

NORTHERN LEHIGH SD

1201 Shadow Oaks Ln

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

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 STATEMENT

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)

STEERING COMMITTEE

Name	Position	Building/Group
Matthew Link	Administrator	District Office
Tania Stoker	Administrator	District Office
Michele Dotta	Administrator	District Office
James Schnyderite	Administrator	Peters Elementary School
Todd Breiner	Administrator	Slatington Elementary School
David Hauser	Administrator	Northern Lehigh Middle School
Michael Strohl	Administrator	Northern Lehigh Middle School and Northern Lehigh High School
Robert Vlasaty	Administrator	Northern Lehigh High School
Scott Pyne	Administrator	District Office
Susan Beil	Staff Member	Dist. Dept. Leader/ SES
Allison Chruscial	Staff Member	Dist. Dept Leader / NLHS
Christopher Bennett	Staff Member	Dist. Dept Leader / NLHS
David Carroll	Staff Member	Dist. Dept Leader / NLMS/ NLHS

Name	Position	Building/Group
Jennifer Butz	Staff Member	Dist. Dept. Leader / PES / SES
Elissa Fry	Staff Member	Dist. Dept. Leader / SES
Susanne Hegedus	Staff Member	Elem. Dept. Leader / PES
Amanda Beer	Staff Member	Elem. Dept. Leader / SES
Jamie Bigley	Staff Member	Elem. Dept. Leader / PES
Deanna Quay	Staff Member	Sec. Dept. Leader / NLHS
Amanda Bariana	Staff Member	Sec. Dept. Leader / NLMS
Dana Egan	Other	Nulton Diagnostic and Treatment Center
Jennifer Wentz	Other	Nulton Diagnostic and Treatment Center
Anthony Tulio	Staff Member	Elem. Dept. Leader / SES
James Yadush	Staff Member	Sec. Dept. Leader / NLHS
Lynne Fedorcha	Community Member	Resident
Krystle Tiedeman	Staff Member	Sec. Dept. Leader / NLHS
Amanda Bashore	Staff Member	Teacher / PES
Susa Beil	Staff Member	Teacher / SES

Name	Position	Building/Group
Kristie Borger	Staff Member	Teacher / SES
Linda Brown	Staff Member	School Counselor / NLMS
Blasia Dunham	Staff Member	TIS / NLMS / NLHS
Robert Kern	Board Member	Board Member
Jason Fahringer	Parent	Parent
Kelly Kromer	Staff Member	School Counselor / PES
Chris Harrington	Other	Consultant
Gail Lafferty	Staff Member	Teacher
Raquel Hoffert	Staff Member	School Counselor / NLHS
Bethany Ebner	Community Member	Community Member
Debra Hunsicker	Parent	Parent
Douglas Hunsicker	Parent	Parent
Tamara Fahringer	Parent	Parent
Gene Marks	Administrator	School Psychologist
MaryAnn Mattiola	Staff Member	Teacher / All Blds

Name	Position	Building/Group
Wendy Texter	Community Member	Business Representative
Sue Mengel	Staff Member	School Counselor / SES
Elizabeth LeBlanc	Other	Consultant
Erin Moore	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Articulate a K-12 curriculum with common assessments according to NLSLSD's curriculum cycle.	Other Other Other
Achievement and growth across all students is a priority for us.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
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.	Essential Practices 3: Provide Student-Centered Support Systems School climate and culture School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy

Understanding By Design Curriculum

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Curriculum - Articulation 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 - Assessments

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 - Evaluation

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

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

* 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

2022-08-01 -
2025-06-24

* Director of Educational Technology, Curriculum

EdInsight, Canvas, Google Site

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
established objectives (stage 1) * Develop and implement curriculum evaluation tool * Develop and implement process for standards audit for curriculum revision		and Instruction * Department Leaders	

Anticipated Outcome
 * Curriculum Database and warehouse * Common assessments * Assessment calendar and data review protocols

