Nazareth Area School District
Strategic Plan Mid-Point Review

Department or School: Bushkill Elementary School

Summary of progress/accomplishments of the first three years

Bushkill has aligned, as well as the other schools, the curriculum with the PA academic standards in Math, Language Arts, and Science. Curriculum maps and matrixes are available for all teachers. Teachers have increased problem solving opportunities for their students and have incorporated technology in their classroom to help facilitate this focus. Extended-day kindergarten has been expanded to include two sections to further service our students who need some extra time on their early literacy and numeration skills.

The utilization of researched-based instruction and assessment includes the use of student data to drive our instructional decisions. Teachers use a variety of assessment data to teach and re-teach the skills needed for students to be successful. This data allows the teachers to create guided reading groups, literacy groups, math groups, and other forms of differentiated instruction to meet the needs of every student. Remediation and enrichment opportunities have been developed during and after the school day to further enhance the opportunities for our students to be successful.

Bushkill has implemented "Second Step" a violence prevention program at all grade levels. Pre and post tests indicate that the students are aware and know the taught curriculum and skills needed to be violence free. Students are also showing evidence that they are using the skills in conflict situations.

Teachers are required to use the computer lab once every cycle to teach technology skills and to enhance learning opportunities for students that coincide with the curriculum. Teachers have at their availability a CPS system that links student generated responses to the computer for data collection purposes. Bushkill also has a wireless computer lab to help integrate the curriculum. The district has purchased "Performance Tracker" that allows teachers to input data and analyze student growth over time and "Sapphire", an electronic grade book, that will allow parents to assess their child's report card on-line.

Parent partnering has also increased at Bushkill. Parents can know come and assist teachers in delivering the instruction; i.e. assist in guided reading centers, library. We also updated and expanded our school's web page to include a calendar of events, descriptions on all our programs, and links to teacher pages. The District has also improved its web page to allow the community to better research the District's mission and goals.

Needs that emerged since the plan that was developed.

Staff development on "differentiated instruction" to help assist teachers with skills and techniques needed to meet the needs of all our students. Staff development on how to best utilize the data they are collecting so they may make changes in their instructional practices so those changes impact students in a positive way.

Focus for the remaining three years of the plan

Expand our remediation and enrichment opportunities within the school day, so remediation and enrichment becomes imbedded within the curriculum being taught.

Department or School: Lower Nazareth Elementary School

Summary of progress/accomplishments of the first three years.
Listed below are actions taken to meet the goals set by LNES. Please refer to document for descriptions of goals.
Goal # 1
- Professional library established for staff use
- Staff regularly attends workshops outside of the district and then shares resources obtained at those workshops
- Implementation of extended day kindergarten
- Implementation of tiered supervision model

Goal #2
- After school tutoring
- Summer school (reading/math)
- Remediation via Instructional Support
- Remediation and enrichment build into schedule throughout the week/school day
- Progress Monitoring

Goal #3
- Use of literature to emphasize character traits
- D.A.R.E. program
- Character programs provided from Center for Humanistic Change
- Character programs provided from Valley Youth House
- Small group instruction provided by LNES guidance counselor
- Implementation of the Second Step violence prevention program
- MS Read-A-Thon
- St. Jude Math-aThon
- Giving Tree tradition (charity)

Goal #4
- Established computer lab usage schedule
- LNES technology coordinator
- Mobile school computer lab
- Progress Monitoring

Goal #5
- Monthly newsletter
- Weekly family folders
- Monthly (staff's choice) charity donation
- Eagle Scout community project
- Parent survey of standards based reporting
- PSSA parent information night
- Open house visitation (evening)
- American Education Week visitation (day)

Needs that emerged since the plan that was developed.
- Needed additional staffing: hired a guidance counselor and a math specialist

Focus for the remaining three years of the plan
Develop and use standard based reporting
- Develop a sound method/schedule for daily in-school remediation/enrichment
- Offer more information/educational evenings for parents

Shafer Elementary School

September 2005

Strategic Plan midpoint analysis of goals/progress/accomplishments:

The NASD building and district strategic plan has provided the framework for our initiatives over the last three year. A listing of the steps taken is included for review:

1. <u>Goal 1</u>:
   - Implementation of daily CAPS (computation and problem solving) activities across the school.
   - Utilization of various grouping patterns in math classrooms in grades 3-5.
   - Training and use of Inspiration and Kidspiration in classrooms.
   - Implementation and expansion of extended day kindergarten program.
   - Expansion of differentiated supervision model to include projects with standards based teaching with students across the school.

2. <u>Goal 2</u>:
   - Use of Framework for teaching as observation model for supervision.
   - Analyze PSSA scores to provide information regarding differentiation of instruction.
   - Review of instructional support program to reflect streamlines procedures.
   - Summer school and after school tutoring implemented. (Reading/math)
   - Remediation as part of Instructional Support
   - Progress Monitoring of students toward specified goals.
   - Improved math PSSA scores

This year:
   - Implement **school wide** enrichment/remediation model (Jump Ahead) using building team and special area teachers.

3. **<u>Goal 3:</u>**
   - Program of systematic teaching and reinforcement of school wide rules implemented.
   - Parent Workshops regarding Second Step and ideas for enhancing character in students.
   - Just Say No Program for students in grades 4 and 5.
   - DARE program for students in grade 5.
   - Emphasis on grade level and school wide community project programs (Day of Caring)
   - Implementation of the Second Step violence prevention program
   - MS Read-A-Thon
   - Implementation of student leadership programs through Quality Council and K Kids
   - Yearly walk a ton for cancer

- Continued monitoring of positive behavior with yearly kick off

4. **<u>Goal 4:</u>**
- Implementation of computer lab usage schedule
- Full time technology support person
- Use of technology to create lesson plans, and for spreadsheets for grades across the school
- Progress monitoring models developed and utilized to track student progress.
- Introduced and used CPS system as part of math mini assessment
- Use of PALMS by building team as well as learning support teachers to monitor student progress and communicate.

This year:
- Implementation of mobile lab
- Implementation of hand held computers through grant
- Expansion of PALM support
- Expand use of CPS system for other assessments included Science minis

5. **<u>Goal 5:</u>**
- Monthly workshops for parent volunteers
- Expansion of partnership with ESSROC with school wide effective behavior support team
- Business partnerships developed with donations to recognize students with good behavior.
- Eagle Scout community project
- Parent survey of standards based reporting
- PSSA parent nights
- Open house visitation (evening)
- American Education Week visitation and workshops across the school

6. **<u>Goal 6:</u>**
- Expand opportunities for school to career with a weeklong focus of community/business visitation and activities for students.
- Expand use of email to communicate school wide information to parents
- Expanded use of building web site to communicate information to parents

7. **<u>Goal 7:</u>**
- Investigated and received handheld grant.
- Developed program with PTA for expanded fiscal support.

