

**NORTHERN LEHIGH SD**

1201 Shadow Oaks Ln

Comprehensive Plan | 2022 - 2025

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## LEA Profile

The Northern Lehigh School District is located on the northern tip of Lehigh County in eastern Pennsylvania. The district is 90 miles north of Philadelphia and bordered by Northampton and Carbon Counties. The District is primarily rural, but 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, theater, and museums in Allentown and Bethlehem. Northern Lehigh School District has an average enrollment between 1500-1550 students each school year. The District has maintained a long standing commitment to educational excellence, community strength, and student success.

While this community is free from industrial growth, within the community boundaries are scenic hiking and biking trails. 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.

Class sizes within the district are appropriate for students' developmental levels and monitored closely to provide optimal attention and response to student needs. Instruction occurs at students' developmental levels and opportunities for acceleration and enrichment are included in academic programming.

Northern Lehigh elementary students attend two schools which are known for and appreciated by parents and the community for their nurturing environments. Academic skills in reading, writing, math, and other subjects are the focus. Elementary students attend Peters Elementary School (Grades K-2) and Slatington Elementary School (Grades 3-6).

Northern Lehigh secondary students attend Northern Lehigh Middle School (Grades 7 & 8) and Northern Lehigh High School (Grades 9-12). Both secondary schools are located on the same campus. At our secondary schools, clubs and organizations, Student Assistance, intramural sports, and highly competitive interscholastic athletic programs are available. At the high school a variety of program options are available for all students such as career and technical education at Lehigh Career and Technical Institute, and dual enrollment opportunities, where students can obtain college credits during their high school career.

The District offers a digital academy program (Bulldog Academy) which is available to students in grades K-12. The cyber school offers Northern Lehigh School District students a high quality online curriculum with full access to Northern Lehigh School District school functions and events.

## Mission and Vision

### Mission

MOTTO Living, learning, and leading to make every story better.

MISSION The mission of the Northern Lehigh School District is to provide a safe school climate where everyone is valued, respected, and included. Our community promotes a collaborative and supportive learning culture that meets students at their level and challenges all to learn and grow. We prepare and motivate our students for their future endeavors by teaching them essential skills, civic responsibility, and an appreciation for life-long learning. We encourage pride in ourselves, schools, and community. We strive for excellence in all we do.

### Vision

VISION Our vision is that every one of us embraces our dual role as teachers and learners. It is our vision that we find the courage and empathy to hold each other accountable and ensure that the impact of our actions is shared and heard. It is our vision that we cultivate shared trust through words and actions. While not insulated from the effects of the world around us, and absolutely determined to impact it, we do not accept disrespect, nor contempt as a norm. By eliminating these distractions, we can face the challenges and help each member of this community live, learn, and lead. We envision a community with countless untold stories that seeks to understand and support each other under the core commitments. As teachers and learners, we commit to share in the following:

COMMITMENTS With support and continuous feedback, every learner will find success. By using sound information and a consistent process we will continuously improve. Acknowledging that each learner's story starts before they come to school and continues after they leave, we will make the most of the time we have together to help each other become stronger for the next chapter. We will help each learner gain the tools necessary to achieve their vision and make a masterpiece of their life. We strive to become a fearless organization, in which openness is encouraged, trust is built, and shame is diminished, paving the way for honesty and transparency. We aim to make the spaces where learning happens safe, functional, and beautiful, elevating opportunities for learners to interact and engage over "group worthy" problems each day. We will not merely accept but embrace and value the diverse population we serve, recognizing that diversity creates the kind of perfect friction that makes us both sharper and more polished. We will use data to make decisions while never forgetting that the numbers are all attached to people, and that there is deeper meaning found in connecting the two. We will be bold and courageous. We honor failure as a necessary part of the learning process. We will be consistent in these values for all learners, supporting them in achieving their goals and maximizing the time they spend learning by respecting where they are in their learning. We will choose the right tool for the job and measure twice and cut once out of respect for the value of our skills and their power to maximize the resources we have. We will do all of this by design, each responsible for their part, to shape each other's individual stories while also taking deep pride in the story we write together.

## Educational Value Statements

### Students

In the Northern Lehigh School District, we believe that students should take ownership of their stories. Staff, administration, parents and the community commit to providing support, encouragement and accountability to students throughout their journey to help them realize independence and become life-long learners.

