Profile and Plan Essentials

LEA Type		AUN	
School District		121394503	
Address 1			
1201 Shadow Oaks Ln			
Address 2			
City	**State**	**Zip Code**	
Slatington	PA	18080	
Chief School Administrator		**Chief School Administrator Email**	
Dr Matthew J Link		mlink@nlsd.org	
Single Point of Contact Name			
Dr. Tania Stoker			
Single Point of Contact Email			
tstoker@nlsd.org			
Single Point of Contact Phone Number			
6107679800			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Link	Administrator	District Office	mlink@nlsd.org
Tania Stoker	Administrator	District Office	tstoker@nlsd.org
Michele Dotta	Administrator	District Office	mdotta@nlsd.org
James Schnyderite	Administrator	Peters Elementary School	jschnyderite@nlsd.org
Todd Breiner	Administrator	Slatington Elementary School	tbreiner@nlsd.org
David Hauser	Administrator	Northern Lehigh Middle School	dhauser@nlsd.org
Michael Strohl	Administrator	Northern Lehigh Middle School and Northern Lehigh High School	mstrohl@nlsd.org
Scott Pyne	Administrator	District Office	spyne@nlsd.org
Susan Beil	Staff Member	Dist. Dept. Leader/ SES	sbeil@nlsd.org
Allison Chruscial	Staff Member	Dist. Dept Leader / NLHS	achruscial@nlsd.org
Jennifer Butz	Staff Member	Dist. Dept. Leader / PES / SES	jbutz@nlsd.org
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Jamie Bigley	Staff Member	Elem. Dept. Leader / PES	jbigley@nlsd.org
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Lynne Fedorcha	Community Member	Resident	N/A
Blasia Dunham	Staff Member	TIS / NLMS / NLHS	bdunham@nlsd.org
Robert Kern	Board Member	Board Member	rkern@nlsd.org
Gene Marks	Administrator	School Psychologist	gmarks@nlsd.org
Sue Mengel	Staff Member	School Counselor / SES	smengel@nlsd.org
Chelsea Breimann	Community Member	Nulton Diagnostic and Treatment Centers	cbreimann@nulton.com
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Krystle Tiedeman	Staff Member	Librarian / NLHS	ktiedeman@nlsd.org
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Sidney Snyder	Staff Member	School Psychologist	ssnyder@nlsd.org
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AS	Student	HS Student	N/A
Daniel Williams	Administrator	Northern Lehigh Middle School and Northern Lehigh High School	dwilliams@nlsd.org
Josie Flugger	Staff Member	Reading Specialist / PES	jflugger@nlsd.org
Caitlyn Wilder	Staff Member	Teacher / NLHS	cwilder@nlsd.org
Mikayla Vangelo	Staff Member	Teacher / NLMS / NLHS	mvangelo@nlsd.org
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Matthew Klipple	Staff Member	Teacher / PES	mklipple@nlsd.org
Monica Stoeckel	Parent	Parent	N/A

LEA Profile

The Northern Lehigh School District is located on the northern tip of Lehigh County in eastern Pennsylvania. The district is 90 miles north of Philadelphia and bordered by Northampton and Carbon Counties. The District is primarily rural, but is close to post-secondary educational facilities such as Lehigh Carbon Community College in Schnecksville, Muhlenberg College and DeSales University in Allentown, and Moravian College and Lehigh University in Bethlehem. It is also close to cultural offerings such as the symphony, theater, and museums in Allentown and Bethlehem. Northern Lehigh School District has an average enrollment around 1550-1600 students each school year. The District has maintained a long standing commitment to educational excellence, community strength, and student success.

While this community is free from industrial growth, within the community boundaries are scenic hiking and biking trails. The community is in close proximity to the Appalachian Trail and Lehigh River, and boasts additional recreational activities such as white water rafting, canoeing, and kayaking. The Lehigh Gap Nature Center, located to the north of the district and at the foot of the Kittatinny Ridge, is a wildlife refuge and habitat and serves as an outdoor classroom to support local educational programs.

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

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

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

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

Mission and Vision

Mission

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

Vision

VISION Our vision is that every one of us embraces our dual role as teachers and learners.   It is our vision that we find the courage and empathy to hold each other accountable and ensure that the impact of our actions is shared and heard.   It is our vision that we cultivate shared trust through words and actions.   While not insulated from the effects of the world around us, and absolutely determined to impact it, we do not accept disrespect, nor contempt as a norm. By eliminating these distractions, we can face the challenges and help each member of this community live, learn, and lead.   We envision a community with countless untold stories that seeks to understand and support each other under the core commitments.   As teachers and learners, we commit to share in the following: COMMITMENTS With support and continuous feedback, every learner will find success. By using sound information and a consistent process we will continuously improve.   Acknowledging that each learner's story starts before they come to school and continues after they leave, we will make the most of the time we have together to help each other become stronger for the next chapter.   We will help each learner gain the tools necessary to achieve their vision and make a masterpiece of their life.   We strive to become a fearless organization, in which openness is encouraged, trust is built, and shame is diminished, paving the way for honesty and transparency.   We aim to make the spaces where learning happens safe, functional, and beautiful, elevating opportunities for learners to interact and engage over "group worthy" problems each day.   We will not merely accept but embrace and value the diverse population we serve, recognizing that diversity creates the kind of perfect friction that makes us both sharper and more polished.   We will use data to make decisions while never forgetting that the numbers are all attached to people, and that there is deeper meaning found in connecting the two.   We will be bold and courageous. We honor failure as a necessary part of the learning process.   We will be consistent in these values for all learners, supporting them in achieving their goals and maximizing the time they spend learning by respecting where they are in their learning.   We will choose the right tool for the job and measure twice and cut once out of respect for the value of our skills and their power to maximize the resources we have.   We will do all of this by design, each responsible for their part, to shape each other's individual stories while also taking deep pride in the story we write together.

Educational Values

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)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark (SE, MS, HS)	For each of the 5th, 8th and 11th grade benchmarks, our schools scored 100%. This exceeded both the statewide average of 91.4% and the statewide performance standard of 98%.
Regular Attendance (PE, SE, MS, HS)	PE = 86.1%, SE = 91.6%, MS = 85.2%, HS = 87.2% Each school surpassed the statewide average of 78.1%. However, no school met the statewide performance standard of 94.1%. Both PE and HS increased almost 4 percentage points from the previous year.
ELA Achievement and Growth (MS)	MS = 54.7% Proficient/Advanced Surpassed the statewide average of 53.9%. MS = 16.5% Advanced Surpassed the statewide average of 12.4% SE =76.0 Growth Exceeded the statewide average growth score of 75.4 Exceeded the statewide growth standard of 70.0
Math Achievement and Growth (HS)	HS = 45.9% Proficient/Advanced Increased 20.5 percentage points and surpassed the statewide average of 40.2% HS = 90.0 Growth Exceeded the statewide average growth score of 74.9. Exceeded the statewide growth standard of 70.0 PVAAS Growth has been in the light/dark blue the past 3 years
Science Achievement and Growth (SE)	SE = 80.3% Proficient/Advanced Surpassed the statewide average of 59.2%. Surpassed the interim goal of 73.1% for 23-24. SE = 100.0 Growth Exceeded the statewide average growth score of 74.7. Exceeded the statewide growth standard of 70.0
ELA Growth (SE, HS)	SE = 100.0 Increased 31 points, surpassed the statewide average growth score of 75.4 and surpassed the statewide growth standard of 70.0 HS = 78.0 Increased 24.0 points, surpassed the statewide average growth score of 75.4 and surpassed the statewide growth standard of 70.0
Science Achievement (MS)	MS = 23.3% Advanced Increased 13.9 percentage points from the previous year.
Science Growth (HS)	HS = 100.0 Growth Increased 44 points, surpassed the statewide average growth score of 74.7 and surpassed the statewide growth standard of 70.0
Graduation (HS)	HS (4 YR) = 90.4% Increased about 1 percentage point, surpassed the statewide average of 87.6% and the interim target of 88.3%, but have not yet reached the statewide 2033 goal of 92.4%
Industry Based Learning (HS)	HS = 53.8% Increased 5.5 percentage points, exceeded the statewide average of 39.2% and exceeded the statewide performance standard of 30.7%. Additionally 22.6% of graduates earned a competent or advanced score on NOCTI/NIMS, which is up 7.3 percentage points from the previous year.