Department or School: Nazareth Area Middle School

Summary of progress/accomplishments of the first three years

The faculty, staff and administration of Nazareth Area Middle School have spent the past three years focusing their efforts on the attainment of the NASD Strategic Plan Goals. Each year, goals have been established by administration reflective of the strategic plan, state and federal mandates, and research-based best practices for middle level learners. The goals have translated into action-plans created and executed by teachers and staff that have resulted in the following accomplishments:

SP Goal #1: To embed critical thinking, communication and problem solving throughout the standards-based written, taught and tested curriculum
- Development of integrated units of study across core academic and exploratory courses
- Professional development activities offered focusing on standards-based performance assessments, rubric development and instructional strategies
- Posting of PA Academic Standards along with student work indicative of student mastery of the standards
- Introduction of Understanding by Design and Essential Questions concept
- Continued review of curriculum matrices and maps for alignment and integration
- Weekly curriculum meetings to discuss grade-level instruction, curriculum and assessment practices
- Monthly meeting with Curriculum leaders to discuss and plan curriculum, instruction and assessment activities
- Review of Gifted Support Program based upon best practices and Chapter 16 compliance
- Restructuring of Diamond Class sequencing and rotations to allow for more in depth exploration of classes

SP Goal #2: To utilize research-based instructional and assessment practices to ensure proficient levels of performance on standards for all students
- Increased writing in Language Art classes using PSSA scoring rubrics. Instruction design based upon data collected from writing assessments. Implementation of a writing portfolio for each student.
- Development of standards-based common assessments at each grade level in core academic subjects
- Collection of data relative to common assessments
- Use of pre and post assessments to track student progress (Gates-McGinty Reading Assessment)
- Initiation of Sustained Silent Reading program at NAMS
- Creation of Math Plus program for students scoring proficient or below on Math PSSA
- Participation of Learning Support teachers in Progress Monitoring Initiative
- Development of remediation programs held during activity period
- Grading task force organized to investigate standards-based reporting
- Attendance at Middle Level Institute at Lehigh University by teachers and administrators for professional development in best practices

SP Goal #3: To develop and enhance student character
- Establishment of School Resource Officer Program to assist in the development of programs aimed at the health, safety and well-being of middle level students

- Developed a guidance program in the Nazareth Area Middle School that is aligned with national guidance standards and is reflective of a developmentally responsive middle school including a Guidance class, Counselor run student groups, Guidance Procedures handbook and an Eagle Ambassador's program
- Implementation of *Second Step* program (2005-2006 SY)
- Building wide efforts to assist those in need (Tsunami Relief 2004; Hurricane Katrina 2005)
- Continued development of SADD and Builder's Club student activities
- Instituted school-wide events and assemblies (Laugh Olympics focused on health and fitness and Tsunami Relief presentation)

SP Goal #4: To utilize technology as an administrative and instructional tool
- Expanded use of SASI for student scheduling, progress reporting, and data collection
- Office Staff and Guidance training offered in querying data from SASI and utilizing Excel to produce reports
- Development MS Share folder for placement of pertinent information
- Collection and use of student data through the use of Classroom Performance System in academic subjects
- Professional Development for teachers through technology mentoring program for use of technology in classrooms (presentation, problem-solving, data collection and graphing)

SP Goal #5: To involve and partner with parents, the community, and business on district initiatives, programs and planning
- Organization of a PTSA end of 2004-2005 SY
- Parent Volunteer Program
- Parent Workshops offered annually (topics such as learning styles, PSSA results, Second Step Program, Student Safety)
- Solicitation of parent input concerning Open House programs
- Continuation of the Learning for Life Program for 8th grade students

SP Goal #6: To employ a variety of communication tools and procedures to increase and expand communication with the district and broad educational community
- Development of NAMS website with resources for parents, teachers and students
- Establishment of a quarterly newsletter mailed home with progress reports
- Use of technology for distance learning activities of students
- New student orientation programs and Open House Evenings designed to provide information to parents
- Presentation at Middle Level Institute at Lehigh University by team of administrators, teachers, learning support teachers and Language Arts Specialist concerning Standards-Based writing initiative, data collection, and use of data collection for instruction and remediation
- Monthly meetings of grade level teachers, curriculum leaders, team leaders and new teachers to discuss and review progress toward attainment of goals

SP Goal #7: To provide a quality educational program while maintaining fiscal responsibility
- Minimal staffing increase despite growth in student population
- Participation of Middle School staff in the Building Utilization Committee of the district to review restructuring of grade configurations and building projects
- Linking of Standards to budgetary requests

Needs that emerged since the plan that was developed.
- Added Language Arts Specialist at NAMS
- Addition of Guidance Counselor
- Addition of Second Assistant Principal

Focus for the remaining three years of the plan.
- Continued professional development in the areas of differentiated instruction, Understanding by Design, Essential Questions, Standards-Based assessment, Data Collection and Data Use
- Collection and review of Data relative to plan implementations and student success
- Continue to work within the framework of goal #7 to effectively use resources while meeting the demands of state and federal mandates and the challenges of increased student population

Department or School: Nazareth Area High School

Summary of progress/accomplishments of the first three years.

The high school continues to strive to implement and improve academic programs, improve professional development selection and delivery, while utilizing technology and other means. The high school is utilizing Performance Tracker to improve instruction by identifying areas of need. Assessment data from individual content areas is being disaggregated to determine curriculum strengths and weaknesses. Teachers are working collaboratively to differentiate instruction to improve student's academic achievement both on the PSSA tests, as well as classroom assessments.

The Social Studies Department's implementation of the ninth grade curriculum "Understanding Our World," has initiated a curricular understanding of diversity. Organizations, such as the Blue Eagle Ambassadors, have established a positive rapport with new students of all backgrounds when enrolling at Nazareth High School.

A Parent/Advisory committee has been established to better involve and partner with the community, parents, and businesses. Establishment of an annual "Bring Your Parent To School Day," provides flexibility and openness with the high school parent.

Needs that emerged since the plan that was developed.

Because of the increased high school enrollment and inclusion programs, the district has hired additional teachers and associate teachers at the high school level. Employee expense is one of the highest district expenses. Therefore, we wanted to note that the additional staff has allowed the high school to continue to maintain quality educational programs and improve student achievement across all grade levels.

Focus for the remaining three years of the plan.

Continue and increase the role of the Parent/Advisory committee.
Continue to encourage and implement technology as an instructional resource in all classrooms.
Continue to provide professional development programs that instruct the professional staff on ways to differentiate instruction at all levels.