### Staff

Employees of Northern Lehigh School District are a skilled group of professionals who are dedicated to their students and the success of the district and larger community. Faculty and staff must engage in life-long learning to positively impact each student's story. This promotes a collaborative and supportive learning culture that meets students at their level, challenging all to learn and grow.

### Administration

We believe that the role of the administration of the Northern Lehigh School District is to provide a supportive culture and effective learning environment. We encourage pride in ourselves, schools and community and strive for excellence in all we do by using sound information and a consistent process to improve continuously.

### Parents

The Northern Lehigh School District views parent/guardians as partners in a student's educational journey. While we recognize that every family's experience and interaction in their child's education is unique, we maintain that involvement and collaboration are key components of every student's success. Communication between home and school is essential and should be positive and proactive.

### Community

The Northern Lehigh School District is housed in a community that has high expectations for its schools. The business owners, community organizations, residents and other stakeholders believe that the community can serve as partners in supporting the educational mission of the district. Further as NLSD is a microcosm of the larger community, contributing to the success of the district, will in turn contribute to the success of the surrounding community.

### Other (Optional)

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
The percentage of students with regular attendance was reported as 94.8% for the 2019-2020 school year. That is above the statewide average of 85.7% and above the statewide performance standard of 94.1%	No
98%+ of our students across the district are meeting the Career Standards Benchmark.	Yes
97% of our students passed the civics assessment related to Act 35.	Yes
Nulton Diagnostic and Treatment Center provides mental health services to identified students K-12 on NLSL campuses. During the 21-22 school year, we contracted with a part-time social worker.	Yes
All NLSL students have a school issued device.	No
We have a CareerLink advisor on campus to assist students with their college and career goals.	No
The percentage of students scoring advanced or proficient on the Math Keystone at the HS level was significantly greater than the average across the state.	Yes
The percentage of students scoring advanced or proficient on the 4th grade science PSSA was greater than the state average.	Yes
There are a variety of opportunities for all stakeholders to engage in 2-way communication with members of the district and provide feedback (board meetings, board committee meetings, Career Advisory Council, Safe Schools Committee, Family Engagement / Coffee and Convo meetings, surveys, etc.)	Yes
The district encourages employees to engage in meaningful professional development and tries to build capacity within the ranks. This includes identifying strengths in employees that can be turned into trainings for others to learn from and promoting staff from within.	Yes
We try to implement proactive programs and strategies to eliminate barriers to education for students and families. As additional needs arise, we examine data and determine what resources we have available or can source to address the area of concern. We have established many community partnerships and work collaboratively with them to this end.	Yes
In spring of 2020, PE had 71% in core support at the end of the year. Although this is not a complete recovery, great progress has been made as at the end of 21-22, 66% of students are in core support in reading as measured by Acadience Reading assessment.	No
On the 20-21 ELA PSSA at the MS, ED students (65), Hispanic students (65), and students with IEPs (76) grew at nearly or more so than the rate for the all student group (68).	No



On the 20-21 Math PSSA/Keystone at the MS, ED students (59), Hispanic students (70), and students with IEPs (75) grew more so than the rate for the all student group (52.7).	No
On the 20-21 ELA PSSA at SE, ED students (72), Hispanic students (70), and students with IEPs (86) grew nearly as much or more than the all student group (74).	No
On the 20-21 Math PSSA at SE, ED students (61), Hispanic students (73), and students with IEPs (85) grew more than the all student group (58).	No

## Challenges

Challenge	Consideration In Plan
No instructional data was reported for the K-2 level.	No
There are no notable challenges in this section.	No
Expand college and career opportunities for students.	No
The percentage of students scoring advanced or proficient on the ELA PSSA in all tested grades was less than the state average.	No
At the HS level, there was an insufficient sample size with regard to Literature Keystone so scores were not reported through the Future Ready PA Index.	No
The percentage of students scoring advanced or proficient on the Math PSSA in 3-8 was less than the state average.	No
The percentage of students scoring advanced or proficient on the 8th grade science PSSA was less than the state average.	No
At the HS level, there was an insufficient sample size with regard to Biology Keystone so scores were not reported through the Future Ready PA Index.	No
We ranked "Ensure effective, standards-aligned curriculum and assessment" as emerging as we are in the process of a K-12 curriculum re-write, aligned to the standards, with a focus on common assessments. This will happen over a 4-year cycle that we have developed.	Yes
We ranked "Foster a vision and culture of high expectations for success for all students, educators, and families" as emerging as we are seeking to improve in this area. We want students to take responsibility for their learning by personally examining their educational data and setting future goals.	Yes

