

LEHIGHTON AREA SD

1000 Union St

Comprehensive Plan | 2022 - 2025

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LEA Profile

EDUCATIONAL COMMUNITY

The Lehigh Area School District (LASD) is located in the eastern central part of Pennsylvania in Carbon County. The district is comprised of 67 square miles and encompasses the borough of Lehigh, Franklin Township, East Penn Township, Mahoning Township, Parryville Borough and Weissport Borough. The district is primarily rural with a limited commercial and industrial base. The district is approximately 25 miles northwest of Allentown and adjacent to the Poconos Mountains. Many residents are employed within the Allentown-Bethlehem-Easton labor market. The main employers located in the Lehigh Valley area include Mack Truck, Air Products, PP&L, Alpo, Crayola, Nestle, & ABE Airport. The major employers located within the district's boundaries include the hospital systems of St. Luke's and Lehigh Valley Health Networks, Walmart, Giant Food and the school district. Employment is also found through tourism in the nearby resort areas.

The Lehigh Area School District encompasses an administration building and three school buildings: Lehigh Area Elementary Center, Lehigh Area Middle School, and Lehigh Area High School in the borough of Lehigh. The Lehigh Area Elementary Center houses students in Pre K through 5th grade. Our "Primary" Grades Pre K-2 are on the west side of the building and the "Intermediate" Grades 3-5 are on the east side. LASD's kindergarten program is full day and the Pre K program runs two sessions with 20 students in each session (one a.m. and one p.m. session). The middle school holds grades 6-8 and the high school, grades 9-12. The total enrollment across all grade levels is approximately 2500 students. We are affiliated with the Carbon-Lehigh Intermediate Unit #21.

Our student population is 88% Caucasian, 4% Hispanic, 5% Multi-Racial, 2% Black and less than 1% each Asian/Pacific/American Indian. The percentage of our economically disadvantaged families is approximately 55%. Our 2020-2021 attendance ratio is 94%, slightly below the state average. Almost 25% of our students have an Individualized Education Plan (IEP) for extra support. Typically, 53% of our graduates go on to post-secondary institutions, 40% enter the workforce and 7% enlist in the military.

BUDGET

Lehigh Area School District budgets and expends funds according to policies and procedures mandated by the Pennsylvania Department of Education. An annual operating budget is prepared by the administration team and submitted to the school board for approval prior to final approval before the start of the new fiscal year, as required by Act 1.

The 2019-2020 budget was adopted in June, 2019 in the amount of \$43,891,495. The budget for 2020-21 was adopted in the amount of \$41,055,215, lower than the previous year's budget. Reduced transportation costs due to COVID were identified as the cause for the budget reduction. The budget for 2021-2022 school year was adopted in June 2021, in the amount of \$42,714,981. In June of this year, the budget for 2022-2023 was adopted in the amount of \$45,456,274. Our current millage rate is 52.7665 mills and was not raised in the last budget cycle. The total value of a mill was equal

to \$375,313.00. The median family household income reported from the 2020 census estimates was \$61,127, higher than the county family median income at \$57,601.

The percentage of local revenue to the total 2022-2023 budget was 51% while the percentage of state revenue was 41% and the percentage of federal revenue was 6.7%. The percentage of collection on real estate tax is estimated at 95%.

PERSONNEL

Lehigh Area School District sustains a strong commitment to providing our students with highly qualified state-certified professional employees to develop, deliver, and assess the curricular offerings of the district. The district currently employs 160 professionals for 2,500 students which include nurses, guidance counselors, social workers, and two behavioral support therapists. The average teaching years of experience is 15.69 years with 61.25 % of professional staff at a master's degree level. Twenty-six support personnel assist in Title programs, classrooms, computers/technology, and special education programs. One ESL teacher is currently assigned to the ELL & Gifted population K-12. One school psychologist is responsible for the testing of students who may require special education programs, out of district placements, 504 plans, and gifted curriculum. Other personnel include plant operations staff (33), lunch aides (8), cafeteria personnel (5) with leadership under the direction of Nutrition Group and secretarial support of 12 staff members. The administrative team consists of 15 members and five administrative secretaries. The Superintendent, five building principals, five central administrators, the Business Manager, an accountant, and two School Police Officers.

