

Lower Merion SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		123464502
Address 1		
301 E Montgomery Ave		
Address 2		
City	State	Zip Code
Ardmore	PA	19003
Chief School Administrator		Chief School Administrator Email
Ms Megan Shafer		mshafer@lmsd.org
Single Point of Contact Name		
Scott Weinstein		
Single Point of Contact Email		
weinsts@lmsd.org		
Single Point of Contact Phone Number		
610-645-1805		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Weinstein	Administrator	Lower Merion School District	weinsts@lmsd.org
Jennifer Gaudio	Administrator	Lower Merion School District	Gaudioj@lmsd.org
Megan Shafer	Administrator	Lower Merion School District	shaferm@lmsd.org
Toby Albanese	Administrator	Merion Elementary School	AlbaneT@lmsd.org
Shawn Bernatowicz	Administrator	Penn Wynne Elementary School	bernats@lmsd.org
Jeffrey Hunter	Administrator	Bala Cynwyd Middle School	HunterJ@lmsd.org
Michael Johnson	Administrator	Harrition High School	JohnsoMic@lmsd.org
Sarah Stout	Administrator	Black Rock Middle School	StoutS@lmsd.org
Veronica Ellers	Administrator	Gladwyne Elementary School	EllersV@lmsd.org
Robin Klaiber	Administrator	Belmont Hills Elementary	klaibeR@lmsd.org
Scott Mitchell	Administrator	Penn Valley Elementary School	mitches@lmsd.org
Ty Ross	Administrator	Cynwyd Elementary School	rosst@lmsd.org
Chris Hall	Administrator	Lower Merion School District	hallc@lmsd.org
Sarah Thomas	Board Member	Lower Merion School District	thomassa@lmsd.org
Shayna Kalish	Board Member	Lower Merion School District	kalishs@lmsd.org
Jason Lilly	Administrator	Lower Merion School District	lillyj@lmsd.org
Dorie Martin-Pitone	Administrator	Lower Merion School District	martind@lmsd.org
Drew Gingrich	Administrator	Lower Merion School District	gingrid@lmsd.org
KD Davenport	Administrator	Lower Merion School District	davenpk@lmsd.org
Gwen Nartowicz	Administrator	Lower Merion School District	nartowg@lmsd.org
Aimee Avellino	Staff Member	Cynwyd Elementary School	avellia@lmsd.org
Stephanie Doyle	Administrator	Lower Merion School District	doyles@lmsd.org
Karen Salladino	Staff Member	Cynwyd Elementary School	salladk@lmsd.org
Andy Thomas	Staff Member	Lower Merion School District	thomasa@lmsd.org
Kelly Cenicola	Community Member	Lower Merion School District	cenicok@lmsd.org
Lisa Prosniz	Community Member	Lower Merion School District	lisa.prosnitz@me.com
Kami Pulsifer	Community Member	ISC Co-President	kamipulsifer@gmail.com
Adam Podowitz-Thomas	Parent	Merion HSA Co-President	adam.r.thomas@gmail.com
Robin Gauri	Parent	CSE Treasurer	cse.lmsd@gmail.com
Cara Crumlish	Community Member	CSE Representative	cara.ann.crumlish@gmail.com
Harry Mobley	Community Member	CARE Representative	mobleyha@lmsd.org

Cara Hermann	Parent	CSE President	cse.lmsd@gmail.com
Darcia Mobley	Community Member	CARE Representative	mobleyha@lmsd.org