Post-pandemic, we have experienced an increase in mental health issues and negative behaviors. We continue to examine data and prioritize the allocation of resources (human, financial, professional learning, etc) to address these needs.	Yes
On the 20-21 ELA PSSA at the MS, ED students (20.6%), Hispanic students (27.3%), and students with IEPs (17.1%) achieved at a much lower rate than the all student group (43.9%).	No
On the 20-21 Math PSSA/Keystone at the MS, ED students (7.9%), Hispanic students (9.1%), and students with IEPs (5.7%) achieved at a much lower rate than the all student group (15.3%).	No
On the 20-21 Sci PSSA at the MS, ED students (25%) achieved at a much lower rate than the all student group (44.3%).	No
On the 20-21 Sci Keystone at the HS, ED students (79) and students with IEPs (78) grew at a lower rate than the all student group (96).	No
On the 20-21 ELA, math and sci PSSAs at SE, ED students, Hispanic students and students with IEPs achieved at a much lower rate than the all student group. ELA - ED students (32.9%), Hispanic students (34.5%) and students with IEPs (16.9%) achieved at a much lower rate than the all student group (50.3%). Math - ED students (12.9%), Hispanic students (13.8%) and students with IEPs (14.3%) achieved at a much lower rate than the all student group (26.4%) Sci - ED students (45.2%) and students with IEPs (45.5%) achieved at a much lower rate than the all student group (71.3%)	No

### Most Notable Observations/Patterns

- \* We questioned the effectiveness of the master schedules in our schools and are looking to make changes to them.
- \* We questioned staffing, equity of class sizes and if there is a way to share less faculty between schools.
- \* We discussed areas of lower achievement and growth. Specifically, we are concerned with filling in learning gaps caused as a result of the pandemic and articulating a complete curriculum for the district.
- \* We discussed the continuation of programs, platforms, services and consumable supplies when ESSER monies are expended. Specifically, noted were summer and afterschool opportunities.
- \* We discussed trying to ensure a sense of connectedness for all students to the district and its staff. This included students being able to see themselves (their demographics) represented in those that lead, teach, and coach students. This led to a dialogue about diversity, equity and a sense of belonging for our students, staff and families.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
98%+ of our students across the district are meeting the Career Standards Benchmark.	We feel that we have put better systems in place for collecting and tracking the required evidence but continue to improve systems as issues arise.
97% of our students passed the civics assessment related to Act 35.	This was the first year that data was collected in this area and we are proud of the scores our students earned in this area.
Nulton Diagnostic and Treatment Center provides mental health services to identified students K-12 on NLSD campuses. During the 21-22 school year, we contracted with a part-time social worker.	Originally we had one counselor. We requested another and had two full-time counselors working with students. Post-pandemic needs have increased and we have again requested another counselor to work with students K-12.
The percentage of students scoring advanced or proficient on the Math Keystone at the HS level was significantly greater than the average across the state.	
The percentage of students scoring advanced or proficient on the 4th grade science PSSA was greater than the state average.	
There are a variety of opportunities for all stakeholders to engage in 2-way communication with members of the district and provide feedback (board meetings, board committee meetings, Career Advisory Council, Safe Schools Committee, Family Engagement / Coffee and Convo meetings, surveys, etc.)	We believe that we do a good job of providing opportunities for stakeholders to participate and continue to look for more ways to engage with families.
The district encourages employees to engage in meaningful professional development and tries to build capacity within the ranks. This includes identifying strengths in employees that can be turned into trainings for others to learn from and promoting staff from within.	We continue to identify leaders within various areas in the district and encourage them to share their learning or expertise with others.
We try to implement proactive programs and strategies to eliminate barriers to education for students and families. As additional needs arise, we examine data and determine what resources we have available or can source to address the area of concern. We have established many community partnerships and work collaboratively with them to this end.	NLSD has a strong sense of community and comes together to help those in need.