SCHOOL LIBRARY RESOURCES

The Lehigh Area School District presently operates one library in each of the three school buildings. The library program strives to provide services that will enhance the curriculum, create an environment that fosters interest in books, reading, and technology. All books are purchased to support, enrich and supplement all subjects across the curriculum to fulfill Chapter 4 regulations. Training and education is provided for the dissemination of all library holdings, technology and online resources to students and staff throughout the school year. The library curriculum for grades K-12 is board approved. All librarians are continually revising and updating their curriculum on a yearly basis.

Library management at all buildings is utilized via an automated library system called Destiny (an online product of Follett Software). Students can also use Destiny to locate all books and eBooks available in their specific grade levels and our online databases. Each building level has purchased online databases that can be used in all curriculum areas to further help our students with their research needs. LASD also offers eBooks and audiobooks free through the OverDrive service. Students/Staff can check out titles and enjoy reading via a computer or mobile device. Once downloaded, titles can be transferred to supported devices. Through PDE funding, our district uses Power Library as an additional online support. Power Library can also be accessed at home by using students' public library card numbers. Students also use ACCESS PENNSYLVANIA to locate books from other libraries in the state.

Elementary level students attend library classes once every 8 days at the Elementary Center. A collection of over 24,000 books, both fiction and non fiction are housed in the Lehigh Area Elementary Center. There are 9 ipads in the Library/Media Center. The collection supports the curriculum as well as the necessary titles for the staff to utilize in their classrooms.

The middle school library houses over 6,000 fiction and non-fiction titles. The library curriculum for the middle school focuses on numerous topics. Students are taught how to use PowerLibrary, Overdrive, and Destiny. In addition, students work on research papers and create proper bibliographic citations. Other topics of learning are Internet safety, a variety of online computer lessons, and research projects. Classes are scheduled for students in grades 6 through 8. Lehigh Area High School has over 10,000 titles and 16,000 copies of books (print & eBooks).

District-wide our library program is staffed with one full-time librarian at each building. The middle school also has a full-time paraprofessional. The high school librarian provides all services for our K-12 Lehigh Area Virtual Academy (LAVA), handles the K-12 Overdrive program, and is our K-12 Bookshare Administrator.

CURRICULUM

All students have access to equitable services and programs. The elementary level offers full day kindergarten, Title I reading, math support, MTSS small group work, and guided reading. The reading series was introduced for the 15-16 school year and is in need of an overhaul as many of the resources are not supported anymore. The science curriculum supports hand-on learning. Grades K-2 uses Mystery Science and non-fiction books. The Full Option Science System (FOSS) is utilized in grades 3-5. Our math resources need to be standardized, as the math curricular program is not consistent with our scope and sequence. Students have the opportunity to participate in music, art and physical education/health classes once every four days. The librarian and computer teacher meets with the students once every eight days. Gifted opportunities usually center on cultural events and enrichment support. Report cards are issued every nine weeks and parent conferences are held in November. Pre -K and Kindergarten orientation is held in August as well as new student orientation. The elementary school has a school-wide positive behavior program.

The middle school uses a teaming concept that supports student success. All students are taught in the core academic subjects with many opportunities for exploratory classes in health and physical education, the arts, music, technology, Environment and Ecology, and Computer Applications. Identified gifted students take part in the What's So Cool About Manufacturing as part of their program and are Enriched within and beyond core subject areas. The PA Classroom Diagnostic Tools (CDTs) are used as a benchmark assessment three times a year and identifies students who are in need of focused instruction or remediation. Study Island is used as a intervention to address standard gaps. Progress is reported every nine weeks with mid-point reviews every three/four weeks and parent conferences in November. Middle school orientation is held prior to the opening of school.