Monitoring/Evaluation
 * Peer review of curriculum documents and assessments * Adoption of written curriculum * Walkthrough tool * Supervision / Evaluation

Evidence-based Strategy
 School Culture and Climate

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PASS - Feelings About School	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%.]
PA School Climate	By the end of the 2024-2025 school year, we will have increased the percent of students who feel physically

Goal Nickname	Measurable Goal Statement (Smart Goal)
Survey - School Safe and Respectful Climate	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 - Student Support	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 Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>* 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</p>	2022-08-01 - 2025-06-30	* Principals	<p>* PASS assessment * PA School Climate Survey * Time to meet with students and parents/guardians/families</p>

Anticipated Outcome
* 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

Monitoring/Evaluation

* PASS assessment * PA School Climate Survey * Other surveys * Anecdotal feedback

Evidence-based Strategy

Achievement and Growth

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Achievement	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%
Growth	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)]

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
* 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	2022-08-01 - 2025-06-30	* Assistant Superintendent * Director of Educational	* EdInsight * Curriculum * State and National Standards * Assessment Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
process to ensure alignment of assessments and instructional practices with standards * Adjusting instructional practices in response to data		Technology, Curriculum and Instruction * Principals * Data Department Leaders	

* 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	2022-08-01 - 2025-06-30	* Assistant Superintendent * Director of Educational Technology, Curriculum and Instruction * Principals * Data Department Leaders	* EdInsight * Curriculum * State and National Standards * Assessment Data
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Anticipated Outcome
* Increased achievement and growth (as per goal)

Monitoring/Evaluation
* Adjusting curriculum, assessment and instructional practices in response to data * Annual data presentation to board and public



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)</p>	<p>Understanding By Design Curriculum</p>	<p>* Develop and articulate a curriculum cycle *</p>	<p>08/01/2022 - 06/24/2025</p>
<p>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)</p>		<p>Create curriculum resource website * Create local Understand By Design (UBD) template * Train faculty in backwards design</p>	
<p>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)</p>		<p>* Provide professional development time for curriculum development work * Align assessments (stage 2) with established objectives (stage 1) * Develop and</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

implement
curriculum
evaluation tool *
Develop and
implement
process for
standards audit for
curriculum
revision

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)</p>	<p>School Culture and Climate</p>	<p>* 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</p>	<p>08/01/2022 - 06/30/2025</p>
<p>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)</p>			
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Measurable Goals

**Action Plan
Name**

**Professional Development
Step**

**Anticipated
Timeline**

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

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)</p>	<p>Achievement and Growth</p>	<p>* Look at historical achievement and growth data *</p>	<p>08/01/2022 - 06/30/2025</p>
<p>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)</p>		<p>Vertical and horizontal alignment of achievement and growth goals *</p> <p>Utilize data review calendar and protocols *</p> <p>Administer and review local assessment data to track interim progress *</p> <p>Utilize curriculum review process to ensure alignment of assessments and instructional practices with</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

standards *
Adjusting
instructional
practices in
response to data

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

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Adjusting
instructional
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response to data

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

established
objectives (stage
1) * Develop and
implement
curriculum
evaluation tool *
Develop and
implement
process for
standards audit for
curriculum
revision

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals

Action Plan Name

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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

COMMUNICATION PLAN - STEPS AND TIMELINES:

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Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

standards *
Adjusting
instructional
practices in
response to data

COMMUNICATION PLAN - STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

2022-08-08

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Matthew J. Link

2022-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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%

98%+ of our students across the district are meeting the Career Standards Benchmark.

97% of our students passed the civics assessment related to Act 35.

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.

All NLSD students have a school issued device.

We have a CareerLink advisor on campus to assist students with their college and career goals.

There are a variety of opportunities for all stakeholders to engage in 2-way communication with members of the district and provide

Challenges

No instructional data was reported for the K-2 level.