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
<p>We ranked "Ensure effective, standards-aligned curriculum and assessment" as emerging as we are in the process of a K-12 curriculum re-write, aligned to the standards, with a focus on common assessments. This will happen over a 4-year cycle that we have developed.</p>	<p>The hypothesized root cause is an extended period of time during which curriculum was not monitored or revised. At the same time, there were shifts in standards and changes in programs without articulation and alignment.</p>	<p>Yes</p>	<p>Articulate a K-12 curriculum with common assessments according to NLSA's curriculum cycle.</p>
<p>We ranked "Foster a vision and culture of high expectations for success for all students, educators, and families" as emerging as we are seeking to improve in this area. We want students to take responsibility for their learning by personally examining their educational data and setting future goals.</p>	<p>Without a curricular foundation, the assessment and data usage in the district has been disconnected and disjointed. As a result, part of our plan includes improving the relationship between learning and assessment as well as the avenues by which we communicate and collaborate within the system and with our families.</p>	<p>Yes</p>	<p>Achievement and growth across all students is a priority for us.</p>
<p>Post-pandemic, we have experienced an increase in mental health issues and negative behaviors. We continue to examine data and prioritize the allocation of resources (human, financial, professional learning, etc) to address these needs.</p>	<p>In 21-22 we implemented the Pupils' Attitudes toward School and Self (PASS) as a universal assessment. This provided some insight K-12 into SEL concerns.</p>	<p>Yes</p>	<p>In order for students to be successful academically, we need to promote a positive school culture and climate. Part of that is addressing and helping to eliminate social, emotional and mental health barriers. This is a focus for us.</p>

## Goal Setting

Priority: Articulate a K-12 curriculum with common assessments according to NLS D's curriculum cycle.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	By the end of the 2024-2025 school year, we will have an articulated curriculum for all subject areas. [Math, ELA, foreign language, ELDP began in SY21-22] Year 1 - social studies, business, technology Year 2- family and consumer science, health/physical education, science, and careers Year 3 - art, music, library	Curriculum - Articulation	To articulate the social studies, business, technology.	To articulate the family and consumer science, health/physical education, science, and careers.	By the end of the 2024-2025 school year, we will have an articulated curriculum for all subject areas. [Math, ELA, foreign language, ELDP began in SY21-22] Year 1 - social studies, business, technology Year 2- family and consumer science, health/physical education, science, and careers Year 3 - art, music, library
Other	By the end of the 2024-2025 school year, we will have common assessments and assessment practices for content areas listed below: Year 1 - math, ELA, foreign language Year 2 - social studies, business, technology Year 3- family and consumer science, health/physical education, science, and careers [art, music, library will follow after the conclusion of this comprehensive plan]	Curriculum - Assessments	Develop common assessments and assessment practices for math, ELA, foreign language.	Develop common assessments and assessment practices for social studies, business, technology.	By the end of the 2024-2025 school year, we will have common assessments and assessment practices for content areas listed below: Year 1 - math, ELA, foreign language Year 2 - social studies, business, technology Year 3- family and consumer science, health/physical education, science, and careers [art, music, library will follow after the conclusion of this comprehensive plan]
Other	By the end of the 2024-2025 school year, we will have entered curriculum into EdInsight and evaluated it for consistency and effectiveness for refinement. Entered: Year 1 - math, ELA, foreign language Year 2 - social studies, business, technology Year 3- family and consumer science, health/physical education, science, and careers Evaluated: Year 2 - math, ELA, foreign language Year 3 - social studies, business, technology	Curriculum - Evaluation	Enter math, ELA, foreign language curriculum in EdInsight.	Enter social studies, business, technology curriculum in EdInsight. Evaluate math, ELA, foreign language curriculum for consistency and effectiveness for refinement.	By the end of the 2024-2025 school year, we will have entered curriculum into EdInsight and evaluated it for consistency and effectiveness for refinement. Entered: Year 1 - math, ELA, foreign language Year 2 - social studies, business, technology Year 3- family and consumer science, health/physical education, science, and careers Evaluated: Year 2 - math, ELA, foreign language Year 3 - social studies, business, technology

**Priority:** Achievement and growth across all students is a priority for us.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2024-2025 school year, we will have improved achievement in math by 15%. [20-21 Math PSSA SE = 26.4%, MS = 15.3%	Achievement	By the end of the 2022-2023 school year, we will have improved achievement in math by 5%.	By the end of the 2023-2024 school year, we will have improved achievement in math by an additional 5%.	By the end of the 2024-2025 school year, we will have improved achievement in math by 15%. [20-21 Math PSSA SE = 26.4%, MS = 15.3%
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2024-2025 school year, we will have improved growth so that we are greater than or equal to -1.00. [20-21 Math PSSA Growth Index = - 4.01 (red) and 21-22 ELA Keystone Growth Index = -3.82 (red)]	Growth	By the end of the 2022-2023 school year, we will have improved growth so that we are greater than or equal to -3.00.	By the end of the 2023-2024 school year, we will have improved growth so that we are greater than or equal to -2.00.	By the end of the 2024-2025 school year, we will have improved growth so that we are greater than or equal to -1.00. [20-21 Math PSSA Growth Index = - 4.01 (red) and 21-22 ELA Keystone Growth Index = - 3.82 (red)]