The high school presently runs on a semester block schedule of 80-minutes per block. Courses are offered as advanced placement, honors, academic, and applied. Dual enrollment courses with Lehigh Carbon Community College (LCCC) are offered to upperclassmen and impact weight GPA as an honors-level course. Lehigh Area High School, in partnership with Lehigh Carbon Community College (LCCC), is able to offer students

entering the 11th grade the ability to earn their associates degree from LCCC while simultaneously earning their high school diploma. Eligible students must have a minimum of a 3.0 GPA, be advanced or proficient on all Keystone exams, have good attendance and discipline and successfully pass LCCC placement testing to be considered for the program. This is a two-year program that will start at the beginning of a student's 11th grade year. If accepted, students will take all their courses through LCCC. Tuition, transportation, textbooks and any additional supplies or fees are the responsibility of the student. The high school continues to work on improving our career pathways model as an approach to curriculum and overall scope and sequence. Such a model will open up opportunities for expansion in related arts courses and electives. Along with Accelerated Placement (AP) classes and rigorous courses in mathematics, English/language arts, science, and social studies, the high school offers many courses designed to foster student interest and talent in business, computers, art, music, and industrial technology. An alternative education program, Leighton Education Alternative Program (LEAP), exists to help students struggling to meet high school standards of academic, disciplinary, and/or attendance standards. Students may enroll in Carbon Career & Technical Institute (CCTI) to pursue technical and trade courses. There is a variety of both athletic and academic-based extracurricular activities and clubs. Currently, the high school is considered an Additional Targeted Support and Improvement (ATSI) School due to school-specific criteria for students with disabilities. Improvements in achievement and growth for English and math proficiency levels and regular attendance is needed based on state criteria. We are eligible for early exit from this designation at the end of the 2022-2023 school year.

All students have access to counseling and health services through our counselor and social workers. On-site counseling is available through our contractual agreement with Lehigh Valley Health Network (LVHN) counseling and the Weller Center. To help at-risk students, the Student Assistance Program (SAP) at the middle school, high school and elementary levels consists of our nurses, counselors, social workers, teachers, administration, support staff and outside trained agencies. An elementary school wide Positive Behavior Integrated Support (PBIS) program exists with weekly character education classes. The middle and high school have a similar program that focuses on building a positive climate and culture.

LASD's special education programming includes a K-12 continuum of life skills, learning support, emotional support and speech and language support. Based on individual student need support is provided itinerant, supplemental and full time levels. The district also provides Gifted and 504 services at each building level. The Carbon-Lehigh Intermediate Unit #21 operates a multiple disabilities-functional classroom at the Elementary and High School Levels. Outside agency, Behavioral Health Associates (BHA) provides supplemental services for students. Carbon Monroe Pike Mental Health Services are an additional resource for our students.

TECHNOLOGY

At the start of the 2022-2023 school year, the Leighton Area School District introduced our 1:1 device program for students in grades K-12. In grades K-2, students are assigned an iPad to be used for instructional purposes. In grades 3-12 our students are assigned Chromebooks. The students and teachers utilize two learning management systems, SeeSaw for grades K-2 and CANVAS for grades 3-12. Google Workspace applications, and educational online programs are used as a supplement to our curriculum. A new three-year district technology plan will outline recommendations for technology infrastructure and technology replacement for end of life items.

SAFETY

Safety planning is a priority over the next several years. Updates to the district's All Hazard Plan, safety drills, staff training, especially in threat assessment recognition, and safety equipment purchases are needed to ensure that the district is up to date and in compliance with state mandates. Based upon stakeholder focus group and PDE Safe Schools surveys completed by staff, students, parents/guardian and the community, the data shows that the respondents feel safe in and around our schools. However, data from the Pennsylvania Adolescent Youth Survey (PAYS) administered in grades 6, 8, 10 and 12, show that we have district concerns in mental health and suicide risk, vaping, and bullying due to a lack of equity and inclusion. Family values/involvement and family attachments scored high in protective factors across all grade levels.