Challenges

Indicator	Comments/Notable Observations
ELA Achievement (SE)	SE = 45.5% Proficient/Advanced Below statewide average of 53.9% and lower than the interim targets of 53.4% for 23-24. Subject Year School Grade A+P ELA 2021 SE 3 45.3% ELA 2022 SE 3 42.7% ELA 2023 SE 3 49.1% ELA 2024 SE 3 32.1% ELA 2021 SE 4 51.0% ELA 2022 SE 4 48.5% ELA 2023 SE 4 42.2% ELA 2024 SE 4 50.9% ELA 2021 SE 5 55.9% ELA 2022 SE 5 52.7% ELA 2023 SE 5 48.5% ELA 2024 SE 5 51.2% ELA 2021 SE 6 50.0% ELA 2022 SE 6 61.9% ELA 2023 SE 6 53.2% ELA 2024 SE 6 46.7%
Math Achievement and Growth (MS)	MS = 27.8% Proficient/Advanced Below statewide average of 40.2% MS Growth = 66.3 Did not meet statewide average of 74.9 or Statewide Growth Standard of 70.0 Subject Year School Grade A+P Math 2021 MS 7 16.8% Math 2022 MS 7 22.3% Math 2023 MS 7 41.0% Math 2024 MS 7 33.0% Math 2021 MS 8 12.9% Math 2022 MS 8 3.4% Math 2023 MS 8 9.5% Math 2024 MS 8 22.3% Subject Year School Grade Growth Math 2021 MS 7 -2.17 Math 2022 MS 7 1.77 Math 2023 MS 7 -1.26 Math 2024 MS 7 -2.26 Math 2021 MS 8 -2.90 Math 2022 MS 8 -2.02 Math 2023 MS 8 -4.00 Math 2024 MS 8 -4.34
Science Growth (MS)	MS Growth = 58.0 Did not meet statewide average of 74.7 or Statewide Growth Standard of 70.0 Subject Year School Grade Growth Sci 2021 MS 8 -1.58 Sci 2022 MS 8 -5.03 Sci 2023 MS 8 -2.51 Sci 2024 MS 8 -2.15
ELA Achievement (HS)	HS = 50.9% Proficient/Advanced Below statewide average of 53.9% and lower than the interim target of 70.3% for 23-24. Subject Year School Grade A+P Lit 2021 HS 9-12 IS Lit 2022 HS 9-12 51.4% Lit 2023 HS 9-12 52.7% Lit 2024 HS 9-12 50.9%
Bio Achievement (HS)	HS = 41.2% Proficient/Advanced Below statewide average of 59.2% and lower than the interim target of 73.1% for 23-24. Subject Year School Grade A+P Bio 2021 HS 9-12 IS Bio 2022 HS 9-12 47.7% Bio 2023 HS 9-12 53.8% Bio 2024 HS 9-12 41.2%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
Math Achievement (MS)	2024 - 97% Proficient/Advanced on Algebra I Keystone

Grade Level(s) and/or Student Group(s) 8th Grade - All Student Group - Keystone Algebra I	
Indicator Math Growth (HS) **Grade Level(s) and/or Student Group(s)** HS	**Comments/Notable Observations** Algebra I Growth Index for HS has been well above the growth standard for the past four years (21 = 1.36, 22 = 2.52, 23 = 3.32, 24 = 3.47)

Challenges

Indicator ELA Achievement (SE, MS, HS) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** SE ED = 31% vs All Student Group = 45% MS ED = 40% vs All Student Group = 54.7% HS ED = 38% vs All Student Group = 50.9%
Indicator ELA Achievement (SE, MS, HS) **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** SE IEP = 10% vs All Student Group = 45% MS IEP = 19% vs All Student Group = 54.7% HS IEP = 15% vs All Student Group = 50.9%
Indicator Math Achievement (SE, MS, HS) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** SE ED = 20% vs All Student Group = 38% MS ED = 20% vs All Student Group = 27.8% HS ED = 31% vs All Student Group = 45.9%
Indicator	**Comments/Notable Observations**

Math Achievement (SE, MS, HS) **Grade Level(s) and/or Student Group(s)** Students with Disabilities	SE IEP = 8% vs All Student Group = 38% MS IEP = 14% vs All Student Group = 27.8% HS IEP = 10% vs All Student Group = 45.9%
Indicator Regular Attendance (PE, MS, HS) **Grade Level(s) and/or Student Group(s)** Hispanic, Economically Disadvantaged	**Comments/Notable Observations** PE Hispanic Subgroup = 68.8% Over the past 3 years, the attendance rate of this subgroup has dropped off about 15 percentage points and is about the same number of percentage points lower than the all student group for 23-24 MS Hispanic = 71.7% and Economically Disadvantaged = 75.2% These groups have been historically lower than the all student group by 13 or less percentage points HS Hispanic = 72.2% and Economically Disadvantaged = 77.3% These groups have been historically lower than the all student group by 10 or less percentage points

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Standards Benchmark - For each of the 5th, 8th and 11th grade benchmarks, our schools scored 100%. This exceeded both the statewide average of 91.4% and the statewide performance standard of 98%.
Graduation - HS (4 YR) = 90.4%- Increased 1%, surpassed the statewide average of 87.6% and the interim target of 88.3%.
Industry Based Learning - HS = 53.8%- Increased 5.5 percentage points, exceeded the statewide average of 39.2% and exceeded the statewide performance standard of 30.7%. Additionally 22.6% of graduates earned a competent or advanced score on NOCTI/NIMS, which is up 7.3 percentage points from the previous year.
Slatington's 80.3% Proficient/Advanced in science surpasses the statewide average of 59.2%, exceeds the 2023-2024 interim target of 73.1%, and is approaching the statewide 2033 goal of 83.0%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

In most content areas (ELA/Lit, Math/Alg I, Sci/Bio) at all levels (elementary, middle and high school levels) the percent of students that are scoring advanced or proficient on state assessments is lower than the interim target and state average.
Students who are economically disadvantaged, have disabilities (served through an IEP) or are Hispanic are consistently achieving lower than the "All Student Group" at all levels (elementary, middle and high school) and most content areas (ELA/Lit, Math/Alg I, Sci/Bio).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
23-24 PES Reading Data (DIBLES)	K - BOY 53% Core Support, EOY 84% Core Support - 31% growth 1st - BOY 47% Core Support, EOY 59% Core Support - 12% growth 2nd - BOY 61% Core Support, EOY 71% Core Support - 10% growth All PES - BOY 53% Core Support, EOY 71% Core Support - 18% growth
23-24 SES ELA Data (IXL)	Grades 3-6 BOY 38% On or Above Grade Level, EOY 52% On or Above Grade Level
23-24 MS ELA Data (IXL)	Grades 7-8 BOY 39% On or Above Grade Level, EOY 37% On or Above Grade Level
23-24 HS ELA Data (IXL)	Grades 9-12 BOY 21% On or Above Grade Level, EOY 36% On or Above Grade Level

English Language Arts Summary

Strengths

PES - School grew 18% in ELA from BOY to EOY as evidenced by DIBELS
SES - Increase of 14% in ELA from BOY to EOY
HS - School grew by 15% in ELA from BOY to EOY as evidenced by IXL

Challenges

Although there was growth in ELA, the percentage of students at Core Support in 1st and 2nd grades is still relatively low (59% and 71% respectively at EOY), especially compared to the 31% growth in Kindergarten.
MS - School decreased 2% in ELA from BOY to EOY as evidenced by IXL
Despite progress, 36% of high school students are still not meeting grade-level expectations by EOY in ELA/Lit, showing a significant gap in performance.