**Priority:** In order for students to be successful academically, we need to promote a positive school culture and climate. Part of that is addressing and helping to eliminate social, emotional and mental health barriers. This is a focus for us.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 2024-2025 school year, we will have reduced the percent of secondary student who report "low satisfaction" or "low-moderate satisfaction" regarding feelings about school by 15%. [Baseline is 11% "low satisfaction" and 21% "low-moderate" for a total of 32%.]	PASS - Feelings About School	By the end of the 2022-2023 school year, we will have reduced the percent of secondary student who report "low satisfaction" or "low-moderate satisfaction" regarding feelings about school by 5%.	By the end of the 2023-2024 school year, we will have reduced the percent of secondary student who report "low satisfaction" or "low-moderate satisfaction" regarding feelings about school by another 5%.	By the end of the 2024-2025 school year, we will have reduced the percent of secondary student who report "low satisfaction" or "low-moderate satisfaction" regarding feelings about school by 15%. [Baseline is 11% "low satisfaction" and 21% "low-moderate" for a total of 32%.]
School climate and culture	By the end of the 2024-2025 school year, we will have increased the percent of students who feel physically and emotionally safe in the district to an average score of 3.00 or higher. [HS Students = 2.84, MS Students = 2.67, Secondary Staff = 3.01]	PA School Climate Survey - School Safe and Respectful Climate	By the end of the 2022-2023 school year, we will have increased the percent of students who feel physically and emotionally safe in the district to an average score of 2.80 or higher.	By the end of the 2023-2024 school year, we will have increased the percent of students who feel physically and emotionally safe in the district to an average score of 2.90 or higher.	By the end of the 2024-2025 school year, we will have increased the percent of students who feel physically and emotionally safe in the district to an average score of 3.00 or higher. [HS Students = 2.84, MS Students = 2.67, Secondary Staff = 3.01]
School climate and culture	By the end of the 2024-2025 school year, we will have increased the percent of students who indicate that they feel listened to, cared about, and helped by teachers and other adults in the school to realize behavioral and academic goals to an average score of 2.80 or higher. [HS Students = 2.5, MS Students = 2.56, Secondary Staff = 3.04]	PA School Climate Survey - Student Support	By the end of the 2022-2023 school year, we will have increased the percent of students who indicate that they feel listened to, cared about, and helped by teachers and other adults in the school to realize behavioral and academic goals to an average score of 2.60 or higher.	By the end of the 2023-2024 school year, we will have increased the percent of students who indicate that they feel listened to, cared about, and helped by teachers and other adults in the school to realize behavioral and academic goals to an average score of 2.70 or higher.	By the end of the 2024-2025 school year, we will have increased the percent of students who indicate that they feel listened to, cared about, and helped by teachers and other adults in the school to realize behavioral and academic goals to an average score of 2.80 or higher. [HS Students = 2.5, MS Students = 2.56, Secondary Staff = 3.04]

## Action Plan

Action Plan for: Understanding By Design Curriculum						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Curriculum - Articulation</li> <li>Curriculum - Assessments</li> <li>Curriculum - Evaluation</li> </ul>		* Curriculum Database and warehouse * Common assessments * Assessment calendar and data review protocols			* Peer review of curriculum documents and assessments * Adoption of written curriculum * Walkthrough tool * Supervision / Evaluation	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
* Develop and articulate a curriculum cycle * Create curriculum resource website * Create local Understand By Design (UBD) template * Train faculty in backwards design * Provide professional development time for curriculum development work * Align assessments (stage 2) with established objectives (stage 1) * Develop and implement curriculum evaluation tool * Develop and implement process for standards audit for curriculum revision	08/01/2022	06/24/2025	* Director of Educational Technology, Curriculum and Instruction * Department Leaders	EdInsight, Canvas, Google Site	Yes	Yes



