team is located in Slatington Elementary, Middle School, and High School. SAP Teams make referrals for mental health and drug/alcohol evaluations and make arrangements for small group consultation support.
Carbon Lehigh Intermediate Unit (CLIU21)	Staff development on special education issues; student support via contracted services for students with special needs; Project Connect services for pre-kindergarten students with developmental delays
Office of Mental Health and Mental Retardation	Helps transitioning students to become successfully integrated into the community; offers staff development upon request
Association for Retarded Citizens	Advocacy group for parents of children with disabilities

(ARC)	
Pennsylvania Training and Technical Assistance Network	Professional development in the area of special education; district resource for training and consultation
Special Education Services and Programs	NLSD provides learning support classrooms in all four buildings throughout the district, emotional support in the high school, and life skills support for K-2 students.
Speech/Language Services, Occupational Therapy Services, Physical Therapy Services, Audiological/Hearing Services, Vision Therapy Services, Transportation Services	Services contracted through the Carbon Lehigh Intermediate Unit #21 to Northern Lehigh School District students.
Lehigh University	Educational partner providing district with interns (psychologists) and/or with support for educational initiatives (i.e. progress monitoring)
Supplementary Aids and Services to Students	<p>High School:</p> <ul style="list-style-type: none"> <li>Co-teaching at high school for all academic courses</li> <li>Paraprofessional academic and behavioral support</li> <li>PCA support for students based on individual need</li> <li>Collaboration among regular education staff and special education staff</li> <li>High Schools that Work Initiative for Secondary Students</li> <li>Parental collaboration</li> <li>Assistive Technology</li> </ul> <p>Middle School:</p> <ul style="list-style-type: none"> <li>Middle School Teaming concept for improved academic and behavioral results for students</li> <li>Collaboration among regular education staff and special education staff</li> <li>PCA support for students based on individual need</li> <li>Parental collaboration</li> <li>Assistive Technology</li> </ul> <p>Elementary School:</p> <ul style="list-style-type: none"> <li>PCA support for students based on individual need</li> <li>Week-Day club for students dealing with family, peer and school issues</li> <li>After school "Attention" period provided weekly by teachers on individual basis as form of tutoring for mathematics and reading instruction</li> <li>Parental collaboration</li> <li>Assistive Technology</li> </ul>
Lehigh County Children and Youth	Not only for referrals when suspicious of neglect or abuse, but also on consultation on supporting students in difficult family situations.
Juvenile Probation	Monitoring of and support for students who are in the legal system and consultation to the professionals who work with these students
Valley Youth House	Small focus groups for students (K-12); Individual counseling for students with family or behavioral issues/connecting families with other agencies for support
Transitions	Partial hospitalization for students in grades 7-12 who are dealing with Mental Health issues

## Signatures

Date Submitted to PDE January 6, 2009

School District/AVTS/Charter School

Name: Northern Lehigh School District

Address: 1201 Shadow Oaks Lane

Slatington, PA Zip Code: 18080

IU#: CLIU 21

Chief School Administrator: Mr. Michael W. Michaels

Telephone (area code): 610-767-9800 x1

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report 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 a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature  
School Board Secretary

January 5, 2009  
Date

\_\_\_\_\_  
Signature  
School Board President

January 5, 2009  
Date

\_\_\_\_\_  
Signature  
Chief School Administrator

\_\_\_\_\_  
Date