DISTRICT STRENGTHS

Through focus group meetings and Comprehensive Plan steering committee surveys, the strengths of our students and community are:

~students who are interested learning

~dedicated teachers and staff

~student/staff connections

~supportive administration

~community support

~safe schools

~PSSA and Keystone areas in math, science, and career readiness are above the state average for achievement and growth across tested grade levels

DISTRICT CHALLENGES

Through focus group meetings and Comprehensive Plan steering committee surveys, the challenges of our students and community are:

~increase staff opportunities for growth through continuing education, professional learning communities, and leadership

~develop more career opportunities for students in career based learning and industry credentials and meet transition needs for post-secondary targets to help build graduation rates

- ~review and update policies, plans and procedures to build systemic change
- ~feedback from a curriculum audit and review of each subject area for rigor
- ~increase achievement of students with needs and identified subgroups through instruction, differentiation and interventions
- ~update safety procedures, including threat assessment and mental health offerings
- ~use of assessment data to drive decision making
- ~staff turnover/lack of substitutes
- ~allocate/increase funds towards district goals

GOALS

Under the direction of our superintendent and committees, the district will move forward with these main goals:

- * Student Achievement- Design, implement, and evaluate a four year curricular plan to significantly improve all student achievement, by using data driven decision making. Offer transformative curriculum that is interdisciplinary and is student driven, fostering innovation and positive risk taking. Create environments where our students value self-reflection and inquiry.
- * Student-Centered Environment- Develop, foster, and promote success through physical and social/emotional well-being.
- *Career Readiness - Promote partnerships that align with 21st learning standards to bridge school to work opportunities for students.
- *Safety - Strengthen our district procedures and policies to ensure a safe and supportive environment for students and staff.

Mission and Vision

Mission

Partnering with students, families, and community to provide opportunities for life-long success through academic excellence and individual growth in a safe and supportive environment. This Mission Statement was recently developed with a district committee. It was reviewed by the Steering Committee, who are in agreement that no changes will be made at this time.

Vision

The Lehigh Area School District's vision is to embody a community that shares in: 1. Meaningful collaboration 2. A commitment of rigorous instruction and high expectations for 21st century learning, academic achievement and career readiness 3. Data driven decision making 4. A commitment to the physical and mental well-being of all 5. Developing partnerships and resources to enrich and strengthen civic engagement and community involvement 6. A safe and supportive environment through equity and inclusion

Educational Value Statements

Students

1. To be active participants and engaged learners 2. To voice opinions appropriately 3. To be accountable for their education

Staff

1. To see students as individuals 2. To build relationships with rapport and respect 3. To cultivate a positive and engaging learning environment 4. To develop life-long learners 5. To be held accountable for students' learning outcomes

Administration

1. To send a clear and consistent message through effective communication 2. To provide a safe and supportive environment 3. To be a proactive visionary 4. To be held accountable for the overall student experience - physically, mentally and socially

Parents

1. To actively engage in their student's education 2. To ask questions and participate in decisions relating to the education of their student and positive use of extracurricular time 3. To create a home atmosphere that supports learning 4. To encourage their student to show respect for all members of the school community and school property 5. To review all school communications and respond promptly

Community

1. To support the mission and vision of the school district to allow for the growth of all students 2. To care about students in the community 3. To help build collaborative partnerships