**Action Plan for: School Culture and Climate**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>PASS - Feelings About School</li> <li>PA School Climate Survey - School Safe and Respectful Climate</li> <li>PA School Climate Survey - Student Support</li> </ul>		* Increased sense of connectedness for students / Improved feelings about school on PASS * Improved engagement in school by parents/guardians * Shared decision making amongst school staff, students, and parents			* PASS assessment * PA School Climate Survey * Other surveys * Anecdotal feedback	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring	08/01/2022	06/30/2025	* Principals	* PASS assessment * PA School Climate Survey * Time to meet with students and parents/guardians/families	Yes	Yes

## Action Plan for: Achievement and Growth

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Achievement</li> <li>Growth</li> </ul>		* Increased achievement and growth (as per goal)		* Adjusting curriculum, assessment and instructional practices in response to data * Annual data presentation to board and public		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
* Look at historical achievement and growth data * Vertical and horizontal alignment of achievement and growth goals * Utilize data review calendar and protocols * Administer and review local assessment data to track interim progress * Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards * Adjusting instructional practices in response to data	08/01/2022	06/30/2025	* Assistant Superintendent * Director of Educational Technology, Curriculum and Instruction * Principals * Data Department Leaders	* EdInsight * Curriculum * State and National Standards * Assessment Data	Yes	Yes
* Look at historical achievement and growth data * Vertical and horizontal alignment of achievement and growth goals * Utilize data review calendar and protocols * Administer and review local assessment data to track interim progress * Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards * Adjusting instructional practices in response to data	08/01/2022	06/30/2025	* Assistant Superintendent * Director of Educational Technology, Curriculum and Instruction * Principals * Data Department Leaders	* EdInsight * Curriculum * State and National Standards * Assessment Data	Yes	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Understanding By Design Curriculum	<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>
School Culture and Climate	<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders.</li> <li>* Administer the PA School Climate survey in the fall</li> <li>* Administer PASS to students K-12 Oct-Nov</li> <li>* Lead the school community in developing a shared vision of standards for learning and behavior at the school level.</li> <li>* Empower student groups and individual students to have a voice in decision making.</li> <li>* Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities.</li> <li>* Provide interventions to improve student's sense of connectedness and feelings about school</li> <li>* Administer PASS to students K-12 Feb-Mar</li> <li>* Administer the PA School Climate survey in the spring</li> </ul>
Achievement and Growth	<ul style="list-style-type: none"> <li>* Look at historical achievement and growth data</li> <li>* Vertical and horizontal alignment of achievement and growth goals</li> <li>* Utilize data review calendar and protocols</li> <li>* Administer and review local assessment data to track interim progress</li> <li>* Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards</li> <li>* Adjusting instructional practices in response to data</li> </ul>

## Professional Development Activities

Understanding By Design						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>	New teachers or untrained teachers	<ul style="list-style-type: none"> <li>* Stage 1 - Identify desired results</li> <li>* Stage 2 - Determine acceptable evidence</li> <li>* Stage 3 - Plan learning experiences and instruction</li> </ul>	Application of curriculum writing	Director of Educational Technology, Curriculum and Instruction	08/01/2022	06/25/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Independent study	Three sessions / 1 hour each	<ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4a: Reflecting on Teaching</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>				

Canvas						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>	All faculty and administration	<ul style="list-style-type: none"> <li>* Integration of functions</li> <li>* Google Classroom integration</li> <li>* New assignment creation</li> <li>* Gradebook and Speedgrader</li> <li>* Course design</li> <li>* Quizzes</li> <li>* Mastery paths</li> </ul>	<ul style="list-style-type: none"> <li>* Landing page creation</li> <li>* Use of Canvas for communication and grading</li> <li>* Automating and differentiating feedback and assessment</li> <li>* Fully designed courses</li> <li>* Transition to mastery pathways and differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>* Director of Educational Technology, Curriculum and Instruction</li> <li>* Technology Integration Specialists</li> </ul>	08/01/2022	06/25/2024
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	8-10 sessions / 90 mins each	<ul style="list-style-type: none"> <li>• 4c: Communicating with Families</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4b: Maintaining Accurate Records</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2e: Organizing Physical Space</li> </ul>				

