

LEHIGHTON AREA HS

1 Indian Lane

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

It is our goal to partner with students, families, and the community to provide opportunities for life-long success through academic excellence and individual growth in a safe and supportive environment. To engage students in an appreciative pursuit of knowledge while entrusting them with responsibility and an inquisitive journey of self-improvement. By 2025 90% of students in grades 9-11 will be on-track for post-secondary training or employment. By 2030, 90% of graduates will be connected to post- secondary training or employment by the Fall immediately following graduation.

STEERING COMMITTEE

Name	Position	Building/Group
Floyd Brown	High School Assistant Principal	Lehigh Area High School
Samantha Kistler	Director of Special Services	Lehigh Area Administration
James Gurka	Special education teacher	LAHS
Allison Rheinhardt	Special Ed. teacher	LAHS
Kelli Costendbader	guidance counselor	LAHS
Kathy Martin	guidance counselor	LAHS
Gretchen Laviolette	Teacher	LAHS-Math
Melissa Blocker	Teacher	LAHS-Science
Eric Mushrush	Teacher	LAHS- ELA
Sharon Leitzel	Teacher	LAHS-ELA
Suzanne Howland	Principal	LASD
Allison Maini	Parent	Parent
Megan Repsher	Parent	Parent

Name	Position	Building/Group
Emma Repsher	Student	Student
Kerry Sittler	Board Member	School Board Member and Parent
Mary Figura	District Level Leaders	Assitant to the Superintendent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we identify and address individual student learning needs, curriculum and instruction will be aligned based on student achievement data in co-taught classrooms, and students will demonstrate improved achievement.	Mathematics English Language Arts
If we implement school wide positive behavior interventions and supports, then staff will support student needs and provide positive incentives for positive behavior, and student discipline referrals will reduce.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Using Student Achievement Data to Support Instructional Decision Making Exact Path"	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Fundamentals of Algebra	For students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

ELA

By June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Keystone Literature CDT from the fall baseline.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

School leadership schedules new math courses: Math Foundations, Algebra Foundations for 2023-2024 school year.

2023-07-01 -
2023-08-15

Counselors/Principal/
Math teachers

PowerSchool
Scheduler/PVASS/PSSA
results

Department Leaders and Special Education Teachers participate in Leading Data Team Training (based on Datawise Protocols) with CLIU Facilitators

2023-08-15 -
2023-09-01

Principal/Curriculum
Director

CLIU Staff, Student
Academic Data

Administer CDT Assessment for Algebra I & Exact Path Diagnostic for Math Foundations (Q1),(Q2), (Q3)

2023-09-06 -
2024-04-05

Principal/CDT Data
Leader

CDT and ExactPath

Department Leaders & Special Education Teachers lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom: (Q1),(Q2), (Q3)

2023-09-22 -
2024-04-05

Department
leaders/CDT Data
coach/Special
education teacher

Department meeting time
or Professional Learning
Days

Students in Math Foundations courses spend 40 minutes per week using Exact Path with goal to master 8 skills by course mid-point throughout the school year.

2023-09-22 -
2024-05-24

Math/Special
Education teacher

Exact Path

Teachers will share achievement data with students in Math to

2023-09-22 -

Math/Special

Assessment Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support goal setting for growth. (Q1),(Q2), (Q3)	2024-04-05	Education teacher	
Administer full CDT #3 or Exact Path Diagnostic to determine overall growth during year.	2024-05-02 - 2024-05-31	Teacher/CDT data coordinator	CDT

Anticipated Outcome

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

Monitoring/Evaluation

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and keystones

Evidence-based Strategy

SWPBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-

Goal Nickname	Measurable Goal Statement (Smart Goal)			
2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.				
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
PBIS Team establishes regular meeting schedule for the 2023-2024 school year	2023-08-01 - 2023-09-29	Team	Google doc	
3-5 positively and clearly state expectations are defined for the school, posted in public areas of the school	2023-08-01 - 2023-08-28	Principal	Matrix/banners	
School-wide teaching matrix is reviewed with all staff	2023-09-05 - 2023-09-08	SWPBIS team	Matrix	
Teaching plans developed for teaching school-wide expectations (faculty involved)	2023-09-05 - 2023-09-08	SWPBIS team	Plans sent	
System is developed to acknowledge/reward school-wide expectations	2023-09-08 - 2023-09-22	SWPBIS team	Reward System	
Team holds meeting with SWPBIS Coach	2024-01-02 - 2024-01-31	CLIU PBIS Coach	Training Material	
Anticipated Outcome				
Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.				