No instructional data was reported for the K-2 level.

There are no notable challenges in this section.

There are no notable challenges in this section.

Expand college and career opportunities for students.

Expand college and career opportunities for students.

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.

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Strengths

feedback (board meetings, board committee meetings, Career Advisory Council, Safe Schools Committee, Family Engagement / Coffee and Convo meetings, surveys, etc.)

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 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.

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.

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

Challenges

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.

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.

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.

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.

The percentage of students scoring advanced or proficient on the ELA PSSA in all tested grades was less than the state average.

The percentage of students scoring advanced or proficient on the ELA PSSA in all tested grades was less than the state average.

Strengths

4th grade science PSSA was greater than the state average.

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).

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).

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).

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).

Challenges

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.

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.

The percentage of students scoring advanced or proficient on the Math PSSA in 3-8 was less than the state average.

The percentage of students scoring advanced or proficient on the Math PSSA in 3-8 was less than the state average.

The percentage of students scoring advanced or proficient on the 8th grade science PSSA was less than the state average.

The percentage of students scoring advanced or proficient on the 8th grade science PSSA was less than the state average.

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.

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.

Challenges

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%).

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%).

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%).

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).

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%)

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.

Challenges**Discussion Point****Priority for Planning**

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.

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.

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.

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.

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.

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.

ADDENDUM B: ACTION PLAN

Action Plan: Understanding By Design Curriculum

Action Steps	Anticipated Start/Completion Date
* 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

Monitoring/Evaluation	Anticipated Output
* Peer review of curriculum documents and assessments * Adoption of written curriculum * Walkthrough tool * Supervision / Evaluation	* Curriculum Database and warehouse * Common assessments * Assessment calendar and data review protocols

Material/Resources/Supports Needed	PD Step	Comm Step
EdInsight, Canvas, Google Site	yes	yes

Action Plan: School Culture and Climate

Action Steps	Anticipated Start/Completion Date
<p>* 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</p>	08/01/2022 - 06/30/2025
Monitoring/Evaluation	Anticipated Output
<p>* PASS assessment * PA School Climate Survey * Other surveys * Anecdotal feedback</p>	<p>* 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</p>

Material/Resources/Supports Needed

PD Step

Comm Step

* PASS assessment * PA School Climate Survey * Time to meet with students and parents/guardians/families

yes

yes

Action Plan: Achievement and Growth

Action Steps**Anticipated Start/Completion Date**

* 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

Monitoring/Evaluation**Anticipated Output**

* Adjusting curriculum, assessment and instructional practices in response to data * Annual data presentation to board and public

* Increased achievement and growth (as per goal)

Material/Resources/Supports Needed**PD Step****Comm Step**

* EdInsight * Curriculum * State and National Standards * Assessment Data

yes

yes



Action Steps**Anticipated Start/Completion Date**

* 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

Monitoring/Evaluation**Anticipated Output**

* Adjusting curriculum, assessment and instructional practices in response to data * Annual data presentation to board and public

* Increased achievement and growth (as per goal)

Material/Resources/Supports Needed**PD Step****Comm Step**

* EdInsight * Curriculum * State and National Standards * Assessment Data

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)</p> <p>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)</p> <p>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)</p>	Understanding By Design Curriculum	<p>* Develop and articulate a curriculum cycle</p> <p>* Create curriculum resource website</p> <p>* Create local Understand By Design (UBD) template</p> <p>* Train faculty in backwards design</p> <p>* Provide professional development time for curriculum development work</p> <p>* Align assessments (stage 2) with established objectives (stage 1)</p> <p>* Develop and implement curriculum evaluation tool</p> <p>* Develop and implement process for standards audit for curriculum revision</p>	<p>08/01/2022</p> <p>-</p> <p>06/24/2025</p>
By the end of the 2024-2025 school year, we will have reduced the percent	School	* Communicate motto,	08/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)</p> <p>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)</p> <p>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)</p>	Culture and Climate	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	- 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring	
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)]	Achievement and Growth	* Look at historical achievement and growth data * Vertical and	08/01/2022 - 06/30/2025
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)		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	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)]</p>	<p>Achievement and Growth</p>	<p>* 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</p>	<p>08/01/2022 - 06/30/2025</p>
<p>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)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Understanding By Design	New teachers or untrained teachers	* Stage 1 - Identify desired results * Stage 2 - Determine acceptable evidence * Stage 3 - Plan learning experiences and instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of curriculum writing	08/01/2022 - 06/25/2025	Director of Educational Technology, Curriculum and Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	
1c: Setting Instructional Outcomes	