**EdInsight**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>	<ul style="list-style-type: none"> <li>* Instructional administration</li> <li>* Faculty</li> <li>* New or untrained faculty</li> </ul>	<ul style="list-style-type: none"> <li>* Training in accessing reports and relevant information</li> <li>* Using system links between data, student information and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>* Access and use of EdInsight</li> <li>* Integration of reports into data team meetings</li> </ul>	<ul style="list-style-type: none"> <li>* Director of Educational Technology, Curriculum and Instruction</li> <li>* Instructional Administrators / Data Teams (once trained)</li> </ul>	07/01/2022	06/30/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	5 sessions / 1 hour each	<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1f: Designing Student Assessments</li> </ul>	

Assessment						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>	* All faculty	<ul style="list-style-type: none"> <li>* Assessment types and purpose</li> <li>* Data-based instructional decision making</li> <li>* Aligning assessments to objectives and standards</li> <li>* Creation of common assessments</li> </ul>	<ul style="list-style-type: none"> <li>* Faculty fluency with types and purpose of assessment</li> <li>* Creation of local common assessments</li> <li>* Assessment review and revision cycle tied to curriculum cycle and student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>* Director of Educational Technology, Curriculum and Instruction</li> <li>* Professional development / Coaching consultant</li> <li>* In-house facilitators</li> </ul>	08/01/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	3 session / 2 hours each (rotating cohorts)	<ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1f: Designing Student Assessments</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 3d: Using Assessment in Instruction</li> </ul>				

**Shanthi Project**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</li> </ul>	* Faculty cohort groups	* Mindfulness practices * Social-emotional resiliency	* Faculty can use the techniques they are taught with students in their classes * Shanthi Project staff will provide coaching support for teachers in their classrooms and provide feedback on implementation	* Principals * Shanthi Project Staff	08/01/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	8 sessions / 1 hour each (We are hoping to run 2 cohorts with additional funding)	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>2d: Managing Student Behavior</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	Trauma Informed Training (Act 18)



**Second Step**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</li> </ul>	* Faculty implementing the Second Step Program	* Second Step content, including the anti-bullying module * Utilizing lessons with students	* Faculty implements lessons from the Second Step program proactively * Faculty helps students to effectively utilize strategies from the program when they are experiencing social, emotional, or behavioral issues.	* Principals * In-House Coach/Trainer	08/01/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 training / 2 hours	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>2d: Managing Student Behavior</li> </ul>	Trauma Informed Training (Act 18)

**PASS**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</li> </ul>	<ul style="list-style-type: none"> <li>* Faculty * Administration * Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>* Administering the PASS screener * Interpreting PASS results * Providing targeted interventions at building, cohort and individual levels</li> </ul>	<ul style="list-style-type: none"> <li>* Faculty will be able to administer the PASS to students, interpret results and recommend/provide appropriate interventions. * Administration and data teams will lead these conversations at the building level.</li> </ul>	<ul style="list-style-type: none"> <li>* Principals</li> </ul>	08/01/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	<ul style="list-style-type: none"> <li>* 1 session / 1 hour - administer</li> <li>* 1 session / 1 hour - interpret</li> <li>* 1 session / 1 hour - interventions</li> </ul>	<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4c: Communicating with Families</li> </ul>	Trauma Informed Training (Act 18)

**School Climate and Culture**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall * Administer PASS to students K-12 Oct-Nov * Lead the school community in developing a shared vision of standards for learning and behavior at the school level. * Empower student groups and individual students to have a voice in decision making. * Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities. * Provide interventions to improve student's sense of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring</li> </ul>	* Faculty	(Previous training has addressed school-wide supports and systems) * School culture and climate to cultivate supportive learning environments in classrooms	* Positive classroom environments evidenced in walk-through tool	* Principals	08/01/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	* 3 sessions / 1 hour * Coaching sessions	<ul style="list-style-type: none"> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4a: Reflecting on Teaching</li> <li>• 2b: Establishing a Culture for Learning</li> </ul>	Trauma Informed Training (Act 18)

## Achievement and Growth

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Look at historical achievement and growth data</li> <li>* Vertical and horizontal alignment of achievement and growth goals</li> <li>* Utilize data review calendar and protocols</li> <li>* Administer and review local assessment data to track interim progress</li> <li>* Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards</li> <li>* Adjusting instructional practices in response to data</li> </ul>	<ul style="list-style-type: none"> <li>* Administrators</li> <li>* Faculty</li> <li>* Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>* Using EdInsight to review and evaluate data</li> <li>* Learning how to use data to adjust instructional practices to differentiate instruction</li> <li>* Creating and effectively utilizing professional learning communities (PLC)</li> </ul>	<ul style="list-style-type: none"> <li>* Faculty adjust instructional practices (as per supervision and evaluation process)</li> <li>* Achievement and growth increase</li> <li>* PLCs have been established and are being utilized effectively</li> </ul>	<ul style="list-style-type: none"> <li>* Assistant Superintendent</li> <li>* Director of Educational Technology, Curriculum and Instruction</li> <li>* Principals</li> <li>* Data Department Leader</li> </ul>	08/01/2022	06/30/2025

## Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	* At least 4 times per school year	<ul style="list-style-type: none"> <li>4a: Reflecting on Teaching</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4d: Participating in a Professional Community</li> <li>1c: Setting Instructional Outcomes</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Communications Action Steps

Evidence-based Strategy	Action Steps
Understanding By Design Curriculum	<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>
School Culture and Climate	<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders.</li> <li>* Administer the PA School Climate survey in the fall</li> <li>* Administer PASS to students K-12 Oct-Nov</li> <li>* Lead the school community in developing a shared vision of standards for learning and behavior at the school level.</li> <li>* Empower student groups and individual students to have a voice in decision making.</li> <li>* Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities.</li> <li>* Provide interventions to improve student's sense of connectedness and feelings about school</li> <li>* Administer PASS to students K-12 Feb-Mar</li> <li>* Administer the PA School Climate survey in the spring</li> </ul>
Achievement and Growth	<ul style="list-style-type: none"> <li>* Look at historical achievement and growth data</li> <li>* Vertical and horizontal alignment of achievement and growth goals</li> <li>* Utilize data review calendar and protocols</li> <li>* Administer and review local assessment data to track interim progress</li> <li>* Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards</li> <li>* Adjusting instructional practices in response to data</li> </ul>

## Communications Activities

Curriculum Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Develop and articulate a curriculum cycle</li> <li>* Create curriculum resource website</li> <li>* Create local Understand By Design (UBD) template</li> <li>* Train faculty in backwards design</li> <li>* Provide professional development time for curriculum development work</li> <li>* Align assessments (stage 2) with established objectives (stage 1)</li> <li>* Develop and implement curriculum evaluation tool</li> <li>* Develop and implement process for standards audit for curriculum revision</li> </ul>	* District stakeholders	* As curriculum is developed and adopted, an abridged version will be posted to the school district website for stakeholders to access and reference.	Director of Educational Technology, Curriculum and Instruction	06/28/2023	06/28/2025
Communications					
Type of Communication			Frequency		
Posting on district website			* Annually as completed and adopted.		

School Culture and Climate Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>* Communicate motto, mission, vision and commitments to stakeholders. * Administer the PA School Climate survey in the fall</li> <li>* Administer PASS to students K-12 Oct-Nov</li> <li>* Lead the school community in developing a shared vision of standards for learning and behavior at the school level.</li> <li>* Empower student groups and individual students to have a voice in decision making.</li> <li>* Utilize the elementary Family Engagement meetings and the secondary Coffee and Convo sessions to elicit input and feedback from parents/guardians/families on school activities.</li> <li>* Provide interventions to improve student's sense of connectedness and feelings about school</li> <li>* Administer PASS to students K-12 Feb-Mar</li> <li>* Administer the PA School Climate survey in the spring</li> </ul>	* District stakeholders	* Communicate that surveys (PASS, PA School Climate) are taking place * Discuss district-wide and building-wide data with community through annual data presentation and family engagement meetings	* Assistant Superintendent * Director of Education Technology, Curriculum and Instruction * Principals	08/01/2022	06/30/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			* Annually		

**Achievement and Growth**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>* Look at historical achievement and growth data</li> <li>* Vertical and horizontal alignment of achievement and growth goals</li> <li>* Utilize data review calendar and protocols</li> <li>* Administer and review local assessment data to track interim progress</li> <li>* Utilize curriculum review process to ensure alignment of assessments and instructional practices with standards</li> <li>* Adjusting instructional practices in response to data</li> </ul>	* Stakeholders	<ul style="list-style-type: none"> <li>* Future Ready PA Index data</li> <li>* Local assessment data</li> <li>* Other achievement and growth data</li> <li>* Equity considerations / Subgroup performance</li> <li>* Progress towards comprehensive planning goals</li> </ul>	* Assistant Superintendent * Administrative Team	06/11/2023	06/30/2025

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	* At least annually