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Coordinate and monitor supports aligned with students' and families' needs	Yes
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	Yes
Fifth and eighth grade math success can be transferred to other classes and grade levels.	No
Career readiness benchmarks are strong indicator of career awareness. New courses and forward-thinking regarding workforce inclusion will help our students with industry credentials at the high school	Yes
Our Career Readiness scores exceed the state standard across all grade levels and subgroups.	No
Our 339 Plan was recently reviewed and will be updated this Spring of 2023.	No
The district has dedicated teachers who will use professional development to build teaching strategies and best practices.	No
There is a vision and movement towards high expectations and success for all students.	Yes
The district has dedicated teachers who will use professional development to build teaching strategies.	No
Dedicated teachers and staff who will use professional development to build teaching strategies.	No
Several grade levels have strong standardized test scores.	No
All subgroups scored above the statewide average in Algebra.	No
New science materials and resources have been bought for the elementary level in grades 3-5.	No
STEAM classes and a dedicated curriculum at the middle school.	No
All tested grade levels score extremely high on the state tests in Science and Biology.	No
Our English Learners do well in Math and Science on the state standardized tests.	No
There are many academic and social emotional supports for students who are struggling.	No

Challenges

Challenge	Consideration In Plan
Empower leadership for district continuous improvement.	Yes
Focus on continuous improvement of instruction, achievement, and assessment using data driven strategies.	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Yes
Foster a positive school environment where all students feel a sense of safety and belonging and receive the supports needed to be successful now and, in the future.	Yes
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	Yes
Our students with disabilities did not meet PA state-wide expectations and decreased in performance in ELA.	Yes
Our students with disabilities did not meet PA state-wide expectations and decreased in performance in math.	Yes
Our students with disabilities struggle with regular attendance, which may lead to higher dropout rates.	Yes
New PA Science Standard Alignment may provide some challenges in maintaining a high level of achievement.	Yes
Updated ELA curriculum and programming at every level needs to be a priority, especially at the elementary school.	Yes
A continued focus on data is needed to drive instructional decision making.	Yes
The high school courses need to be reviewed for rigor and for relevance.	Yes
Connections need to be made with the families of Hispanic students and students with disabilities.	Yes
We need a platform to handle all of the artifacts and portfolios.	Yes
Availability of Industry based credentials and certifications need to be a part of our high school curricula.	Yes
Additional job curriculum pathways and electives at the high school need to be developed.	Yes
Finding and retaining qualified staff is an issue, especially in specialized subjects.	No
The ELA curriculum needs an overhaul.	Yes

Data is not used effectively to improve instruction.	Yes
Interdisciplinary work needs to be integrated into subject areas.	Yes
MTSS professional development is needed.	Yes
Data is not used effectively to improve instruction.	Yes
STEAM subject areas need to be integrated to build connections.	Yes
Professional development is a necessity.	Yes
The math curriculum needs to have horizontal and vertical alignment.	Yes
The science curriculum needs to be updated.	Yes
Specialized subject teachers need to be retained.	No
More science courses need to be added as part of the career pathways program at the high school.	Yes
All students need to come to school on a regular basis. Many of the subgroups have poor attendance, especially at the middle and high schools.	Yes
Economically disadvantaged students lag behind their peers academically.	Yes
Home and school connections need to be made for all families.	Yes
A review of Tier 2 and 3 supports need to be made for underrepresented populations.	Yes

Most Notable Observations/Patterns

Improvements in curriculum and instruction, safety processes and equity are needed in all grade levels and in core subject areas. Professional development has been lacking. New leadership has been working hard to tackle these concerns. However, our biggest challenge that inhibits our progress in these areas is our budget.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Coordinate and monitor supports aligned with students' and families' needs	
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	
Career readiness benchmarks are strong indicator of career awareness. New courses and forward-thinking regarding workforce inclusion will help our students with industry credentials at the high school	
There is a vision and movement towards high expectations and success for all students.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Empower leadership for district continuous improvement.	Even though we have strong leadership at the building level, central leadership needed to communicate a clear vision for continuous improvement and a culture of collective responsibility to provide the conditions for all students to be college, career and community ready. Leaders should have a shared commitment to improving the conditions necessary for improving student learning, achievement, and outcomes.	Yes	District leadership will foster a vision and culture of high expectations and success for all students and staff. Leadership will establish and maintain a focused system for continuous improvement and organizational coherence. Engaging in meaningful two-way conversation with stakeholders, leadership will sustain a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and effectively communicate district improvements in order to provide the conditions for all students to be college, career and community ready.
Focus on continuous improvement of instruction, achievement, and assessment using data driven strategies.	The LASD curriculum maps need to be updated, and resources allocated to curricular materials and best practices that push academic rigor. Instructional decisions have not been data driven, and new data	Yes	District leadership will provide the tools, systems, and structures to ensure effective, rigorous, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by