Professional Development Step	Audience	Topics of Prof. Dev
Canvas	All faculty and administration	* Integration of functions * Google Classroom integration * New assignment creation * Gradebook and Speedgrader * Course design * Quizzes * Mastery paths

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* Landing page creation * Use of Canvas for communication and grading * Automating and differentiating feedback and assessment * Fully designed courses * Transition to mastery pathways and differentiated instruction	08/01/2022 - 06/25/2024	* Director of Educational Technology, Curriculum and Instruction * Technology Integration Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness 2e: Organizing Physical Space 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community	



Professional Development Step	Audience	Topics of Prof. Dev
EdInsight	* Instructional administration * Faculty * New or untrained faculty	* Training in accessing reports and relevant information * Using system links between data, student information and curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* Access and use of EdInsight * Integration of reports into data team meetings	07/01/2022 - 06/30/2024	* Director of Educational Technology, Curriculum and Instruction * Instructional Administrators / Data Teams (once trained)

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1c: Setting Instructional Outcomes	



Professional Development Step	Audience	Topics of Prof. Dev
Assessment	* All faculty	* Assessment types and purpose * Data-based instructional decision making * Aligning assessments to objectives and standards * Creation of common assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* Faculty fluency with types and purpose of assessment * Creation of local common assessments * Assessment review and revision cycle tied to curriculum cycle and student outcomes	08/01/2022 - 06/30/2023	* Director of Educational Technology, Curriculum and Instruction * Professional development / Coaching consultant * In-house facilitators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments	



Professional Development Step	Audience	Topics of Prof. Dev
Shanthi Project	* Faculty cohort groups	* Mindfulness practices * Social-emotional resiliency

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* 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	08/01/2022 - 06/30/2025	* Principals * Shanthi Project Staff

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Trauma Informed Training (Act 18)
2d: Managing Student Behavior	
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	

Professional Development Step	Audience	Topics of Prof. Dev
Second Step	* Faculty implementing the Second Step Program	* Second Step content, including the anti-bullying module * Utilizing lessons with students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* 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.	08/01/2022 - 06/30/2025	* Principals * In-House Coach/Trainer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
PASS	* Faculty * Administration * Data Teams	* Administering the PASS screener * Interpreting PASS results * Providing targeted interventions at building, cohort and individual levels

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>* 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.</p>	08/01/2022 - 06/30/2025	* Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>4c: Communicating with Families</p> <p>1b: Demonstrating Knowledge of Students</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>2a: Creating an Environment of Respect and Rapport</p>	<p>Trauma Informed Training (Act 18)</p>

Professional Development Step	Audience	Topics of Prof. Dev
School Climate and Culture	* Faculty	(Previous training has addressed school-wide supports and systems) * School culture and climate to cultivate supportive learning environments in classrooms

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* Positive classroom environments evidenced in walk-through tool	08/01/2022 - 06/30/2025	* Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Trauma Informed Training (Act 18)
4a: Reflecting on Teaching	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
School Climate and Culture	* Faculty	(Previous training has addressed school-wide supports and systems) * School culture and climate to cultivate supportive learning environments in classrooms