Mathematics

Data	Comments/Notable Observations
23-24 PES Math Data (Imagine Math)	K - BOY 6% Prof/Adv, EOY 65% Prof/Adv - 59% growth 1st - BOY 46% Prof/Adv, EOY 93% Prof/Adv - 47% growth 2nd - BOY 58% Prof/Adv, EOY 90% Prof/Adv - 32% growth
23-24 SES Math Data (IXL)	Grades 3-6 BOY 33% On or Above Grade Level, EOY 41% On or Above Grade Level
23-24 MS Math Data (IXL)	Grades 7-8 BOY 22% On or Above Grade Level, EOY 26% On or Above Grade Level
23-24 HS Math Data (IXL)	Grades 9-12 BOY 4% On or Above Grade Level, EOY 32% On or Above Grade Level

Mathematics Summary

Strengths

PES - All grades grew significantly between 32% and 59% from BOY to EOY in math.
SES - Moderate improvement from BOY to EOY with 8% increase in students on or above grade level in math.
HS - School grew significantly 28% in math from BOY to EOY as evidenced by IXL

Challenges

MS - Minimal increase of 4% in students on or above grade level from BOY to EOY in math.
PE to SE - It is challenging to gauge progress on local math assessments at the elementary level for the 2023-24 school year due to the use of two different tools and platforms, which limits the ability to make consistent comparisons or analyze trends.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
23-24 HS Sci Data (CDT)	Grades 9-12 BOY 5% mastered skills, EOY 20% mastered skills PVAAS Growth Index = 2.58 (Dark Blue)

Science, Technology, and Engineering Education Summary

Strengths

HS - School grew 15% in sci achievement from BOY to EOY and had a PVAAS growth score of 2.58 (dark blue) as evidenced by CDT
SE - Has started to use CDT to gauge science achievement and growth at the local level

Challenges

A more uniform way to measure science progress locally, like we do for math and ELA is needed across all levels.

It is difficult to find time to adequately address science standards at the elementary levels to the extent that ELA and math are addressed.

Related Academics

Career Readiness

Data	Comments/Notable Observations
We have 120 students in our HS attending CTE for 1/2 day or full day program	This represents ~30% of our HS population. Students are graduating with certifications and skills to enter into the workforce or continue their education. We had 53.8% Industry Based Learning, which exceeded the statewide average of 39.2% and the state performance standard of 30.7%. Of those, 22.6% scored Competent or Advanced on NOCTI/NIMS, 38.7% earned an industry recognized credential and 50.9% completed a work-based learning experience.
Rigorous Courses of Study	We had 69.8% of students participate in rigorous courses of study which exceeded the statewide average of 56.4%. Specifically, 26.4% of graduates took an AP course, 49.1% took dual enrollment and 25.5% of CTE concentrators were eligible for statewide articulated postsecondary credits.
Comprehensive Guidance Plan (339) Advisory Council	Feedback from our Comprehensive Guidance Plan (339) Advisory Council suggests exploring opportunities for students who do not attend the Career and Technical Center (CTC) to engage in internships, job shadowing, and similar experiences.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
23-24 Act 35	103 HS students took the assessment. All passed it. 7 scored a perfect 100%.

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Cedar Crest College

Agreement Type

Dual Credit

Program/Course Area

Math, Business

Uploaded Files

Cedar Crest DA Agreement 2024-04-10 to 2029-04-09.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Psychology

Uploaded Files

Pitt DA Agreement 2024-08 to 2028-06.pdf

Partnering Institution

Pennsylvania State University

Agreement Type

Dual Credit

Program/Course Area

Emerging Health

Uploaded Files

Penn State DA Agreement 2023-05-08 to 2028-05-07.pdf

Partnering Institution

Lehigh Carbon Community College

Agreement Type

Dual Credit

Program/Course Area

Any course for which they meet the pre-requisites

Uploaded Files

LCCC DA Agreement 2022-07-01 to end of SY22-23.pdf

Summary

Strengths
Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our high school boasts participation in a strong Career and Technical Education (CTE) program, with 120 students (approximately 30% of the student population) enrolled in half-day or full-day programs. Students graduate with valuable certifications and skills, positioning them well for the workforce or further education. Notably, our Industry-Based Learning rate is 53.8%, surpassing both the statewide average of 39.2% and the state performance standard of 30.7%. Furthermore, 22.6% of students scored Competent or Advanced on NOCTI/NIMS, 38.7% earned an industry-recognized credential, and 50.9% participated in work-based learning experiences.

Through partnerships with multiple post-secondary institutions, our district offers a robust selection of rigorous courses, with 69.8% of students participating, well above the statewide average of 56.4%. Specifically, 26.4% of graduates completed AP courses, 49.1% engaged in dual enrollment, and 25.5% of CTE concentrators were eligible for statewide articulated postsecondary credits.

In 23-24, 103 HS students took the Act 35 Civics assessment. All passed it. 7 scored a perfect 100%.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Feedback from our Comprehensive Guidance Plan (339) Advisory Council suggests exploring opportunities for students who do not attend the Career and Technical Center (CTC) to engage in internships, job shadowing, and similar experiences. This would allow them to gain valuable real-world skills and career insights.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index = IS	We do not have enough ESL students in each school to meet the n-count required.
WIDA / ACCESS for ELLs and Alternate ACCESS for ELLS: PES = 2.9 SES = 3.1 MS = 2.7 HS = 2.9 Highest = 5.1 Lowest = 1.2 1/3 of our MLLs are newcomers.	We looked at WIDA scores in absence of state data. Most of our MLLs are in the "Beginning" or "Developing" stages. Each year, we do have a few students who place out of the program and become exit monitor.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ELA - Gr 3-5 - SpecEd 12%, All Students 45% ELA - Gr 6-8 - SpecEd 14%, All Students 52% Lit - HS - SpecEd 20%, All Students 53% Math - Gr 3-5 - SpecEd 12%, All Students 42% Math - Gr 6-8 - SpecEd 9%, All Students 25% Alg I - HS - SpecEd 7%, All Students 48% Sci - All Gr - SpecEd 33%, All Students 70% Bio - HS - SpecEd 13%, All Students 42%	At NLSD, Spec Ed students do not perform as well as the all student group on state assessments.
PVAAS Growth SES ELA 23/24 = 90	In some areas, special ed students had great growth.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ELA - Gr 3-5 - ED 36%, All Students 45% ELA - Gr 6-8 - ED 37%, All Students 52% Lit - HS - ED 41%, All Students 53% Math - Gr 3-5 - ED 32%, All Students 42% Math - Gr 6-8 - ED 11%, All Students 25% Alg I - HS - ED 36%, All Students 48% Sci - All Gr - ED 60%, All Students 70% Bio - HS - ED 29%, All Students 42%	At NLSD, ED students do not perform as well as the all student group on state assessments.
PVAAS	

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	At NLSD, Hispanic students do not perform as well as the all student group on state assessments. ELA - Gr 3-5 - Hispanic 31%, All Students 49% ELA - Gr 6-8 - Hispanic 26%, All Students 57% Lit - HS - Hispanic 22%, All Students 58% Math - Gr 3-5 - Hispanic 27%, All Students 48% Math - Gr 6-8 - Hispanic 11%, All Students 27% Alg I - HS - Hispanic 12%, All Students 53% Sci - All Gr - Hispanic 45%, All Students 76% Bio - HS - Hispanic 15%, All Students 53%