	coordinators have been hired to disseminate data and help provide direction and instructional decision making based upon data analysis. Many of the challenges listed are a result of past curriculum, instruction and assessment practices.		data based planning. Through professional development and mentoring, school administrators will have the capacity as instructional leaders to effectively monitor high quality teaching and learning. All school personnel will enhance and refine the knowledge, skills, and best practices necessary to create and support high levels of learning for all through high quality, embedded professional learning opportunities.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Even though the district does well on reporting state required career readiness information, students need more opportunities to build capacity in careers through hand-on experiences and training.	Yes	District leadership will design, implement, coordinate, and monitor student centered supports in career, work and community to enhance individualized opportunities for success and build upon industry certified credentials.
Foster a positive school environment where all students feel a sense of safety and belonging and receive the supports needed to be successful now and, in the future.	LASD is committed to supporting the mental health of our staff and students. There are supports in place, but the district needs to do better building equity, inclusion, and belonging. Social emotional learning, increased staff for mental health and wellness, and professional development are all needed to bring about positive change.	Yes	District leadership will remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students through ongoing guidance and support to maintain a positive, safe, district and school climate conducive to learning.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.		No	
Our students with disabilities did not meet PA state-wide expectations and decreased in performance in ELA.		No	
Our students with disabilities did not meet PA state-wide expectations and decreased in performance in math.		No	

Our students with disabilities struggle with regular attendance, which may lead to higher dropout rates.		No	
New PA Science Standard Alignment may provide some challenges in maintaining a high level of achievement.		No	
Updated ELA curriculum and programming at every level needs to be a priority, especially at the elementary school.		No	
A continued focus on data is needed to drive instructional decision making.		No	
The high school courses need to be reviewed for rigor and for relevance.		No	
Connections need to be made with the families of Hispanic students and students with disabilities.		No	
We need a platform to handle all of the artifacts and portfolios.		No	
Availability of Industry based credentials and certifications need to be a part of our high school curricula.		No	
Additional job curriculum pathways and electives at the high school need to be developed.		No	
The ELA curriculum needs an		No	

overhaul.			
Data is not used effectively to improve instruction.		No	
Interdisciplinary work needs to be integrated into subject areas.		No	
MTSS professional development is needed.		No	
Data is not used effectively to improve instruction.		No	
STEAM subject areas need to be integrated to build connections.		No	
Professional development is a necessity.		No	
The math curriculum needs to have horizontal and vertical alignment.		No	
The science curriculum needs to be updated.		No	
More science courses need to be added as part of the career pathways program at the high school.		No	
All students need to come to school on a regular basis. Many of the subgroups have poor attendance, especially at the middle and high schools.		No	
Economically disadvantaged students lag behind their peers academically.		No	

Home and school connections need to be made for all families.		No	
A review of Tier 2 and 3 supports need to be made for underrepresented populations.		No	