Department or School: Curriculum & Instruction

Summary of progress/accomplishments of the first three years

The goals have remained primarily the same, but have been revised to incorporate guidelines from No Child Left Behind and the Pennsylvania Department of Education movement towards integrating the various plans required by Chapter 4 into one comprehensive strategic plan.. Goal 1 has been expanded to include all aspects of a standards-based educational program, i.e. "Best Practice" in curriculum, instruction, and assessment. The Nazareth Area School Standards-based Curriculum is posted on the district wide-area network and on the district website. . A multi-year curriculum initiative was implemented to achieve the first goal. Goal 1: To use "best practice" in standards-based curriculum, instruction, assessment, and support programs.

<p align="center">Curriculum Initiative</p>

Year I (SY 2001/2002)	Align existing NASD curriculum with standards
Year II (SY 2002/2003)	Map the authentic curriculum and revise the adopted curriculum
Year III (SY 2003/2004)	Revise & augment standards-based assessments
Year IV (SY 2004/2005)	Create and use SB Assessments
	Develop standards-based Pupil Progress Reports (Pilot)
Year V (SY 2005/2006)	Notate assessment anchors on curriculum documents
	Document Instruction on curriculum matrices
	Continue SB Report Card development
	Use assessment data to differentiate instruction
Year VI (SY 2006/2007)	Differentiate SB Instruction (Essential Questions & UBD)
	Implement Standards-based Report Card (Elementary)
Year VII (SY 2007/2008)	Continue revision (Integrate Reading, Writing & Technology)
	Implement Standards-based Report Card (Middle School)
Year VII (SY 2008/2009)	Continue revision (Cross-Curricular Integration)
	Implement Standards-based Report Card (High School)

The second goal has been revised to incorporate the district and school improvement and remediation action plans, those actions taken or planned to achieve proficient or advanced levels of performance for all students. Many academic interventions have been implemented in the district to provide alternate or additional learning experiences for students whose assessment results indicate that they are not progressing at a satisfactory rate. Rather than varying the expected learning, time, activities, instructional delivery and program have been adjusted, keeping the desired learning "standard". Academic interventions are listed chronologically below.

<p align="center">School Improvement Interventions</p>

Standards-based Educational Program

SY 01-02	Aligned existing curriculum with Standards
SY 02-03	Mapped authentic (actual) curriculum
SY 03-04	Aligned assessments with standards
SY 04-05	Assessing and grading progress on standards
SY 05-06	Reporting progress on standards to parents (ES)
SY 06-07	Reporting progress on standards to parents (MS/
SY 07-08	Reporting progress on standards to parents (HS)

Extended- day Literacy Kindergarten

SY 03-04	3 sections	SY 04-05	4 sections

SY 05-06	5 sections	
SY 07-08	Study the possible need for full-day kindergarten	

Elementary Extended-Year Program

SY 01-02	Reading K-2	Shafer ES only
SY 02-03	Reading K-2	All elementary schools
SY 03-04	Reading K-2, Math 3-4	All elementary schools
SY 04-05	Reading K-3, Math 3-5	All elementary schools
SY 05-06	Reading K-3/ Math 3-5	All elementary schools

Secondary Extended-Year Program

SY 01-02	MS/HS English/Math/Science/Social Studies	Failing students
SY 06-07	MS/HS English/Math	Students scoring below proficiency

Specialist Positions

SY 01-02	Reading Specialists	Three elementary schools
SY 03-04	Math Plus Teacher	MS
SY 03-04	Standards Math	HS
SY 03-04	Standards English	HS
SY 04-05	Rdg/Lang Arts Specialist	MS
SY 01-02	Technology Specialist	All schools (Half-time)
SY 04-05	Technology Specialist	All schools (Full-time)
SY 05-06	Adapted English & math Instruction (On-level students)	HS

Academic Tutors

SY 02-03	Reading & Math Tutors	1 per school
SY 03-04	Reading & Math Tutors	2 per school
SY 04-05	Reading & Math Tutors	3 per school (ES)
SY 05-06	Reading & Math Tutors	4 per school (ES)

Vocational Math

SY 05-06	Assumed Math Instruction for CIT students

Special Education

SY 03-04	Implement Inclusion	ES
SY 04-05	Review existing practice	ES/MS/HS
SY 05-06	Expand Inclusion	MS/HS

Curriculum Supervisors

SY 05-06	K-12 Core Subjects	1 position
SY 06-07	K-12 Core Subjects	2 positions

Student Performance Data

SY 01-02	Plan NSSA NASD Assessment System
SY 02-03	Analyze assessment practices and instruments
SY 03-04	Align assessments with standards Develop SB common & district-wide assessments
SY 04-05	Collect, analyze and use student performance data
SY 05-06	Continue assessment plan development and implementation Implement Performance Tracker to inform instruction K-12

Goal 4 has incorporated the district Technology Strategic Plan. Goal 4: To utilize technology as an administrative and instructional tool. The curriculum and instruction initiatives relied heavily on the use of technology for instruction, record-keeping, and data management and communication.. Accomplishments in these areas will be summarized in the Technology Department section of this report.

Needs that emerged since the plan that was developed.

Approximately 45% of the professional staff is new to the district over the last four years. Much time and attention has been paid to document existing effective practice and share that information with new staff in order to perpetuate the district's high standards for academic excellence. New staff are trained on how to use district technology tools to assist them. Curriculum documents are posted on the district wide-area network (being transitioned to the district website (05-06). icTracker is used to access curriculum maps and record monthly journey through the NASD curriculum. Performance tracker is used to access multiple-year assessment results for students in their classes. These sources clearly define district expectations regarding what students need to learn, what they need to teach, and how students in their classes are progressing on the standards.

District enrollment has increased 6.7% since 2002 (the start of this plan), increasing from4339 to 4,633 students in a three-year period. Enrollment projections by the district and from an independent consultant indicate that the increases will continue. The enrollment increase presents challenges regarding instruction & assessment, instructional materials, behavior management, support services and facilities.

The curriculum was aligned with PA Academic Standards. Since our curriculum was aligned with standards, PDE has developed eligible content and assessment anchors. Curriculum documents need to be re-done incorporating the anchors, which are structured differently from the original structure of the standards. Reconciling the two structures in the district curriculum documents is a task that remains to be completed.

Focus for the remaining three years of the plan

The district curriculum has been aligned with standards and we will be notating the knowledge and skills as determined as "eligible content and assessment anchors". The district assessment system, which currently includes some district-wide benchmark assessments and common assessments, need to be expanded to include district assessments for all subjects at every school level. Currently the district student performance database contains results for external assessments.