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
* Positive classroom environments evidenced in walk-through tool	08/01/2022 - 06/30/2025	* Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3e: Demonstrating Flexibility and Responsiveness

Trauma Informed Training (Act 18)

4a: Reflecting on Teaching

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

Professional Development Step

Audience

Topics of Prof. Dev

Achievement and Growth

* Administrators * Faculty * Data
Teams

* Using EdInsight to review and evaluate data * Learning how
to use data to adjust instructional practices to differentiate
instruction * Creating and effectively utilizing professional
learning communities (PLC)

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

* Faculty adjust instructional practices (as per supervision
and evaluation process) * Achievement and growth
increase * PLCs have been established and are being
utilized effectively

08/01/2022 - 06/30/2025

* Assistant Superintendent * Director of
Educational Technology, Curriculum and
Instruction * Principals * Data Department
Leader

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

4d: Participating in a Professional Community

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

Professional Development Step

Audience

Topics of Prof. Dev

Achievement and Growth

* Administrators * Faculty *
Data Teams

* Using EdInsight to review and evaluate data * Learning how to use data to adjust instructional practices to differentiate instruction * Creating and effectively utilizing professional learning communities (PLC)

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

* Faculty adjust instructional practices (as per supervision and evaluation process) * Achievement and growth increase * PLCs have been established and are being utilized effectively

08/01/2022 - 06/30/2025

* Assistant Superintendent * Director of Educational Technology, Curriculum and Instruction * Principals * Data Department Leader

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4d: Participating in a Professional Community

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

3e: Demonstrating Flexibility and Responsiveness

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>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)</p>	<p>Understanding By Design Curriculum</p>	<p>* 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</p>	<p>2022-08-01 - 2025-06-24</p>
<p>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)</p>		<p>* Develop and implement process for standards audit for curriculum revision</p>	
<p>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)</p>			
<p>By the end of the 2024-2025 school year, we will have reduced the percent</p>	<p>School</p>	<p>* Communicate motto,</p>	<p>2022-08-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>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)</p>	<p>Culture and Climate</p>	<p>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</p>	<p>01 - 2025-06-30</p>
<p>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)</p>			
<p>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)</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		of connectedness and feelings about school * Administer PASS to students K-12 Feb-Mar * Administer the PA School Climate survey in the spring	
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)]	Achievement and Growth	* 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	2022-08-01 - 2025-06-30
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)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>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)]</p> <p>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)</p>	Achievement and Growth	<p>* 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</p>	2022-08-01 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Communication	* 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.

Anticipated Timeframe	Frequency	Delivery Method
06/28/2023 - 06/28/2025	* Annually as completed and adopted.	Posting on district website

Lead Person/Position
Director of Educational Technology, Curriculum and Instruction

Communication Step	Audience	Topics/Message of Communication
School Culture and Climate Communication	* 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

Anticipated Timeframe**Frequency****Delivery Method**

08/01/2022 - 06/30/2025

* Annually

Presentation

Lead Person/Position

* Assistant Superintendent * Director of Education Technology, Curriculum and Instruction * Principals

Communication Step**Audience****Topics/Message of Communication**

Achievement and Growth

* Stakeholders

* Future Ready PA Index data * Local assessment data * Other achievement and growth data * Equity considerations / Subgroup performance * Progress towards comprehensive planning goals

Anticipated Timeframe**Frequency****Delivery Method**

06/11/2023 - 06/30/2025

* At least annually

Presentation

Lead Person/Position

* Assistant Superintendent * Administrative Team

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan and subplans will be posted on NLSD website under Comprehensive Planning tab	Comprehensive Plan Posting	Posted on website	NLSD Community	August 2022
Plan and subplans discussed at Education Committee meetings	Content of plans	In-person and recorded discussion	All stakeholders	June 2022
Plan and subplans discussed at School Board Meetings	Plans available for review. Final plans posted.	In-person and recorded discussion	All stakeholders	June 2022 and August 2022