Monitoring/Evaluation

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>For students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic. (Fundamentals of Algebra)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making Exact Path"</p>	<p>Department Leaders and Special Education Teachers participate in Leading Data Team Training (based on Datawise Protocols) with CLIU Facilitators</p>	<p>08/15/2023 - 09/01/2023</p>
<p>By June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Keystone Literature CDT from the fall baseline. (ELA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs. (Attendance)	SWPBIS	Team holds meeting with SWPBIS Coach	01/02/2024 - 01/31/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

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

Chief School Administrator

School Improvement Facilitator Signature

Eric Lech

2023-07-31

Building Principal Signature

Suzanne Howland

2023-07-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA: Students with disabilities have a growth score of 63 which is an improvement from previous year.

Math: The all student group is exceeding the statewide growth standard with a score of 100.

Attendance: (All Student) The all student group had 87.1% regular attendance which is an increase over the previous year.

Professional development is being planned in diagnostic assessments to help track student growth.

Development of an assessment calendar to indicate assessment windows

All Student Group Meets Interim Goal/Improvement Target

Identify professional learning needs through analysis of a variety of data

Special Education staff completed Indicator 13 training, and have access to resources to make IEP's align to present education levels, transition grid and goal progress.

Challenges

Math Achievement for Students with Disabilities = 8.3% Math Growth for Students with Disabilities = 59 Both are decreases from previous years.

While this is improving, only 10% of students with disabilities are reaching proficiency in ELA.

College & Career Readiness: All students group, for the 2022 school year, 0% of the students are indicated to have completed the standard.

Attendance: Students with disabilities at 79% is below all student group that is on an upward trend at 87%

Students with Disabilities - 8% of students completing a Beginning and End Assessment demonstrated growth.

Skill levels demonstrated on CDT math by students with IEP are below grade level.

Benchmark is needed in science

No current benchmark data for current year, will look to add Study Island benchmark

Strengths

CDT training and assessments continue throughout the school year.

CDT assessments are being administered to all students in Keystone Algebra, English and Biology courses.

Use of CDT has become more consistent with students minimally scheduling for Beginning and End of Year CDT.

School climate survey conducted in spring of 2022.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Building partnerships with local businesses, community organizations, and other agencies to meet the needs of the school *

Engaged in Year 1 PBIS Development.

We will utilize the CLIU #21 to help train and facilitate learning in SEL and the CASEL format

Teachers engaged in CDT data analysis coaching with CLIU 21.

Challenges

Block scheduling only allows for 2 diagnostic assessments.

Individual student needs in Math and ELA need to be addressed in different capacities.

Collection of career readiness artifacts for students as they proceed to the high school level.

Regular attendance rate for students with IEP

Providing curriculum options that allow students to develop and grow their skills before state assessment.

Reaching significant growth and completing full CDT can be a challenge.

Graduation rate for students with IEP



Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Math Achievement for Students with Disabilities = 8.3%
Math Growth for Students with Disabilities = 59 Both are decreases from previous years.

Students need instruction that is targeted to meet their needs with expert teachers.

✓

While this is improving, only 10% of students with disabilities are reaching proficiency in ELA.

Lack of diagnostic, and targeted intervention tool

Attendance: Students with disabilities at 79% is below all student group that is on an upward trend at 87%

Discipline referrals have had increases. Teachers need support to better understand strategies to support students prior to referral.

✓

Individual student needs in Math and ELA need to be addressed in different capacities.

ADDENDUM B: ACTION PLAN

Action Plan: Using Student Achievement Data to Support Instructional Decision Making Exact Path"

Action Steps	Anticipated Start/Completion Date
School leadership schedules new math courses: Math Foundations, Algebra Foundations for 2023-2024 school year.	07/01/2023 - 08/15/2023
Monitoring/Evaluation	Anticipated Output
Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones	Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.
Material/Resources/Supports Needed	PD Step
PowerSchool Scheduler/PVASS/PSSA results	no

Action Steps**Anticipated Start/Completion Date**

Department Leaders and Special Education Teachers participate in Leading Data Team Training (based on Datawise Protocols) with CLIU Facilitators

08/15/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

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

CLIU Staff, Student Academic Data

yes



Action Steps**Anticipated Start/Completion Date**

Administer CDT Assessment for Algebra I & Exact Path Diagnostic for Math Foundations (Q1),(Q2), (Q3)

09/06/2023 - 04/05/2024

Monitoring/Evaluation**Anticipated Output**

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

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

CDT and ExactPath

no



Action Steps**Anticipated Start/Completion Date**

Department Leaders & Special Education Teachers lead collaborative departmental sessions to select priority instructional needs and identify focus strategies to implement in classroom: (Q1),(Q2), (Q3)

09/22/2023 - 04/05/2024

Monitoring/Evaluation**Anticipated Output**

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

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

Department meeting time or Professional Learning Days

no



Action Steps**Anticipated Start/Completion Date**

Students in Math Foundations courses spend 40 minutes per week using Exact Path with goal to master 8 skills by course mid-point throughout the school year.