Goal Setting

Priority: District leadership will foster a vision and culture of high expectations and success for all students and staff. Leadership will establish and maintain a focused system for continuous improvement and organizational coherence. Engaging in meaningful two-way conversation with stakeholders, leadership will sustain a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and effectively communicate district improvements in order to provide the conditions for all students to be college, career and community ready.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 2: Empower Leadership	By the end of the 2024-2025 school year, we will transform needed organizational and instructional change through process driven development and data collection, creating a vision with committed stakeholders to empower district leadership to elevate student achievement and district innovation.	Transformational Leadership	By the end of the 2022-2023 school year, we will begin to transform how we define, implement, measure, and communicate high student and district expectations and student achievement with a focus on individualized growth and mastery through academic and wellness indicators.	By the end of the 2023-2024 school year, we will continue to transform how we define, implement, measure, and communicate high student and district expectations and student achievement with a focus on individualized growth and mastery through academic and wellness indicators.	By the end of the 2024-2025 school year, we will transform needed organizational and instructional change through process driven development and data collection, creating a vision with committed stakeholders to empower district leadership to elevate student achievement and district innovation.

Priority: District leadership will provide the tools, systems, and structures to ensure effective, rigorous, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data based planning. Through professional development and mentoring, school administrators will have the capacity as instructional leaders to effectively monitor high quality teaching and learning. All school personnel will enhance and refine the knowledge, skills, and best practices necessary to create and support high levels of learning for all through high quality, embedded professional learning opportunities.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2024-2025 school year, we will transform needed instructional change through an evaluation of the curricular review cycle, professional development documentation, staff evaluations, and summative academic data. The district will shift to a data driven, connected, rigorous, subject area curriculum that prepares students to transfer knowledge across disciplines, and drive professional development and staff evaluation.	Transformative Curriculum	By the end of the 2022-2023 school year, we will begin to transform our district curriculum through review and evaluation, professional development opportunities, data specific, results driven evaluative feedback, and data processes for the collection, analysis, goal/priority setting and evaluation for growth and mastery.	By the end of the 2023-2024 school year, we will continue to transform our district curriculum through review and evaluation, professional development opportunities, data specific, results driven evaluative feedback, and data processes for the collection, analysis, goal/priority setting and evaluation for growth and mastery.	By the end of the 2024-2025 school year, we will transform needed instructional change through an evaluation of the curricular review cycle, professional development documentation, staff evaluations, and summative academic data. The district will shift to a data driven, connected, rigorous, subject area curriculum that prepares students to transfer knowledge across disciplines, and drive professional development and staff evaluation.

Priority: District leadership will design, implement, coordinate, and monitor student centered supports in career, work and community to enhance individualized opportunities for success and build upon industry certified credentials.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	By the end of the 2024-2025 school year, we will transform student achievement with a focus on individualized growth and mastery in areas that extend beyond traditional academic indicators through a comprehensive, exemplary, career pathways program embedded with industry-based certifications and credentials.	Redefining Success	By the end of the 2022-2023 school year, we will begin to transform our high school career pathways program through curricular changes and the inclusion of industry-based certifications and credentials.	By the end of the 2023-2024 school year, we will continue to transform our high school career pathways program through curricular changes and the inclusion of industry-based certifications and credentials.	By the end of the 2024-2025 school year, we will transform student achievement with a focus on individualized growth and mastery in areas that extend beyond traditional academic indicators through a comprehensive, exemplary, career pathways program embedded with industry-based certifications and credentials.

Priority: District leadership will remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students through ongoing guidance and support to maintain a positive, safe, district and school climate conducive to learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	By the end of the 2024-2025 school year, we will transform needed safety and cultural change through a revision, evaluation, and monitoring of the district's safety protocols of school operations, school climate and student behavioral supports, threat assessment, trauma and social and emotional mental health, targeted professional development, and attendance data.	Safety, Climate, and Culture	By the end of the 2022-2023 school year, we will begin to transform our safety and student social services protocols to build equity and inclusion for all students, with a focus on marginalized student subgroups.	By the end of the 2023-2024 school year, we will begin to transform our safety and student social services protocols to build equity and inclusion for all students, with a focus on marginalized student subgroups.	By the end of the 2024-2025 school year, we will transform needed safety and cultural change through a revision, evaluation, and monitoring of the district's safety protocols of school operations, school climate and student behavioral supports, threat assessment, trauma and social and emotional mental health, targeted professional development, and attendance data.