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Over 73% of the student in the ELDP improved on their WIDA exams from the prior year.
Students with disabilities had significant growth in some tested areas.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students who are economically disadvantaged do not perform as well as the all student group on state assessments
Students with disabilities do not perform as well as the all student group on state assessments
Hispanic students do not perform as well as the all student group on state assessments.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	* The district serves 1,616 students, with 319 (approximately 19.72%) receiving special education services. * The district is not flagged for any state indicators, including areas such as suspension/expulsion by race/ethnicity, disproportionate representation, timely initial evaluations, and least restrictive environments. * The district aims to increase the percentage of students educated inside the regular classroom for 80% or more of the time. Currently, the district is 11.9% below the state average for this metric. For students educated in the regular classroom for less than 40% of the time, the district is 2.7% above the state average.. * The district contracts with external providers for services such as Board Certified Behavior Analyst (BCBA), social work, occupational therapy, and speech and language therapy. * Special and regular education staff collaborate to provide supplemental aids and services, as well as standards-aligned instruction.
Title 1 Program	* Both of our elementary schools are Title I schools (Peters K-2 and Slatington 3-6). * We employ 3 reading specialists at the primary level and 2 reading specialists and 2 paraprofessionals at the upper elementary level to supporting literacy. * Family engagement meetings happen monthly at the elementary level. Administrators, teachers and parents/guardians come together to discuss various topics. These lead to actionable items for continuous improvement in the buildings.
Student Services	* We have on sight mental health services K-12. * We provide an afterschool Schools and Homes in Education (SHINE) Program in conjunction with Lehigh Carbon Community College (LCCC) for elementary students and a summer STEAM program for students at multiple levels. * We have contracted with a social worker K-12. * We have a variety of extra-curricular academic, athletic and arts programs. * All schools host monthly family engagement meetings.
K-12 Guidance Plan (339 Plan)	* We have an active Advisory Council that meets twice annually to discuss services and opportunities for students. Many members of the larger community sit on this council. * We infuse college, career and military topics from K-12. * For several years, our 5th, 8th and 11th grade students have met the College and Career benchmark at 100% * We proactively address transitions between schools so that students and their families feel ease with moving from one school to the next.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Although parents/guardians attend monthly Family Engagement Meetings and provide quality feedback. It is difficult to grow the number of families that attend each month.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Our district partners with resources within the community to provide resources and services to students and families.
The district is fiscally responsible. We prioritize spending on the things we believe are needs and not wants. We determine this through committees of the board with stakeholder involvement. We look for investment and grant opportunities often. We continue to upgrade programs and facilities. We are in the process of conducting a feasibility study to further prioritize spending.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

We need to set high expectations for all students and challenge them to learn and grow through a rigorous curriculum that includes supports that meet them at their level.
We need to continue to examine data and use it to drive decisions.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Standards Benchmark - For each of the 5th, 8th and 11th grade benchmarks, our schools scored 100%. This exceeded both the statewide average of 91.4% and the statewide performance standard of 98%.	True
Graduation - HS (4 YR) = 90.4%- Increased 1%, surpassed the statewide average of 87.6% and the interim target of 88.3%.	True
Industry Based Learning - HS = 53.8%- Increased 5.5 percentage points, exceeded the statewide average of 39.2% and exceeded the statewide performance standard of 30.7%. Additionally 22.6% of graduates earned a competent or advanced score on NOCTI/NIMS, which is up 7.3 percentage points from the previous year.	False
PES - School grew 18% in ELA from BOY to EOY as evidenced by DIBELS	False
SES - Increase of 14% in ELA from BOY to EOY	False
PES - All grades grew significantly between 32% and 59% from BOY to EOY in math.	False
Slatington's 80.3% Proficient/Advanced in science surpasses the statewide average of 59.2%, exceeds the 2023-2024 interim target of 73.1%, and is approaching the statewide 2033 goal of 83.0%.	False
SES - Moderate improvement from BOY to EOY with 8% increase in students on or above grade level in math.	False
HS - School grew by 15% in ELA from BOY to EOY as evidenced by IXL	False
HS - School grew 15% in sci achievement from BOY to EOY and had a PVAAS growth score of 2.58 (dark blue) as evidenced by CDT	False
Our district partners with resources within the community to provide resources and services to students and families.	False
The district is fiscally responsible. We prioritize spending on the things we believe are needs and not wants. We determine this through committees of the board with stakeholder involvement. We look for investment and grant opportunities often. We continue to upgrade programs and facilities. We are in the process of conducting a feasibility study to further prioritize spending.	False
Our high school boasts participation in a strong Career and Technical Education (CTE) program, with 120 students (approximately 30% of the student population) enrolled in half-day or full-day programs. Students graduate with valuable certifications and skills, positioning them well for the workforce or further education.	False

Notably, our Industry-Based Learning rate is 53.8%, surpassing both the statewide average of 39.2% and the state performance standard of 30.7%. Furthermore, 22.6% of students scored Competent or Advanced on NOCTI/NIMS, 38.7% earned an industry-recognized credential, and 50.9% participated in work-based learning experiences.	
Through partnerships with multiple post-secondary institutions, our district offers a robust selection of rigorous courses, with 69.8% of students participating, well above the statewide average of 56.4%. Specifically, 26.4% of graduates completed AP courses, 49.1% engaged in dual enrollment, and 25.5% of CTE concentrators were eligible for statewide articulated postsecondary credits.	False
HS - School grew significantly 28% in math from BOY to EOY as evidenced by IXL	False
Over 73% of the student in the ELDP improved on their WIDA exams from the prior year.	False
Students with disabilities had significant growth in some tested areas.	False
SE - Has started to use CDT to gauge science achievement and growth at the local level	False
In 23-24, 103 HS students took the Act 35 Civics assessment. All passed it. 7 scored a perfect 100%.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
In most content areas (ELA/Lit, Math/Alg I, Sci/Bio) at all levels (elementary, middle and high school levels) the percent of students that are scoring advanced or proficient on state assessments is lower than the interim target and state average.	True
Students who are economically disadvantaged, have disabilities (served through an IEP) or are Hispanic are consistently achieving lower than the "All Student Group" at all levels (elementary, middle and high school) and most content areas (ELA/Lit, Math/Alg I, Sci/Bio).	True
Although there was growth in ELA, the percentage of students at Core Support in 1st and 2nd grades is still relatively low (59% and 71% respectively at EOY), especially compared to the 31% growth in Kindergarten.	False
MS - School decreased 2% in ELA from BOY to EOY as evidenced by IXL	False
Despite progress, 36% of high school students are still not meeting grade-level expectations by EOY in ELA/Lit, showing a significant gap in performance.	False
MS - Minimal increase of 4% in students on or above grade level from BOY to EOY in math.	False

We need to set high expectations for all students and challenge them to learn and grow through a rigorous curriculum that includes supports that meet them at their level.	True
We need to continue to examine data and use it to drive decisions.	True
Feedback from our Comprehensive Guidance Plan (339) Advisory Council suggests exploring opportunities for students who do not attend the Career and Technical Center (CTC) to engage in internships, job shadowing, and similar experiences. This would allow them to gain valuable real-world skills and career insights.	False
A more uniform way to measure science progress locally, like we do for math and ELA is needed across all levels.	False
Students who are economically disadvantaged do not perform as well as the all student group on state assessments	False
Students with disabilities do not perform as well as the all student group on state assessments	False
Hispanic students do not perform as well as the all student group on state assessments.	False
PE to SE - It is challenging to gauge progress on local math assessments at the elementary level for the 2023-24 school year due to the use of two different tools and platforms, which limits the ability to make consistent comparisons or analyze trends.	False
It is difficult to find time to adequately address science standards at the elementary levels to the extent that ELA and math are addressed.	False
Although parents/guardians attend monthly Family Engagement Meetings and provide quality feedback. It is difficult to grow the number of families that attend each month.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
We need to set high expectations for all students and challenge them to learn and grow through a rigorous curriculum that includes supports that meet them at their level.	We need to establish and maintain high expectations for all students, providing them with a rigorous curriculum that is supported by targeted interventions, ensuring that each student is challenged and supported according to their individual needs to promote growth and achievement.	True
We need to continue to examine data and use it to drive decisions.	We need to consistently analyze data and use it to inform decision-making, ensuring that our practices and strategies are responsive to student needs and drive continuous improvement.	False
In most content areas (ELA/Lit, Math/Alg I, Sci/Bio) at all levels (elementary, middle and high school levels) the percent of students that are scoring advanced or proficient on state assessments is lower than the interim target and state average.	We recognize that we are still closing the gaps coming off of the pandemic in certain areas. We also discussed how national, state and local trends in this area are similar.	True
Students who are economically disadvantaged, have disabilities (served through an IEP) or are Hispanic are consistently achieving lower than the "All Student Group" at all levels (elementary, middle and high school) and most content areas (ELA/Lit, Math/Alg I, Sci/Bio).	During the pandemic, we used some of our ESSER monies to focus in on providing support and services to historically underperforming groups of students. Subgroups are also not bouncing back fully since the pandemic, just like the all student group.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Standards Benchmark - For each of the 5th, 8th and 11th grade benchmarks, our schools scored 100%. This exceeded both the statewide average of 91.4% and the statewide performance standard of 98%.	Significant progress in this area noted from a few years ago when our HS was identified as TSI in this area for a subgroup at 54.6%. Systems were greatly improved and everyone is coming together to meet this requirement in our schools.