Focus for the remaining three years of the plan will involve developing, administering, scoring, storing, and accessing results from state, district, and classroom assessments and using the assessment data to differentiate instruction. The assessments will enable staff to target instruction for students and track individual student progress on the standards. Student progress will be reported to parents in terms of specific knowledge and skills.

The district has initiated the use of technology tools for assessing (Assessment Builder), grading (Sapphire) and storing and accessing student performance data (Performance Tracker). The software is initially being piloted by various teachers at each school level, with full implementation of the electronic grade book, student performance database, and standards-based parent report cards by the conclusion of the 2002-2008 strategic plan.

All of the district educational program initiatives are designed to not only to provide students with a comprehensive, challenging, standards-based educational program with a **focus on learning**, the **build**ing of **character**, the development of skills and competencies necessary to be successful in life and to **shape the future,** but also to ensure that the educational program results in student learning at the proficient or advanced levels.

Department or School: Special Education

Summary of progress/accomplishments of the first three years.

The Nazareth Area School District takes pride in the excellent programs it offers for its students. When its Special Education Program was monitored this year there was not an undue amount of corrections that needed to be made, and all required corrective actions were completed within specified timelines. Since that time, the Special Education Department has made a concerted effort to provide an even better program to its students. Within the past three years, several changes have been made to the program:

At the present time, all Learning Support programs are under the administration of the District. A total of 11 programs were transferred from the entity of the local Intermediate Unit to the District in 2002-2003.

Because of increased enrollment, ten new Learning Support classes have been added over the last three years. These classes were created to address increasing enrollments in the District, provide earlier identification of students with reading and other academic difficulties, accommodate students with more severe learning disabilities and mild cognitive disabilities within the District.

More intensive supervision of Learning Support programs was provided by hiring a full-time Director of Special Education.

The total number of full-time psychologists will be four for next year. Each elementary building has its own counselor to provide direct support to needy children.

In addition to the increases in staff and programs, the District has developed an evaluation plan for special education students to document progress within the general education curriculum. All Learning Support teachers evaluate reading, written language and math skills of every student within Learning Support programs at the beginning of the school year and at IEP review time, as well as conduct ongoing curriculum-based assessments through Progress Monitoring in reading and regular evaluation of math skills (in grades K-8). At the high school, assessments will be expanded to include more specific assessment of written language skills and more in-depth assessment of student performance levels. These types of evaluation goals are being included in the Strategic Plan for the District as part of the objectives for the committee dealing with improving student achievement and remediation. This school year, as the District is in the third year of its Strategic Plan, all teachers, both in regular education and special education are included in the planning process. All special education teachers have been appointed to a curriculum committee to help review and rewrite curriculum. Special education teachers were also included in the Reading Committee that helped select a new Reading/Language Arts series for the District.

This year, each building has begun tracking growth of individual student achievement on the PSSA and on district administered standardized tests. All students in the elementary school have been tracked in regard to growth in reading skills and special education students have always been included in those individual assessments. The latest PSSA scores have noted that students in the Learning Support programs have demonstrated good growth in Reading and Math. Writing skills at the secondary level have shown improvement and more must be done at the elementary level so students can reach a proficient level more quickly. Case managers have initiated individual plans for students who scored basic or below to enhance remediation.

A full continuum of services is offered in each building within the District. There are three elementary buildings within the District and each building offers programs to students with mild to moderate disabilities through their Learning Support programs. Any student requiring Learning Support services is able to be accommodated within their neighborhood school. Students with low incidence disabilities are placed outside the campus of the school district only when it is clear that the student will not benefit from a less restrictive environment and requires more specialized programming, such as Autistic Support.

Nazareth Area School District is not a district with a great deal of diversity within the community and the District. There is a very low percentage of minority students or students of low socioeconomic status (the Title 1 percentages for the District are under 10% in each building). Therefore, there are also not many minority students or low-income students identified as needing special education services. The percentage of minority students in the District is under 4% and for special education students that percentage is less than 3%. Nazareth High School has a very high graduation rate in the general population (97%) and the number of graduates within the special education program is at least 95%. In the future, these statistics will need to be charted annually.

Needs that emerged since the plan that was developed.

One of the needs that has emerged since the development of the plan is the implementation of an Emotional Support Program in the District's continuum of services. A new goal is to evaluate the effectiveness of the Emotional Support Program and make recommendations for improvement. After an evaluation as to effectiveness, costs, and control changes may be considered for improved services. One alternative may be that the District seek the takeover of the existing three classes from the Intermediate Unit.

Focus for the remaining three years of the plan

Over the next three years, the District plans to address the following areas in special education:

Results of student individual assessment data needs to be charted so teachers, students, and parents can note student progress and skill development, as well as set goals for individual student improvement. Methods for continuous evaluation of student performance need to be expanded to the high school level.

Instruction in Learning Support programs should continue to be linked to Pennsylvania standards so special education students are better prepared for participation in statewide and district assessments. In addition, the District must develop a functional Learning Support curriculum at the high school level that is based on adaptations of the PA standards, yet includes community-based instruction.

Training needs to be continued for regular and special educators, counselors and school psychologists, and parents in positive behavior support, functional behavior assessments, and developing effective behavior intervention plans.

Training has been requested by both regular and special education teachers in methods for providing accommodations and adaptations for students with special needs. At the high school level, more opportunities for in-class support, needs to be provided by either special education teachers or paraprofessionals. In addition, parent training should be provided in such areas as:

special education procedures, assessment scores and what they mean, strategies for helping students with schoolwork/homework, learning more about their child's disability, functional behavioral assessment and behavior improvement strategies.

The District must continue improving transition services for high school students. Training needs to be provided to middle and high school special education teachers and school psychologists. Additional services, such as job coaching, vocational evaluations, and job training programs, need to be provided by the Intermediate Unit for a greater variety of District students.

Increase the inclusionary practices at the High School to meet state guidelines of Least Restrictive Environment.

Improve the use of technology for effective Special Education data management, recording, and reporting.

Document the Special Education Program components, guidelines, and effectiveness.

<u>**Department or School: Pupil Services - Gifted**</u>

Summary of progress/accomplishments of the first three years

Gifted education services have been provided to identified students using different delivery models at the different levels. At the elementary level, students primarily received a pull-out program. At the middle school, they received Gifted education during a reading course in 6th and 7th grades and in a social studies course in 8th grade. At the high school, students had the option of taking an independent study; they also have the availability of honors and Advanced Placement courses to meet their needs.

Needs that emerged since the plan that was developed.

During the 2004 – 2005 school year, it became evident that the elementary program differed drastically from one elementary school to the other. Plans to have common elements were put in place for the 2005 – 2006 school year. Additionally, use of a push-in/ pull-out program was also agreed upon.