Action Plan

Action Plan for: Career Academies						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Redefining Success 		decreased dropout rates, increased student engagement			yearly	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Career academies are a schools-within-a-school model that provide programs in specific career paths. Components of the program include smaller learning communities and partnerships with local businesses. Career Academies offer curricula of occupational themes, including business and finance, technology, health occupations, engineering, public service, and travel and tourism	01/01/2023	06/30/2025	Ms. Suzanne Howland	staffing, resources	Yes	Yes

Action Plan for: Leadership

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Transformational Leadership 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Training for leadership	01/01/2023	06/30/2022	Dr. Christina Fish	Training materials	Yes	No

Action Plan for: Career Academies

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Redefining Success 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
After graduation, our students will need skills for success in postsecondary settings.	01/01/2023	06/30/2025	Ms. Mary Figura, Assistant to the Superintendent	Industry Credential Platform for testing certifications	No	Yes

Action Plan for: Career Platform

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Redefining Success 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Use a web-based comprehensive college and career readiness platform that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. A portfolio program assists students in exploring interests and strengths during their high school career, and planning and tracking postsecondary applications.	01/01/2023	06/30/2025	Ms. Mary Figura	Career Readiness Platform	No	No

Action Plan for: SAS

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Transformative Curriculum 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Action Plan for: Safe Schools

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Safety, Climate, and Culture 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Career Academies	<ul style="list-style-type: none">• Career academies are a schools-within-a-school model that provide programs in specific career paths. Components of the program include smaller learning communities and partnerships with local businesses. Career Academies offer curricula of occupational themes, including business and finance, technology, health occupations, engineering, public service, and travel and tourism
Leadership	<ul style="list-style-type: none">• Training for leadership

Professional Development Activities

Career Academy Program						
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"> Career academies are a schools-within-a-school model that provide programs in specific career paths. Components of the program include smaller learning communities and partnerships with local businesses. Career Academies offer curricula of occupational themes, including business and finance, technology, health occupations, engineering, public service, and travel and tourism 	All high school staff, students, administration	Project based learning, curriculum development, site visits, assessment building, technology integration, scheduling changes	Student academic growth, attendance data, behavior data, student/parent surveys, classroom observations. increase certifications in industry based learning	Ms. Mary Figura, Assistant to the Superintendent Ms. Suzanne Howland, High School Principal	01/01/2023	06/30/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	bi weekly	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 				

Communications Action Steps

Evidence-based Strategy	Action Steps
Career Academies	<ul style="list-style-type: none">• Career academies are a schools-within-a-school model that provide programs in specific career paths. Components of the program include smaller learning communities and partnerships with local businesses. Career Academies offer curricula of occupational themes, including business and finance, technology, health occupations, engineering, public service, and travel and tourism
Career Academies	<ul style="list-style-type: none">• After graduation, our students will need skills for success in postsecondary settings.

Communications Activities

Communication on new or expanded pathway offerings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Board, Community, Families, Students	Overview of program, Implementation, Changes to programming, Assessment, Suggestions for improvement	Ms. Mary Figura, Assistant to the Superintendent Ms. Suzanne Howland, High School Principal	01/01/2023	06/30/2025

Communications

Type of Communication	Frequency
Presentation	Once a year Board presentation
Posting on district website	Ongoing
Presentation	One time parent/guardian meeting
Letter	Beginning of each school year

Industry Standards Information

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Board, Community, Families, Students	Overview of program, Implementation, Changes to programming, Assessment, Suggestions for improvement	Ms. Mary Figura, Assistant to the Superintendent Ms. Suzanne Howland, High School Principal	01/01/2023	06/30/2025

Communications

Type of Communication	Frequency
Presentation	One time Board meeting
Presentation	One time parent/guardian meeting
Letter	Beginning of each school year
Posting on district website	Ongoing