| Graduation - HS (4 YR) = 90.4%- Increased 1%, surpassed the statewide average of 87.6% and the interim target of 88.3%. | Many districts struggle with getting students to the "finish line". We are proud of our graduation rates. |

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our goal is to continuously update and refine the curriculum to maintain rigor and alignment with high expectations for all students. This includes the ongoing evaluation and improvement of common assessments to ensure they effectively measure student outcomes and drive meaningful instructional decisions
	Our goal is to evaluate and utilize data effectively across all content areas (ELA/Literature, Math/Algebra I, Science/Biology) and grade levels to identify trends, inform instructional decisions, and monitor progress toward meeting or exceeding state assessment benchmarks.
	We need to evaluate and strengthen our Multi-Tiered System of Support (MTSS) to ensure it provides data-driven, targeted interventions that address the specific needs of student subgroups (e.g., economically disadvantaged students, students with disabilities, Hispanic students). By identifying areas for improvement and personalizing support across all content areas and grade levels, we can close achievement gaps and promote equitable outcomes for all learners.

Goal Setting

Priority: Our goal is to continuously update and refine the curriculum to maintain rigor and alignment with high expectations for all students. This includes the ongoing evaluation and improvement of common assessments to ensure they effectively measure student outcomes and drive meaningful instructional decisions

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By the end of the 2027–2028 school year, our district will complete a comprehensive cycle of curriculum updates, assessment refinement, and evaluation of outcomes to ensure all content areas remain rigorous, aligned with standards, and responsive to student needs. This process will include: 2027–2028: Finalizing curriculum and assessment updates for FCS, Health/PE, Science, and Career Education while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement. [2028-2029: Finalizing curriculum and assessment updates for Art, Music, Library while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement.]

Measurable Goal Nickname (35 Character Max)
Curriculum, Assessment and Evaluation of Outcomes

Target Year 1	Target Year 2	Target Year 3
2025–2026: Completing curriculum and assessment revisions for Math, ELA, Foreign Language, and ELDP, incorporating common assessment data to identify areas for growth, implementing targeted supports, and evaluating outcomes to inform instructional practices.	2026–2027: Refining curricula and assessments for SEL, Social Studies, Business, and Technology, ensuring alignment with district and state standards, addressing diverse learning needs, and evaluating the impact of changes on student outcomes.	By the end of the 2027–2028 school year, our district will complete a comprehensive cycle of curriculum updates, assessment refinement, and evaluation of outcomes to ensure all content areas remain rigorous, aligned with standards, and responsive to student needs. This process will include: 2027–2028: Finalizing curriculum and assessment updates for FCS, Health/PE, Science, and Career Education while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement. [2028-2029: Finalizing curriculum and assessment updates for Art, Music, Library while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement.]

Priority: Our goal is to evaluate and utilize data effectively across all content areas (ELA/Literature, Math/Algebra I, Science/Biology) and grade levels to identify trends, inform instructional decisions, and monitor progress toward meeting or exceeding state assessment benchmarks.

Outcome Category
Essential Practices 4: Implement Data-Driven Human Capital Strategies

Measurable Goal Statement (Smart Goal)
By the end of the 2027–2028 school year, our district will evaluate and utilize data effectively across all content areas (ELA/Literature, Math/Algebra I, Science/Biology) and grade levels to identify trends, inform instructional decisions, and monitor progress toward meeting or exceeding state assessment benchmarks. Achievement targets will be met by increasing the percentage of students scoring at or above benchmarks in line with the specific goals for each school and content area. 2027–2028 School Year: Peters ELA: 80% of students in 2nd grade will be at/above benchmark Slatington Elementary ELA: 72% proficient/advanced Slatington Elementary Math: 62% proficient/advanced Middle School ELA: 71% proficient/advanced Middle School Math: 56% proficient/advanced Middle School Science: 74% proficient/advanced High School ELA: 72% proficient/advanced High School Math: 67% proficient/advanced High School Science: 62% proficient/advanced

Measurable Goal Nickname (35 Character Max)
Achievement

Target Year 1	Target Year 2	Target Year 3
2025–2026 School Year: Peters ELA: 70% of students in 2nd grade will be at/above benchmark Slatington Elementary ELA: 57% proficient/advanced Slatington Elementary Math: 50% proficient/advanced Middle School ELA: 63% proficient/advanced Middle School Math: 42% proficient/advanced Middle School Science: 62% proficient/advanced High School ELA: 58% proficient/advanced High School Math: 53% proficient/advanced High School Science: 48% proficient/advanced	2026–2027 School Year: Peters ELA: 75% of students in 2nd grade will be at/above benchmark Slatington Elementary ELA: 64% proficient/advanced Slatington Elementary Math: 56% proficient/advanced Middle School ELA: 67% proficient/advanced Middle School Math: 49% proficient/advanced Middle School Science: 68% proficient/advanced High School ELA: 65% proficient/advanced High School Math: 60% proficient/advanced High School Science: 55% proficient/advanced	By the end of the 2027–2028 school year, our district will evaluate and utilize data effectively across all content areas (ELA/Literature, Math/Algebra I, Science/Biology) and grade levels to identify trends, inform instructional decisions, and monitor progress toward meeting or exceeding state assessment benchmarks. Achievement targets will be met by increasing the percentage of students scoring at or above benchmarks in line with the specific goals for each school and content area. 2027–2028 School Year: Peters ELA: 80% of students in 2nd grade will be at/above benchmark Slatington Elementary ELA: 72% proficient/advanced

		Slatington Elementary Math: 62% proficient/advanced Middle School ELA: 71% proficient/advanced Middle School Math: 56% proficient/advanced Middle School Science: 74% proficient/advanced High School ELA: 72% proficient/advanced High School Math: 67% proficient/advanced High School Science: 62% proficient/advanced

Priority: We need to evaluate and strengthen our Multi-Tiered System of Support (MTSS) to ensure it provides data-driven, targeted interventions that address the specific needs of student subgroups (e.g., economically disadvantaged students, students with disabilities, Hispanic students). By identifying areas for improvement and personalizing support across all content areas and grade levels, we can close achievement gaps and promote equitable outcomes for all learners.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
By the end of the 2027-2028 school year, the district will develop, implement, and refine a Multi-Tiered System of Supports (MTSS) framework across all schools, focusing on Tier I, Tier II, and Tier III supports to ensure equitable academic, behavioral, and social-emotional outcomes for all students: 27-28 Refinement and Sustainability Tier I: Evaluate the effectiveness of universal screening tools and core instructional practices using student outcome data. Provide advanced training for staff and refine practices as needed. Tier II: Assess the success of Tier II interventions based on progress-monitoring data and stakeholder feedback. Refine the menu of interventions to better meet student needs and improve outcomes. Tier III: Conduct a comprehensive review of Tier III processes and interventions to ensure alignment with evidence-based practices. Use data to refine individualized plans and improve overall effectiveness. Finalize a district-wide evaluation of the MTSS framework, highlighting successes, areas for improvement, and steps for long-term sustainability. This year-by-year breakdown ensures a structured, measurable approach to developing, implementing, and refining the MTSS framework.