09/22/2023 - 05/24/2024

Monitoring/Evaluation**Anticipated Output**

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

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

Exact Path

no



Action Steps**Anticipated Start/Completion Date**

Teachers will share achievement data with students in Math to support goal setting for growth. (Q1),(Q2), (Q3)

09/22/2023 - 04/05/2024

Monitoring/Evaluation**Anticipated Output**

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

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

Assessment Data

no



Action Steps**Anticipated Start/Completion Date**

Administer full CDT #3 or Exact Path Diagnostic to determine overall growth during year.

05/02/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Will be monitored through walk through/observations/data meeting and results based from grade performance/CDT/Exact Path and Keystones

Math Goal for students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.

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

CDT

no

Action Plan: SWPBIS

Action Steps**Anticipated Start/Completion Date**

PBIS Team establishes regular meeting schedule for the 2023-2024 school year

08/01/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.

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

Google doc

no



Action Steps**Anticipated Start/Completion Date**

3-5 positively and clearly state expectations are defined for the school, posted in public areas of the school

08/01/2023 - 08/28/2023

Monitoring/Evaluation**Anticipated Output**

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.

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

Matrix/banners

no



Action Steps**Anticipated Start/Completion Date**

School-wide teaching matrix is reviewed with all staff

09/05/2023 - 09/08/2023

Monitoring/Evaluation**Anticipated Output**

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.

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

Matrix

no



Action Steps**Anticipated Start/Completion Date**

Teaching plans developed for teaching school-wide expectations (faculty involved)

09/05/2023 - 09/08/2023

Monitoring/Evaluation**Anticipated Output**

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.

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

Plans sent

no



Action Steps**Anticipated Start/Completion Date**

System is developed to acknowledge/reward school-wide expectations

09/08/2023 - 09/22/2023

Monitoring/Evaluation**Anticipated Output**

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.

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

Reward System

no



Action Steps**Anticipated Start/Completion Date**

Team holds meeting with SWPBIS Coach

01/02/2024 - 01/31/2024

Monitoring/Evaluation**Anticipated Output**

Use of attendance via PowerSchool/Swiss referrals and rewards / Monthly meetings held to review data

Goal: By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs.

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

Training Material

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
For students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic. (Fundamentals of Algebra)	Using Student Achievement Data to Support Instructional Decision Making Exact Path"	Department Leaders and Special Education Teachers participate in Leading Data Team Training (based on Datawise Protocols) with CLIU Facilitators	08/15/2023 - 09/01/2023
By June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Keystone Literature CDT from the fall baseline. (ELA)			
By the end of the 2023-2024 school year, regular attendance for all students will improve by 2% from 2022-2023 SY and improve by 4% from the 2022-2023 SY for students with IEPs. (Attendance)	SWPBIS	Team holds meeting with SWPBIS Coach	01/02/2024 - 01/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Protocols and Leading Data Meetings,	Department Head, Grade Level, and Team Leaders	Data training will be provided and then followed up by providing coaching during data meetings throughout the year for these teacher leaders. Data Protocols and how to lead to data meetings to seek a growth mindset in our school.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
For students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.	08/14/2023 - 05/31/2024	Christin Adams- CLIU #21 Department Head teachers Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
1b: Demonstrating Knowledge of Students	
1e: Designing Coherent Instruction	
1e: Designing Coherent Instruction	



Professional Development Step	Audience	Topics of Prof. Dev
SWPBIS	SWPBIS team /Staff/CLIU coach	The implementation of the SWPBIS system to help change the paradigm of focus in culture from negative behaviors and exchanges to positive expectations and interactions.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Working with the Assistant Principal with a new data management system SWISS to track office referrals. We will measure how the teachers handed out positive reinforcement. Student bi-weekly monthly rewards will be given. Data on referrals based on Safe to Say, SAP referrals and LVHN referrals.	09/05/2023 - 06/11/2024	Administrative team/SWPBIS team members/all staff

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	



Professional Development Step	Audience	Topics of Prof. Dev
Data Protocols and Leading Data Meetings,	Department Head, Grade Level, and Team Leaders	Data training will be provided and then followed up by providing coaching during data meetings throughout the year for these teacher leaders. Data Protocols and how to lead to data meetings to seek a growth mindset in our school.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
For students enrolled in Algebra I, by June 2024, there will be an increase of 10% of Students with IEPs reaching the middle of the green on the Algebra I CDT. For students enrolled in math foundations courses, by June 2024, 90% of students will have a 12 point percentile gain on the Exact Path Diagnostic.	08/14/2023 - 05/31/2024	Christin Adams- CLIU #21 Department Head teachers Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings
1e: Designing Coherent Instruction	
1b: Demonstrating Knowledge of Students	
1b: Demonstrating Knowledge of Students	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
PowerSchool announcement	summary of goals	technology alert	9-12 families and staff	August
Review at board meeting	ATSI plan summary	Oral presentation	School board Workshop meeting	August 14, 2023
Faculty meeting session	Summary review- goals	oral presentation	High school staff	September 7 2023