The program at the middle school was completely revamped to provide a combined push-in/pull-out program. Gifted students have been placed on one team at each grade level. The teacher of the Gifted will meet with each team and also with the parents to discuss the needs of the students. The teacher of the Gifted will push-in to different classes and will help teachers modify instruction and assessment for Gifted students as needed. The GIEPs will be revised to reflect what the students will be working on. Interests that do not fall into the core areas can be explored during the activity period with the teacher of the Gifted.

Focus for the remaining three years of the plan.

❑ A Gifted Task Force is in the process of being formed to explore Gifted Education in the Nazareth Area School District. The findings of the Task Force will be explored and implemented as appropriate.

Suggested additions or deletions to the plan goals

❑ Professional development regarding what constitutes a Gifted student.
❑ Professional development focusing on differentiated instruction for the Gifted student.

<u>**Department or School: Pupil Services – English Speakers of Other Languages**</u>

Summary of progress/accomplishments of the first three years

ESOL students are assessed based on the results of the Home Language Surveys and a determination is made as to whether or not the students qualify for services. If students qualify, the appropriate amount of intervention is determined and the ESOL teacher arranges to meet with the student for instruction. The students are pre- and post-tested using the Woodcock Munoz to determine their growth. At the end of the year, the students take the Stanford English Language Proficiency test. The results of the 2004 – 2005 SELP assessment places all 10 students receiving

direct service at the Proficient level; this includes one student who arrived two years ago and spoke no English.

ESOL students continue to be monitored after they are dismissed from the program. One high school student who had been dismissed contacted the teacher and said he needed help. The teacher put him back on her caseload. She worked with the student and encouraged him to pursue higher education; he will be attending the Northampton County Community College this year.

Needs that emerged since the plan that was developed.

The program needs to be documented in a manual that includes the vision statement, program description, program components, standards, curriculum, procedures, and forms.

Professional development needs to be provided to the regular education teachers who work with ESOL students to provide them with the knowledge about language acquisition and strategies that can be used in the regular education classroom.

As the district grows, the likelihood is high that the population of ESOL students will also grow. Staffing may become an issue.

Due to changes in AYP requirements under the ESOL Consortium Grant, Nazareth has decided not to participate in the Consortium for the 2005 – 2006 school year. The funding for materials used in the program came from the grant. The ESOL program will have to be built into the Pupil Services Budget for the 2006 – 2007 school year.

Focus for the remaining three years of the plan.

- ❑ Development of an ESOL manual.
- ❑ Provision of Professional Development in the area of working with ESOL students.

Department or School: **Pupil Services – Character Education**

Summary of progress/accomplishments of the first three years

Each elementary school now has a guidance counselor. Counselors at all levels work with students in the areas of academics, social interactions, and emotional difficulties. They conduct classroom, individual, and group counseling sessions. The assist parents to find resources in the communities such as individual therapy for a child, family therapy, family housing, and medical assistance. Counselors encourage students to participate in extracurricular activities that enhance personal character development.

The Second Step Program was implemented in grades K – 5 during the 2004 – 2005 school year. The program is aimed at helping students develop better social interaction skills as well as resistance skills. Pre- and post-data results indicated an increase in skills knowledge across all assessed grades (see data below).

	Pre-test	Post-test	Increase
Shafer			
3rd	50.5	67.67	17.7

4th	56.2	74.4	18.2
5th	44.33	55.67	11.34
Bushkill			
3rd	45	84	39
4th	44.5	64	19.5
5th	36.25	52.75	16.5
LNES			
3rd	55.4	78.5	23.1
4th	67.5	83.5	16
5th	35.9	75.5	39.6
District Total			
3rd	50.3	76.7	26.4
4th	56.06	75.96	17.9
5th	38.82	61.3	22.48

A Parent Survey was available on-line; 184 parents visited the site and 126 completed the survey. Ninety-four percent said they were aware of what the Second Step Program teaches; 72% reported their children discussed the program with them; 37% reported seeing their child utilizing the teachings of the program to try to solve problems; 43% reported seeing their child using program strategies to calm; 11% of the parents attend the parent information night; 87% watched the Second Step video that was sent home; and 79% of the parents felt this program has been helpful in teaching problem solving, empathy, and anger management skills.

Student Assistance Programs are in place at the Middle and High School levels. The purpose of the SAT teams is to identify students who are at-risk of school failure through the collection of data and to determine whether school-based services are sufficient to meet the student's needs. When necessary, the team refers the student for an assessment to help him/her access outside services to succeed in school.

Thirty-five referrals were made at the Middle School; 6 were for 6th grade students, 11 for 7th grade students, and 18 for 8th grade students. Sixty percent of the referrals were for males and 40% for females. Seven referrals came from parents, 3 from peers, 1 from the legal system, and the rest from school personnel. Six students had previously been referred to the SAP team. The parents were involved in the process on all but one case. Thirty-one of the students were referred for one-on-one counseling with the guidance counselor, school psychologist, etc. Eight students were referred for assessment by a licensed drug and alcohol provider; 7 followed through with the assessment. Ten students were referred for assessment by a licensed mental health provider; 9 went for the assessment.

Twenty-seven referrals were made at the High School; 3 were for 9th grade students, 5 were for 10th grade students, 11 for 11th grade students, and 8 for 12th grade students. Sixty-three percent of the referrals were for males and 37% for females. Two referrals came from parents, 1 from peers, 1 from a community agency, and the rest from school personnel. The parents were involved in the process in 9 cases. Ten students were referred for assessment by a licensed drug and alcohol provider; all followed through with the assessment.

The Middle School and High School have developed an Ambassadors Club. The members serve the school by introducing new students to the school and informing them of extracurricular activities. They also assist with parent conference night and with the 8th grade visitation. They are responsible for organizing and implementing various school and community projects that

include a toy drive, food drive, service to the school and various other community functions. They organize and implement various school programs such as the annual Veterans' Day program, a Black History Month program, the Women's History Month program, as well as various other cultural awareness programs that may be offered. They are responsible for facilitating dialogue and discussion between students involved in minor conflicts that may prevent the conflict from evolving into a more serious matter that could result in disciplinary action. Ambassadors involved in this committee will be required to attend and complete a training program. The members serve as positive role models.

Needs that emerged since the plan that was developed.

The district is building a new 7-8th grade building and will be using the present building as a 4, 5, 6th grade building. The present elementary schools will house students K – 3. The counseling needs will need to be determined to ensure that all students are properly serviced. Currently, the three Middle School counselors are all secondary certified.

The Second Step Program needs to be implemented at the Middle School level.