Measurable Goal Nickname (35 Character Max)
MTSS

Target Year 1	Target Year 2	Target Year 3
25-26 Foundational Development Tier I: Establish universal screening tools, select evidence-based core instructional practices, and begin professional development for staff	26-27 Implementation Across Tiers Tier I: Ensure that all schools implement universal screening tools and evidence-based core practices. Conduct quarterly fidelity checks	By the end of the 2027-2028 school year, the district will develop, implement, and refine a Multi-Tiered System of Supports (MTSS) framework across all schools,

on MTSS and Tier I implementation. Tier II: Develop district-wide criteria for identifying students for Tier II supports, create a menu of targeted interventions, and establish progress-monitoring protocols. Tier III: Define criteria for Tier III identification, create processes for individualized intervention planning, and begin training specialists to deliver intensive supports. Form an MTSS district leadership team, complete a needs assessment, and draft a comprehensive implementation plan with timelines and benchmarks.

and use data to make adjustments to core instruction. Tier II: Begin implementation of Tier II supports in all schools, focusing on small-group instruction, behavioral interventions, and social-emotional learning. Schools will collect bi-weekly progress-monitoring data. Tier III: Implement Tier III supports across all schools, ensuring that students identified receive intensive interventions. Progress-monitoring data will be reviewed every two weeks. Evaluate the first year of implementation for all tiers and use data to refine the MTSS framework.

focusing on Tier I, Tier II, and Tier III supports to ensure equitable academic, behavioral, and social-emotional outcomes for all students: 27-28 Refinement and Sustainability Tier I: Evaluate the effectiveness of universal screening tools and core instructional practices using student outcome data. Provide advanced training for staff and refine practices as needed. Tier II: Assess the success of Tier II interventions based on progress-monitoring data and stakeholder feedback. Refine the menu of interventions to better meet student needs and improve outcomes. Tier III: Conduct a comprehensive review of Tier III processes and interventions to ensure alignment with evidence-based practices. Use data to refine individualized plans and improve overall effectiveness. Finalize a district-wide evaluation of the MTSS framework, highlighting successes, areas for improvement, and steps for long-term sustainability. This year-by-year breakdown ensures a structured, measurable approach to developing, implementing, and refining the MTSS framework.

Action Plan

Measurable Goals

Curriculum, Assessment and Evaluation of Outcomes	MTSS
Achievement	

Action Plan For: Curriculum

Measurable Goals:
• By the end of the 2027–2028 school year, our district will complete a comprehensive cycle of curriculum updates, assessment refinement, and evaluation of outcomes to ensure all content areas remain rigorous, aligned with standards, and responsive to student needs. This process will include: 2027–2028: Finalizing curriculum and assessment updates for FCS, Health/PE, Science, and Career Education while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement. [2028-2029: Finalizing curriculum and assessment updates for Art, Music, Library while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement.]

Action Step		Anticipated Start/Completion Date	
Publish the curriculum (from the last comprehensive cycle then each time a content area is updated).		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Ed Tech, C&I	Finalized curriculum documents District website Communication tools for stakeholder notification	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Conduct curriculum review and revision meetings for content areas on a cycle		2025-08-01	2028-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Ed Tech, C&I Principals District-Wide Department Leaders Curriculum Council	Course descriptions Written Curriculum Pacing Guides National or State Standards Evaluation templates for alignment and rigor Other collaboration tools	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum will be published on the district's website for stakeholders to access. Revision reports for each content area. Updated and finalized curriculum documents for content areas which address the needs of diverse learners.	People: Director of Ed Tech, C&I Frequency: At the start of this comprehensive plan and then at least annually Method: Documentation of curriculum on the website People: Director of Ed Tech, C&I, Curriculum Teams, Building Principals Frequency: Monthly team meetings during the review and revision period Method: Documentation of meeting minutes, draft reviews, alignment checks

Action Plan For: Assessment

Measurable Goals:
• By the end of the 2027–2028 school year, our district will complete a comprehensive cycle of curriculum updates, assessment refinement, and evaluation of outcomes to ensure all content areas remain rigorous, aligned with standards, and responsive to student needs. This process will include: 2027–2028: Finalizing curriculum and assessment updates for FCS, Health/PE, Science, and Career Education while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement. [2028-2029: Finalizing curriculum and assessment updates for Art, Music, Library while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement.]

Action Step		Anticipated Start/Completion Date	
Evaluate assessments for validity.		2026-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Ed Tech, C&I Principals Department Leaders Content Area Teachers ESL Teachers Special Education Teacher	Current assessments, time to review results of those assessments, support in improving the validity of the assessments.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Finalized assessments for content areas will be refined and then published internally on a cycle	People: Director of Ed Tech, C&I, Building Principals Frequency: MOY and EOY reviews Method: Method: Sharing of assessments

Action Plan For: Evaluation of Outcomes

Measurable Goals:
• By the end of the 2027–2028 school year, our district will complete a comprehensive cycle of curriculum updates, assessment refinement, and evaluation of outcomes to ensure all content areas remain rigorous, aligned with standards, and responsive to student needs. This process will include: 2027–2028: Finalizing curriculum and assessment updates for FCS, Health/PE, Science, and Career Education while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement. [2028-2029: Finalizing curriculum and assessment updates for Art, Music, Library while integrating an evaluation cycle to measure the effectiveness of revisions and drive continuous improvement.]

Action Step		Anticipated Start/Completion Date	
Utilize protocols and tools for analyzing assessment data. Determine if outcomes are equitable.		2027-07-01	2028-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Ed Tech, C&I Principals Data Leaders Special Education Director ESL Director	Templates for data analysis (spreadsheets, rubrics, etc.) AI-powered data analysis tools Guidelines for analyzing data Training materials for teachers on protocols	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will use data to identify learning gaps and tailor instruction accordingly. Teachers will regularly reflect on their practice and implement changes to enhance student learning.	People: Director of Ed Tech, C&I, Assessment Review Teams Frequency: Initial rollout and then annually Method: Feedback from teachers on the usability and clarity of tools

Action Plan For: Achievement

Measurable Goals:
• By the end of the 2027–2028 school year, our district will evaluate and utilize data effectively across all content areas (ELA/Literature, Math/Algebra I, Science/Biology) and grade levels to identify trends, inform instructional decisions, and monitor progress toward meeting or exceeding state assessment benchmarks. Achievement targets will be met by increasing the percentage of students scoring at or above benchmarks in line with the specific goals for each school and content area. 2027–2028 School Year: Peters ELA: 80% of students in 2nd grade will be at/above benchmark Slatington Elementary ELA: 72% proficient/advanced Slatington Elementary Math: 62% proficient/advanced Middle School ELA: 71% proficient/advanced Middle School Math: 56% proficient/advanced Middle School Science: 74% proficient/advanced High School ELA: 72% proficient/advanced High School Math: 67% proficient/advanced High School Science: 62% proficient/advanced

Action Step		Anticipated Start/Completion Date	
Provide targeted professional development for teachers on utilizing existing and new district data platforms (e.g., accessing reports, identifying trends, and applying findings) to ensure data-informed instructional practices.		2025-08-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals Assistant Superintendent Director of Special Education Data Team Leads	Access to platforms, data platform user guides, report samples, training modules, coaching support from data specialists	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Leverage the three annual district-wide Data Days to analyze building-level data in the morning, followed by cohort/department/grade-level collaboration in the afternoon to identify instructional priorities and set actionable goals.		2025-08-01	2028-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Principals Data Team Leaders Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist	Building and cohort-specific data reports, meeting agendas, collaboration templates, facilitator guidance	No	Yes

Action Step	Anticipated Start/Completion Date	
Utilize the district's data warehousing platform to streamline data analysis and leverage AI tools, including AI bots, to facilitate conversations with teachers about their data to identify trends and instructional priorities more efficiently.	2026-01-05	2028-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	Data warehousing platform AI bot integration Professional development for staff on AI tools User guides Support resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will effectively utilize data platforms to generate meaningful reports, identify trends, and align their instructional practices to student needs. Building and grade-level teams will establish clear instructional goals based on data, with action plans created and monitored throughout the year. Teachers will use the data warehousing platform and AI tools to quickly analyze trends and engage in productive discussions about their data to inform instruction and goal-setting.	Review historical results at data dives. BOY, MOY and EOY data presentations, Act 80 Data Days in October, February and May, faculty meetings, data team meetings. Post-professional development surveys. Classroom observations to assess the application of data analysis skills. Observation of usage reports Review of team action plans, follow-up reports, and shared reflections. Progress checks at monthly faculty meetings. District walk-through data Evaluation of platform usage logs Teacher feedback surveys on AI integration Analysis of instructional goals informed by data

Action Plan For: MTSS

Measurable Goals:
• By the end of the 2027-2028 school year, the district will develop, implement, and refine a Multi-Tiered System of Supports (MTSS) framework across all schools, focusing on Tier I, Tier II, and Tier III supports to ensure equitable academic, behavioral, and social-

emotional outcomes for all students: 27-28 Refinement and Sustainability Tier I: Evaluate the effectiveness of universal screening tools and core instructional practices using student outcome data. Provide advanced training for staff and refine practices as needed. Tier II: Assess the success of Tier II interventions based on progress-monitoring data and stakeholder feedback. Refine the menu of interventions to better meet student needs and improve outcomes. Tier III: Conduct a comprehensive review of Tier III processes and interventions to ensure alignment with evidence-based practices. Use data to refine individualized plans and improve overall effectiveness. Finalize a district-wide evaluation of the MTSS framework, highlighting successes, areas for improvement, and steps for long-term sustainability. This year-by-year breakdown ensures a structured, measurable approach to developing, implementing, and refining the MTSS framework.