LEA Profile

The Lower Merion School District (LMSD), located in Philadelphia's historic Main Line suburbs, serves the 62,000 residents of Lower Merion Township and the Borough of Narberth. Established as one of Pennsylvania's first public school districts in 1836, LMSD enjoys a rich tradition of achievement, innovation and community partnership and a longstanding reputation as one of the finest school systems in the United States. The District's six elementary schools, two middle schools and two high schools provide a challenging, multi-disciplinary academic program and a dynamic cocurricular experience to nearly 8,000 students. LMSD schools rank among the highest in Pennsylvania for SAT and PSAT scores, total number of National Merit Semifinalists, total number of International Baccalaureate diplomas granted and in numerous "Top Schools" lists. Approximately 97% of high school graduates attend institutions of higher learning. LMSD's comprehensive instructional program encompasses an array of services for special needs and gifted children as well as community-based learning programs, extended daycare, early intervention literacy support, an International Baccalaureate diploma program and a full menu of high school honors and AP courses. An extensive range of course offerings in core areas, music and the arts, technology and special subjects form the foundation of the District's secondary curriculum. Themed, middle school programs offer students enhanced opportunities to explore subjects through hands-on, interdisciplinary study. The District's World Language School Program enables all students to receive uninterrupted world language instruction from fifth grade until the time they graduate. More than 500 supervised academic, athletic, community outreach and performance oriented co-curricular programs are available in the District, from elementary technology clubs to high school varsity sports. In addition to serving student programs, the District's facilities are utilized by thousands of community members for enrichment programs, recreation and general use. The District is one of the first school communities in the nation to include a specific goal in its strategic plan dedicated to addressing "the holistic needs of students." The focus is on preparing students to successfully manage social, academic and environmental stresses through expanded school counseling and wellness programs, community partnerships, integrated curriculum and staff development. The District's professional staff consists of 756 full-time teachers, 87% of whom have advanced degrees. The faculty is complemented by a support staff of 660 skilled individuals. A counselor and psychologist are available in every school. In addition to providing a supportive teaching environment, the District as well as extensive staff development opportunities. Ten of the District's schools have been completely modernized in the past fifteen years to serve the needs of a 21st century education and the district added a third middle school in the 2022-2023 school year. LMSD was [enter year] ~~recently~~ named one of 14 nationwide honorees of the first-ever U.S. Department of Education Green Ribbon Schools District Sustainability Award, selected 7 for its exemplary efforts to reduce environmental impact and utility costs, promote better health, and ensure effective environmental education.

Mission and Vision

Mission

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

Vision

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations of each student. LMSD develops active partnerships at all levels of our learning community and values the individual contribution of each member. We view learning as a dynamic, innovative collaboration. Individuals learn best when their hearts, minds, and spirits are intimately engaged in the learning process

Educational Values

Students

All learners have equal intrinsic worth. All learn in different ways and at different rates. Each learner bears responsibility for the well-being of society and the quality of the environment Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Individuals learn best when actively engaged in the learning process. Excellence demands sustained effort. All individuals can be successful learners. Our learners have high expectations for themselves yielding high results. Society benefits when individual rights are balanced with social responsibility Ethical conduct is essential to the quality of life.

Staff

All staff members have equal intrinsic worth. Our staff learn in different ways and at different rates. Each staff member bears responsibility for the well-being of society and the quality of the environment Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Our staff holds high expectations for our learners that will yield high results. Ethical conduct is essential to the quality of life.

Administration

Our administrators have equal intrinsic worth. Our administrators learn in different ways and at different rates. Each administrator bears responsibility for the well-being of society and the quality of the environment Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. High quality public education directly benefits the entire community and is essential for a democratic society. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Excellence demands sustained effort. Our administrators have high expectations in order to yield high results. Ethical conduct is essential to the quality of life.

Parents

Our parents and families have equal intrinsic worth. Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. High quality public education directly benefits the entire community and is essential for a democratic society. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Our parents and families have high expectations in order to yield high results. Society benefits when individual rights are balanced with social responsibility Ethical conduct is essential to the quality of life.