There is a need to increase information about the SAP process to staff, students, and parents.

Focus for the remaining three years of the plan.
- ❑ Second Step training of the middle school staff for implementation during the 2005 – 2006 school year.
- ❑ Continued collection of pre- and post-data.
- ❑ Collection of discipline referrals.
- ❑ In-service staff members regarding the SAP process.
- ❑ Include information regarding the SAP process in Parent Newsletters.

Department or School: **Pupil Services – Instructional Support Team (IST)**

Summary of progress/accomplishments of the first three years

The following reflects the data submitted at the end of the 2004 – 2005 school year. All schools reported a drop in formal IST referrals due to the implementation of remediation programs. The different schools calculated their numbers for remediation using different criteria. Bushkill counted students where reading and math were delivered through push- in and pull-out services. Lower Nazareth Elementary counted only those students who received remediation in small-group, pull-out sessions. Shafer counted students who received Title I Reading, Title I Math, after-school Reading Plus/Math Plus, and students who received remediation services in push-in as well as pull-out programs.

	Bushkill	**LNES**	**Shafer**
Total # of students	632	564	670
Total # receiving reading remediation	116	167	112
Total # receiving math remediation	153	123	311
Total # receiving reading/math remediation		79	
Total # of IST referrals	16	14	34
# of referrals for academic reasons	9	9	28

# of referrals for behavioral reasons	2	1	4
# of referrals for combined reasons	5	4	2
Total # of IST referrals that went to MDE	7	11	14
# of referrals for academic reasons	5	7	13
# of referrals for behavioral reasons		1	1
# of referrals for combined reasons	2	3	
Total # of parental referrals for MDE			9
Total # of MDEs that resulted in placement	1	7	5
Total # of MDEs that did not qualify	0	0	3
Total # IST referrals resulting in 504 Plans		1	
Total # of cases pending	6	4	6
Total # of dismissed cases from IST	6	2	

Needs that emerged since the plan that was developed.

The teams need to clarify the data that will be collected for end-of-year reporting. Remediation needs to be broken down into its different components.

Focus for the remaining three years of the plan.

- ❑ Clarification of how students get referred to the IST.
- ❑ Clarification of remediation components.
- ❑ Clarification of end-of-year data reporting.

Department or School: Educational Technology

Summary of progress/accomplishments of the first three years.

Although technology is a component of many of the strategic planning goals, especially as a support for curriculum and instruction, the review in this section focuses on items specific to the technology goals outlined in section 4 of the 2002-2008 strategic plan. Almost all of the strategic planning goals developed in 2002 have either been implemented fully or are in a stage of development. The goals have remained largely the same, although the specific technology tools used to accomplish the goals have changed in some cases as newer and more effective technologies have emerged.

Goal 4.1: Revise, publish and communicate the current Acceptable Use Policy (AUP)
The district's Acceptable Use Policy is revised annually, and reviewed with both students and staff. Students and staff are required to verify they have read and agree to adhere to the policy, and the acceptance forms are kept on file and also tracked in SASI, the district's student information system. During the 04-05 school year the permission forms were simplified and the process streamlined.

Goal 4.2: Develop technology mentoring and other staff development programs at each building
The technology mentoring program was first implemented during the 03-04 school year, and has been highly successful. Last year more than 120 staff members participated as either a mentee or a mentor of the program. A professional development survey distributed at the end of the 04-05 school year provided many positive comments in support of the initiative:

"Technology mentoring is very valuable because it can address individual questions and issues."

"The tech mentoring program is great. It helped to be with a staff member that also uses the technology in the classroom."

"The tech mentor program is the best thing ever offered. I personally learned more from my time in that program than in any other in-service, because it pertained to ME."

Although the program has been put on hiatus during the 05-06 school year due in order to focus on differentiated instruction, we hope to be able to offer it again in the future.

Goal 4.3: Use technology as an instructional and learning tool when appropriate
Many exemplary technologies that are aligned to the Pennsylvania academic standards have been implemented over the last three years. A sampling of these technologies includes:

- Inspiration (a concept mapping tool)
- Classroom Performance System (a tool that provides for dynamic classroom interaction and formative data assessment)
- United Streaming and Digital Curriculum (digital content libraries that enable teachers to use a short clip of a video for introducing or reviewing a key concept)
- Compass Learning Odyssey (a web-based curriculum tool that enables students to have an individualized learning plan tailored to their unique strengths and weaknesses)
- My Access (an online writing tool that scores student essays instantly and provides feedback on the five domains of writing)

The department is committed to implementing proven, research-driven technologies that provide 1) engaged student learning experiences; 2) quality content aligned to the PA academic standards; and 3) differentiated instructional opportunities so students' needs are met at an appropriate learning style and pace. During the 05-06 school year we will be particularly focused on technologies that promote differentiated instruction.

Goal 4.4: Use technology as a data management and record-keeping tool
Technology is used heavily for both data-driven decision making and, more recently, for data-informed instructional practices as teachers are acquiring more tools that enable them to address the individual needs of their students.

Performance Tracker was implemented during the 04-05 school year and currently includes national (Terra Nova) data and state (PSSA) data on all students. The software is being used on an administrative level to track students' long-term progress over time, and to measure the success of enrichment and remediation programs. At a classroom level, teachers are using it to identify the academic strengths and weaknesses of their students and to provide appropriate, tailored, more targeted instruction. The goal is to expand the use of the tool during the 05-06 school year to include district-wide benchmark assessments and eventually classroom level assessments.

We are also in the early stages of implementing the Sapphire gradebook tool with both middle school and high school staff. The selection of this software followed an extensive review and evaluation by both administrative and teaching staff. **Sapphire** is an electronic grading system that has several useful features:

- ❑ Easy-to-use and intuitive interface
- ❑ Integration with the district student information system, SASI. When staff login to the system, it will connect to SASI and pull the current student information into the gradebook class lists. The system will also allow grades to be exported back into SASI at the end of the marking period
- ❑ Accessible from both home and school using a web interface.
- ❑ Allows for standards-based assessment
- ❑ Provides the ability to create standards-based report cards
- ❑ Customizable to fit the current and future needs of the district
- ❑ Locally supported by an Allentown company, K-12 Systems

The early feedback on this tool has been overwhelmingly positive, and although it was initially intended to be a pilot for the first semester, almost all staff members at the secondary level have voluntarily chosen to use it as their de facto grading system. Sapphire also provides the ability to create a standards-based report card, and this will be the primary focus at the elementary level this year.