Action Step		Anticipated Start/Completion Date	
Form an MTSS leadership team, conduct a needs assessment to evaluate current MTSS practices, and create a comprehensive implementation plan for all tiers (I, II, III) with clear timelines and benchmarks.		2025-08-02	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent MTSS Leadership Team School Psychologists Director of Special Education Building Principals	MTSS Framework Documentation Needs Assessment Tools (Surveys, Focus Groups) Planning Templates MTSS Best Practices Research Data from current interventions and supports	Yes	No
Action Step		Anticipated Start/Completion Date	
Build a centralized repository of resources, interventions, protocols, and progress-monitoring tools for Tier I, II, and III supports, ensuring all resources are aligned with evidence-based practices.		2026-01-05	2027-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent Director of Ed Tech, C&I MTSS Leadership Team School Psychologists Director of Special Education Building Principals	Resource Database Template Evidence-Based Intervention Lists Intervention Protocols Progress Monitoring Tools Digital Platform for Repository (e.g., Google Drive, SharePoint) Collaboration Time for Teachers and Specialists	Yes	No

Action Step		Anticipated Start/Completion Date	
Evaluate the effectiveness of the MTSS framework using student outcome data, and refine interventions and processes across all tiers to ensure that they are meeting the academic, behavioral, and social-emotional needs of all students.		2027-08-05	2028-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent Director of Ed Tech, C&I MTSS Leadership Team School Psychologists Director of Special Education Building Principals	Student Outcome Data (Academic, Behavioral, Social-Emotional) MTSS Evaluation Rubrics Feedback Surveys from Staff, Students, and Families Data Analysis Tools (e.g., Excel, Data Dashboards) Revised Intervention Guidelines	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A fully formed MTSS leadership team with clearly defined roles and responsibilities. A completed needs assessment identifying areas of strength and gaps in current MTSS practices. A comprehensive implementation plan that outlines timelines, goals, and benchmarks for all three tiers (I, II, III). A comprehensive, organized digital repository that includes resources for all tiers (I, II, III) of support. Teachers and staff will be able to access, implement, and track evidence-based interventions and progress monitoring tools. Comprehensive evaluation of the MTSS system that includes student outcome data and feedback from stakeholders. Refinements to Tier I, II, and III practices and interventions to improve effectiveness and meet the diverse needs of students.	People: Assistant Superintendent, MTSS Leadership Team, School Psychologists, Director of Special Education, Building Principals Frequency: Quarterly check-ins with the leadership team to review progress. Method: Review of needs assessment data, implementation plan milestones, and feedback from leadership team on progress. People: Assistant Superintendent, Director of Ed Tech, C&I, MTSS Leadership Team, School Psychologists, Director of Special Education, Building Principals Frequency: Semi-annual review of repository usage and teacher feedback. Method: Usage analytics of the digital repository, teacher feedback surveys, and periodic review of the interventions and tools provided. People: Assistant Superintendent, Director of Ed Tech, C&I, MTSS Leadership Team, School Psychologists, Director of Special Education, Building Principals Frequency: Semi-annual evaluation of the MTSS framework, including data reviews. Method: Data analysis reports, teacher surveys, student outcome analysis, and adjustments to interventions based on data and feedback.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum	Conduct curriculum review and revision meetings for content areas on a cycle
Assessment	Evaluate assessments for validity.
Evaluation of Outcomes	Utilize protocols and tools for analyzing assessment data. Determine if outcomes are equitable.
Achievement	Provide targeted professional development for teachers on utilizing existing and new district data platforms (e.g., accessing reports, identifying trends, and applying findings) to ensure data-informed instructional practices.
Achievement	Utilize the district's data warehousing platform to streamline data analysis and leverage AI tools, including AI bots, to facilitate conversations with teachers about their data to identify trends and instructional priorities more efficiently.
MTSS	Form an MTSS leadership team, conduct a needs assessment to evaluate current MTSS practices, and create a comprehensive implementation plan for all tiers (I, II, III) with clear timelines and benchmarks.
MTSS	Build a centralized repository of resources, interventions, protocols, and progress-monitoring tools for Tier I, II, and III supports, ensuring all resources are aligned with evidence-based practices.
MTSS	Evaluate the effectiveness of the MTSS framework using student outcome data, and refine interventions and processes across all tiers to ensure that they are meeting the academic, behavioral, and social-emotional needs of all students.

Maximizing the Impact of Data: Effective Use of District Data Platforms

Action Step
• Provide targeted professional development for teachers on utilizing existing and new district data platforms (e.g., accessing reports, identifying trends, and applying findings) to ensure data-informed instructional practices.
Audience
Teachers, Building Principals, Department Leaders
Topics to be Included
Navigating the district's data platforms. Generating meaningful reports for grade, cohort, and individual student data. Identifying trends and key performance indicators (KPIs). Using data to inform instructional decisions and interventions. Aligning data findings to instructional goals and state benchmarks.

Evidence of Learning
Teachers will generate data reports relevant to their content area or grade level. Teachers will identify and present key trends from their reports during PLCs. Application of data insights to instructional planning, as evidenced by submitted lesson plans or instructional goals.

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	2025-08-05	2026-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	Two half-day workshops Follow-up check-ins and collaborative sessions during additional PD days or departmental meetings as needed.
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

Harnessing AI for Streamlined Data Analysis and Insightful Conversations

Action Step
• Utilize the district's data warehousing platform to streamline data analysis and leverage AI tools, including AI bots, to facilitate conversations with teachers about their data to identify trends and instructional priorities more efficiently.

Audience
Teachers, Building Principals, Department Leaders

Topics to be Included
Revisiting the district's data warehousing platform and AI tools. Using AI bots to facilitate data discussions and generate summaries. Identifying instructional priorities through AI-driven insights. Exploring efficiency gains in data analysis through AI. Ethical considerations and best practices for AI usage in education.

Evidence of Learning
Teachers will engage with AI bots to generate actionable summaries of their data. Data-informed action steps will be shared during team meetings. Teachers will demonstrate the ability to incorporate AI-driven insights into instructional plans and goals.