Goal 4.5: Use technology as a communication tool
Technology has improved district communication in several ways:

- ❑ Board agendas, reports, and meeting dates are now posted on the district web site. The district web site has been redesigned so that it is easier to navigate and find

information. It also allows information to be broadcast to parents or community members using an e-alert system.
- ❑ During the 05-06 school year district files will be available through the district's intranet, so staff may access them from home or school using an Internet connection. The intranet will be designed so that when administrators, teachers, parents, board members, or community members login to the site, they will only see information relevant to them.
- ❑ The district technology department publishes a quarterly newsletter to inform staff of new or emerging technologies available to help them address the PA academic standards.
- ❑ The Communications Committee publishes a quarterly newsletter, *The Eagle's View,* to update the community about events impacting the district.

Goal 4.6: Utilize technology to reduce the demand for paper and printing
In addition to using the district web site to distribute information electronically, a committee has been formed to examine the use of district copiers and printers, and formulate a plan to streamline and consolidate the usage of both, as well as tie the use of the district copiers and printers into the newly revamped district network. The committee has met with three vendors and is currently in the process of reviewing their proposals and preparing a bid specification for the project.

Goal 4.7: Employ one full time certified instructional technologist at each site
This goal was accomplished during the 04-05 school year, and the teaching staff relies heavily on the guidance and expertise of the building level technology coordinators to help them integrate technology effectively. Attached is a report that summarizes some of the projects the technology coordinators assisted teachers with last year.

Needs that have emerged since the plan was developed
The need for an additional person to assist with the district's data gathering and reporting needs required adding a new position, Educational Data Secretary, to the department this year. In addition, the department is working on developing processes and procedures for the maintenance of the district information system, SASI, since it provides the source of data for many other software packages such as Performance Tracker, Sapphire, and eGoals.

Focus for the remaining three years of the plan
- ❑ Implement a grading tool that will enable teachers to track students' formative progress on academic standards.
- ❑ Provide a series of professional development workshops that align the district's current technologies with differentiated instruction methodologies.
- ❑ Create PA standards alignment documents for language arts and mathematics that link the academic standards to the district's current technologies in an accessible format.
- ❑ Integrate Performance Tracker and Compass Learning Odyssey so that teachers can use assessment data to provide differentiated instructional paths.
- ❑ Incorporate local assessment data such as Math Minis and other common district benchmark assessments into Performance Tracker using Assessment Builder.
- ❑ Improve communication to staff on technologies available to them via a quarterly newsletter.
- ❑ Improve communication to staff, students, parents, and community members by creating an interactive web site with more dynamic content and intranet capabilities.
- ❑ Work with the SASI Users Group to improve the accuracy and consistency of data in the district's student information system.

Department: Information Technology

The goals of the Information Technology department can best be broken down into four main goal areas. Some goals have been revised in response to the ever-dynamic environment of technology.

Area 1: Service and Services offered
Area 2: Communication
Area 3: Infrastructure
Area 4: Vision

Summary of progress/accomplishments of the first three years

Area 1: Service and Services offered
Nazareth Area School District Technology Plan 2001-2004 (Section 6.1.1)

(2002) Created online work order system for all Information Technology services
(2003) Created Dell certified repair center by having all IT members tested and certified
(2004) Created Optical Imaging resource for employees
(2004) Created automated Microsoft patch management system

Reducing customer down time is critical to IT. Certifications, with various industry leaders like Dell, allows us faster response times and increased access to industry resources. Our department expands services based on constant feedback from our employees. We customize our department, as technology needs change. The Information Technology department communicates predominantly through our web based work order system that allows people to submit orders, ask questions, order ink, or communicate any need to the department. The system, in-turn, allows us to queue, track, and quantify Information Technology services and needs.

Area 2: Communication
Nazareth Area School District Technology Plan 2001-2004 (Section 6.1.1)

(2002) Create and update an active and updated website
(2002) Make available phone and voicemail access in all classrooms
(2003) Use email as a key component for communication
(2003) Use IT work order system online
(2004) Create home access to the Point-of-Sale systems for parents

Increased communication leads to more efficient functioning. All avenues of communication are available to district employees. All classrooms, office areas, and administrative areas are equipped with digital phones, voicemail, and Internet and email access. Communications between the district stakeholders and the district employees is heightened by web access. Information needed is regularly posted on our website including calendars, dates, curriculum, menus, meeting dates etc. Parents can monitor their children's nutrition via our Food Services portal to the Point-of-Sale systems.

Area 3: Infrastructure

(2005) Gigabit infrastructure upgrade
(2005) IP based surveillance system

As our districts increases web-based applications, the need for higher throughput switches and increased bandwidth becomes necessary to perform. A recent upgrade in the physical layer of data communications has lead to almost double the bandwidth available for resource hungry applications. Via the gigabit upgrade, throughput has increased almost ten fold. Data communication bottlenecks have been alleviated through higher powered equipment and data flow management.

Area 4: Vision

(2003) Creation of a Continuity Plan for Emergency Readiness
(2004) Create WAN wide backup for POS systems
(2004) Complete wireless survey for all district buildings
(2004) Develop Linux conversion process on some key fileservers
(2005) Develop an internal IP based surveillance system for the district

As the Information Technology department grows and develops, the IT department is continually looking to the future for services and processes that can prevent failure, prevent data loss, save time, and search out new technologies for testing and possible incorporation into the Nazareth School District. Plans for emergencies, and data management are key to data integrity. Services such as backup and surveillance protect both the data and their users.

Needs that emerged since the plan that was developed

A drastic increase in bandwidth developed over the last few years resulting from heavier use of online or Internet capable applications. Infrastructure upgrades have accelerated from the initial timetables though necessary. A district-wide WAN plan was developed and implemented to alleviate pressure from bandwidth bottlenecks.

Technology policies and procedures expand and alter according to industry and consumers influence. The Acceptable Use Policy is continually modified in order to keep up with the newest technologies, i.e. downloading music, and online games etc.

Communication via email has developed from "work place only", to the need for anywhere, anytime email. During the last three years, the first email system was converted over to the present system that has allowed for web access of email from both home and office.

Focus for the remaining three years of the plan.

Current and recent services under review
Expansion of wireless capabilities campus-wide for technologies
Increase wireless capable technology stations across all buildings
Develop a capable document management flow framework
Expand duplication and printing capabilities to district teachers and reduce turn-around time
Complete the installation and centralization of the remaining two Point-of-Sale systems and allow access for all remaining parents
Implement a district-wide surveillance system

Department or School: Business Office

Summary of progress/accomplishments of the first three years

Goal 7: To provide a quality educational program while maintaining fiscal responsibility.

Goal 7.1 – Education Foundation

In 2002 NASD Board of Director approved establishment of Foundation (Nazareth Area Blue Eagle Education Foundation) and created a 3 year term District position of Foundation Executive Director. The foundation established 15 member Board of Trustees , developed Mission Statement & By-Laws, received Federal Tax Exempt Status ~501 ©3 ~ Public Charitable Foundation. It holds a monthly meeting of established committees, has opened Bank Accounts in name of the Foundation, has transferred specified Foundation Funds from District to Foundation Account and secured KNBT as Investment Manager of Funds . Its accomplishments include the following:

> Held community Introduction Kick-off event
> Obtained an increased assets/funds by $56,000
> Created a student produced a Promotional Video
> Published first ever NAHS Alumni Directory with Harris Publishing Co.
> Established a NAHS Alumni Wall of Fame ~ 10 Inductees
> Application for Pennsylvania Education Improvement Tax Credit Program
> Allocated funds to HS Education programs & Scholarships
> Developed a Foundation Web Page - www.nabe-edufoundation.org

Future Goals and activities;
> Re-establish a NAHS Alumni Association
> Awareness program of Foundation as funding resource within the District
> Secure increased grants & contributions for Foundation's mission
> Foundation to financially support Executive Director's position

Goal 7.2 - The District continues to pursue and receive funding and grants from various sources. These include federal grants such as Title I, Title II, Title III, Drug Free Schools, IDEA, and ACCESS funds. We have received funds from the Pennsylvania Accountability Grant, E-Rate, Hands-on-Learning, the local AAA for driver education, the local PTAs and the Trumbower Hospital Foundation. We have pursued other grants such as Project 720 and technology grants.

Goal 7.3 – The District now has an Audit & Finance Committee of the Board. The administration works closely with this committee to improve the budget process.

Goal 7.4 – The District has implemented the requirements of GASB Statement #34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments, and continues to maintain these requirements. We are in the process of implementing GASB Statement # 40, Cash and Investment Disclosures, and GASB Statement # 45, pertaining to Other Post Employment Benefits (OPEB).

Goal 7.5 – School Personnel do annual presentations for local Rotary and Chamber of Commerce

Goal 7.6 – The appropriate staff in the District have controlled access to the District's accounting system. The enables administrators and secretaries to more closely monitor their budgets. The secretarial staff can enter their own purchase order information at their desks.

Goal 7.7 – The District has formed a Committee to review our practices regarding the usage of copiers and printers. The Committee is currently doing an extensive review and analysis. The goal is to improve our practices so they are more efficient and cost effective.

Goal 7.8 - The local auditors annually give the District a management letter with recommendations for areas needing improvement that will benefit the District by streamlining the financial process or reducing or preventing additional audit costs. The District then addresses these recommendations.

Needs that emerged since the plan that was developed.

Due to increasing enrollments, the District is currently embarking on a new capital projects program that includes the construction of a new school.

Review and analyze the District's current tax structure. In an effort to simplify the tax structure and to make it more equitable, the District eliminated the per capita tax effective July 1, 2005. The District will have a referendum question placed on the November 8, 2005, election ballot regarding Act 24 of 2001, the Occupation Assessment Tax Elimination Act.

The District is currently working to implement a centralized inventory system. The current system is decentralized and managed manually. The new system will be computerized. One of the goals is to have an adequate inventory of supplies and not to have too much inventory. The use of a computerized system will allow us to develop trends so we can order new supplies more efficiently.

The usage of the Child Accounting information that is reported to the PDE has been expanded. It is used for State funding purposes, NCLB, and Adequate Yearly Progress. The accuracy of this information is critical. The District is working diligently to improve the data collection process and the reporting process. We use the SASI computer system for this purpose. We now have an active SASI Users Group in the District. This group meets regularly to address issues and to work toward consistent and improved reporting procedures.

Focus for the remaining three years of the plan

We will continue to pursue various sources of funding, implement GASB and other accounting requirements, and implement the recommendations of the local auditors.

We will finalize the Committee review our practices regarding the usage of copiers and printers, make a decision regarding new practices and implement those practices

We will continue to work to improve the budget and purchasing procedures.

We will continue to work to improve the child accounting data collection and reporting processes.

Department: Human Resources, Support Services and Transportation

To capture highlights of specific goals the contributors will be identified as:
Area 1: Human Resources
Area 2: Facilities and Maintenance
Area 3: Custodial Services
Area 4: Food Services
Area 5: Transportation

Summary of progress/accomplishments of the first three years

Area 1: **Human Resources**
(2002) Developed a district-wide process and tool for *recommendation to hire* process to document communication and compliance.
(2003) Created standard of Orientation process and deliverables for all new hires.
(2004) Developed hiring manual for all principals accessible through intranet/ desktop files.

The initial sequence of on-board preparation, communication, and orientation is essential to cover all bases for the candidate, the team and the district. Standardizing this process by implementing best practices assures that all staff has a consistent baseline of knowledge and expectations and responsibility upon hire at NASD.

Area 2: **Facilities and Maintenance**
(2002) Launched Energy Management system software (Apogee) for district-wide monitoring of heating and cooling function.
(2003) Developed and distributed electronic work order software for communication with all buildings
(2004) Coordinated design, installation and utilities for the modular classroom additions at LNES.

Area 3: **Custodial Services**
(2002) Focus on safety; implemented the Tools for Schools inspection at SES.
(2003) Coordinated in-service programs for Custodial staff including ergonomics/ lifting; harassment/hostile free work environment; fire and safety.
(2004) Evaluated and tested newly marketed products for cleaning and refinishing for cost-effectiveness, durability and environmental compatibility.

Area 4: **Food Services**
(2002) Scheduled in-service programs for annual review including cost of service; fire and safety; infection control; dietary guidelines.
(2003) Implemented *Point of sale* software at the HS for tracking, trending, and speed of service
(2004) Developed Food Service web page in conjunction with Technology Dept.

Point of sale has proved successful and will be implemented in all schools by final phase in of 2005-2006 SY

Area 5: **Transportation**
(2002) Develop knowledge base for transfer of function, communication, policies and guidelines.

(2003) Initiate committee with District-wide representation for revised adaptation of Behavioral/ Discipline guidelines for student transport.
(2004) Created and implemented web page access for transportation information, safety tips and FAQ's.

Focus for the remaining three years of the plan

Human Resources will continue to develop, refine, and communicate processes to enable consistent dissemination of information. The launch of the Intranet will provide great opportunity for user-friendly application.

Transportation will continue to move toward proactive dissemination of knowledge so parents and students can have a better understanding of the expectations and goals of this safety-sensitive function.

Facilities, custodial and maintenance, and food service departments will be focusing efforts on improved systems and processes, as well as organizational design. The site relocation for facilities, as well as numerous building projects, will require special attention to our allocation of resources.