Lead Person/Position	Anticipated Start	Anticipated Completion

Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	2026-01-05	2028-06-05

Learning Format

Type of Activities	Frequency
Inservice day	Two 1/2 days during 2026 Follow-up sessions during faculty meetings as necessary
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Building the MTSS Foundation: Team Formation & Needs Assessment

Action Step		
• Form an MTSS leadership team, conduct a needs assessment to evaluate current MTSS practices, and create a comprehensive implementation plan for all tiers (I, II, III) with clear timelines and benchmarks.		
Audience		
District leadership team, Building Principals, MTSS Team, and selected teachers		
Topics to be Included		
Overview of MTSS framework Team formation and responsibilities Needs assessment process Identifying current MTSS practices and gaps Planning for Tier I, II, III implementation across the district		
Evidence of Learning		
Formation of an MTSS leadership team Completed needs assessment report Drafted comprehensive MTSS implementation plan with identified timelines and benchmarks		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent MTSS Leadership Team	2025-08-05	2025-10-05

Learning Format

Type of Activities	Frequency
Other	One-time event to kick off the MTSS implementation plan
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes	

- 4b: Maintaining Accurate Records
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Developing a Centralized Repository for MTSS Supports

Action Step
• Build a centralized repository of resources, interventions, protocols, and progress-monitoring tools for Tier I, II, and III supports, ensuring all resources are aligned with evidence-based practices.
Audience
District leadership team MTSS teams (building level) Special Education staff Intervention specialists Classroom teachers Data teams
Topics to be Included
Overview of MTSS and evidence-based practices Designing and organizing a centralized repository for Tier I, II, III resources Protocols for selecting interventions aligned with evidence-based practices Tools for monitoring student progress Collaborative planning for integrating the repository across settings and teams Practical application for teachers and support staff on how to use the repository in daily practice
Evidence of Learning
Participants will demonstrate the ability to: Utilize the centralized repository to identify appropriate Tier II and III interventions Implement selected interventions with fidelity in their classrooms Use progress-monitoring tools effectively for data-driven decisions Evidence will include implementation plans, usage logs, and progress data from ongoing student interventions.

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent School Psychologists Director of Special Education Director of Ed Tech, C&I Intervention Specialists External Consultant (possibly)	2026-02-05	2026-04-05

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial training: 2 sessions in Spring of 2026 Follow-up: Monthly check-ins throughout the second half of the 2025-2026 school year
Observation and Practice Framework Met in this Plan	

- 4b: Maintaining Accurate Records
- 4e: Growing and Developing Professionally
- 1e: Designing Coherent Instruction

- 1d: Demonstrating Knowledge of Resources
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Evaluating the MTSS System and Ensuring Equity

Action Step
• Evaluate the effectiveness of the MTSS framework using student outcome data, and refine interventions and processes across all tiers to ensure that they are meeting the academic, behavioral, and social-emotional needs of all students.
Audience
District leadership team MTSS teams (building level) Classroom teachers Data teams Intervention specialists School counselors and social workers Special education staff
Topics to be Included
Overview of the MTSS framework and continuous improvement Analyzing data to assess the effectiveness of Tier I, II, and III interventions Understanding the role of equity in the MTSS process Methods for refining interventions based on data and stakeholder feedback Using evidence-based practices to support diverse learners Evaluating progress for behavioral, academic, and social-emotional outcomes Actionable strategies for making system-wide adjustments for continuous improvement
Evidence of Learning
Participants will demonstrate the ability to: analyze and interpret data to assess the effectiveness of Tier I, II, and III supports, use feedback to refine and improve interventions, apply strategies for ensuring equitable access to resources for all students, and modify or adjust interventions based on real-time data analysis Evidence will include updated intervention plans, analysis of data reports, and feedback from student progress data

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent School Psychologists Director of Special Education Director of Ed Tech, C&I Intervention Specialists External Consultant	2027-01-06	2027-06-06

Learning Format

Type of Activities	**Frequency**
Course(s)	2 Spring trainings Monthly evaluations/check-ins
Observation and Practice Framework Met in this Plan	
• 4a: Reflecting on Teaching	

- 3d: Using Assessment in Instruction
- 4b: Maintaining Accurate Records
- 3b: Using Questioning and Discussion Techniques
- 2d: Managing Student Behavior
- 2b: Establishing a Culture for Learning
- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Using Backwards Design to Create Curriculum and Evaluation of Existing Curriculum

Action Step
• Conduct curriculum review and revision meetings for content areas on a cycle

Audience
Teachers Department Leaders Curriculum Writing Teams.

Topics to be Included
Introduction to the principles of Backwards Design (starting with desired outcomes and assessments). Process for evaluating existing curriculum to ensure alignment with standards, course descriptions, and student needs. Strategies to integrate equity, accessibility, and supports for historically underperforming subgroups. Using evidence-based practices to refine curriculum and align with district and state priorities. Practical application of the backwards design model for future curriculum development and updates.

Evidence of Learning		
Revised curriculum documents aligned with standards and incorporating backwards design principles. Evaluations of existing curriculum reflecting alignment with course descriptions and equity considerations. Team-generated lesson/unit plans demonstrating application of backwards design.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Ed Tech, C&I Principals Department Leaders	2025-07-06	2027-12-06

Learning Format

Type of Activities	Frequency
Workshop(s)	Session annually for content areas on the cycle Monthly collaborative work sessions
Observation and Practice Framework Met in this Plan	

- 4d: Participating in a Professional Community
- 1b: Demonstrating Knowledge of Students
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Enhancing Assessment Validity: Evaluating and Revising Assessments for Accurate Student Evaluation

Action Step
• Evaluate assessments for validity.

Audience
Teachers Assessment Coordinators Department Leaders. Data Leaders School Psychologists

Topics to be Included
Understanding the concept of assessment validity and the types of validity (content, criterion-related, construct). How to evaluate existing assessments for alignment with curriculum and accuracy in measuring learning outcomes. Methods for ensuring assessments measure both student understanding and desired skills accurately. Developing or revising assessments to be valid and reliable in tracking student progress. Strategies for analyzing assessment data to inform future instructional practices and interventions. Consideration of equity in assessments: ensuring assessments are fair and accessible for all student subgroups, particularly historically underperforming groups.

Evidence of Learning
Revised assessments aligned with curriculum and demonstrating valid measurement of learning objectives. Teachers able to analyze assessment data and make instructional adjustments based on that data. Teams present assessments with clear connections to learning outcomes and equity considerations. Ongoing collection of student performance data to identify areas of improvement.

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Ed Tech, C&I	2026-07-06	2028-06-06

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually for content areas on the cycle Monthly check-ins

Observation and Practice Framework Met in this Plan
• 3d: Using Assessment in Instruction
• 4e: Growing and Developing Professionally
• 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Data-Driven Decision Making: Analyzing Assessment Data for Equitable Outcomes

Action Step

• Utilize protocols and tools for analyzing assessment data. Determine if outcomes are equitable.		
Audience		
Teachers Department Leaders Principals Director of Special Education Federal Programs Coordinator		
Topics to be Included		
Understanding protocols and tools for analyzing assessment data (both traditional and AI tools) Interpreting assessment data to identify trends, gaps, and inequities Best practices for analyzing data to ensure equitable outcomes across all student groups Actionable steps for using data to inform instruction and improve student achievement, especially for historically underperforming subgroups Equity in assessment design and data analysis		
Evidence of Learning		
Teachers will use data analysis tools and protocols to identify achievement gaps and inequities in assessment data. Teachers will revise their instructional practices or intervention strategies based on findings from the data analysis. Teachers will present a plan for addressing inequities in student outcomes during follow-up meetings.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Ed Tech, C&I Principals Other Administrators	2027-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Learning walk	One time at beginning of the year, annually
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 4b: Maintaining Accurate Records • 1f: Designing Student Assessments • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

MTSS					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Instructional Staff	Purpose of needs assessment. How it was conducted and by whom. Finding of the needs assessment. Goals developed from findings. Timeline for achieving goals.	Assistant Superintendent Principals MTSS Leads	02/01/2026	02/28/2025

Communications	
Type of Communication	**Frequency**
Presentation	Once at time of completion

Curriculum, Assessments and Evaluation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School board and public	Describe the work that is being done in this area to improve student outcomes.	Director of Educational Technology, Curriculum and Instruction	08/02/2025	06/02/2028

Communications

Type of Communication	Frequency
Presentation	Annually at Board Curriculum Committee or Education Committee Meeting

Achievement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School board and public	All student group data and subgroup data for BOY, MOY, EOY and Annual State Testing Data.	Assistant Superintendent Principals Director of Special Education	09/02/2025	06/02/2028

Communications

Type of Communication	Frequency
Presentation	BOY presentations are once annually at board meetings in October MOY presentations are once annually at board meetings in February EOY presentations are once annually at board meetings in June Annual Data Presentation is once annually as soon as we have all state testing data, including PVAAS (typically January of the following school year).

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date