Community

Our community members have equal intrinsic worth. Each person bears responsibility for the well-being of society and the quality of the environment. High quality public education directly benefits the entire community and is essential for a democratic society. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Our community has high expectations in order to yield high results. Society benefits when individual rights are balanced with social responsibility. Ethical conduct is essential to the quality of life.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2023 K-8 Percent Proficient/Advanced in MS Mathematics/Algebra 1	In all three Middle Schools, both high schools, and all 6 elementary schools, the All Student Group Meets 2033 Statewide Goal AND maintained or increased in performance from the previous year.
2023 Academic Growth Expectations in K-8 Mathematics/Algebra 1	At all three Middle Schools, both high schools, and 4 of the 6 elementary schools, All Student Group Meets the Standard Demonstrating Growth; Meets or Exceeds Interim Target AND maintained or increased in performance from previous year
2023 Academic Growth Expectations in English Language Arts/Literatures	Both high schools and 5 out of 6 elementary schools met or exceeded Academic Growth Expectations in English Language Arts/Literatures
2023 Science Percent Proficient/Advanced and Growth Expectations	K-12 meets or exceeds proficiency or growth targets on state assessments.
2024 Math Overall Grade 3-8 Achievement and Growth	2024 Student growth in math increased from meets to exceeds expectations/ Overall proficiency is 80.6 /New math program being implemented at middle levels (piloted last year)/
2024 ELA Overall Grade 3-8 Achievement and Growth	ELA performance for grades 3-8 is 84.8% percent proficiency. Growth scores increased from below the growth standard to meeting the growth standard. The intervention and monitoring of progress in the elementary is having an impact as the students enter the middle school. • The continued work for curricular alignment, instructional coherence, and interventions are having an impact

Challenges

Indicator	Comments/Notable Observations
2023 Academic Growth Expectations in MS English Language Arts/Literatures and some Elementary ELA	For Middle School state assessments, the All Student Group Did Not Meet the Standard Demonstrating Growth; However, they did increase in performance from the previous year in two of the schools. Not all elementary schools met growth expectations

2024 Math Overall Grade 3-8 Achievement and Growth for Black Students	An achievement gap exists for Black students (41.7% proficiency). However, overall black student growth is meeting or exceeding expectations (overall Blue), indicating interventions are working and closing gaps. A challenge is accelerating the growth of interventions as well as early identification and intervention to prevent gaps.
2024 Math Overall Grade 3-8 Achievement and Growth for Economically Disadvantaged Students	Overall Achievement is 54% Proficient & Advanced; Overall Growth is Dark Blue (Well Above State Expectation). A challenge is accelerating the growth of interventions as well as early identification and intervention to prevent gaps.

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

Strengths

Indicator 2023 K-8 Percent Proficient/Advanced in MS Mathematics/Algebra 1 Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations Student achievement is at/among highest in state on state assessments and shows cohort growth in K-8 Math.
Indicator 2023 Percent Proficient in Math Grade Level(s) and/or Student Group(s) ELL	Comments/Notable Observations ELL student achievement on state assessments increased in K-12, and notably in grades 3-5

Challenges

Indicator 2024 3-8 Percent Proficient/Advanced in Math Grade Level(s) and/or Student Group(s) Grades 3-12 all students; 3-12 Black and Hispanic students	Comments/Notable Observations PSSA Math scores decrease year over year in middle school. An achievement gap exists in performance between Black students and their peers. However, overall black student growth is meeting or exceeding expectations (overall Blue), indicating interventions are working and closing gaps. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.
Indicator 2024 K-8 ELA Achievement and Growth Expectations Grade Level(s) and/or Student Group(s)	Comments/Notable Observations Growth indicators for all students grades 3-8 increased from below the growth standard to meeting the growth standard, indicating the intervention and monitoring of progress in the elementary is having an impact as the students enter the middle school. The continued work for curricular alignment, instructional coherence, and interventions are having an impact. There is a gap in performance for black students. However, growth indicators for black students indicate students are meeting or exceeding the

Grades 3-8 all students; 3-8 Black students	growth standard. A challenge is increasing growth and leveraging early tier 1 identification and intervention to prevent gaps.
---	--

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.

2024 Math Achievement on state assessments is high; Percent proficient and advanced meets or exceeds targets; Growth meets or exceeds interim targets. Growth indicators indicate the all students group and subgroups (including black students and economically disadvantaged subgroups) meet or exceed growth standards.
2023 K-12 ELA Achievement on state assessments meets or exceeds targets; High schools and almost all K-4 schools meet growth targets.
2023 K-12 Science achievement on state assessments meets or exceeds targets
2024 Growth indicators on Grade 3 ELA state assessments have grown from 2023 to 2024. (2023 growth suggested not all students were meeting growth expectations in ELA). 2024 growth scores indicate students grades 3-8 are meeting the growth standards.

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.

An achievement gap exists in math performance between Black students and their peers. However, overall black student growth is meeting or exceeding expectations (overall Blue), indicating interventions are working and closing gaps. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.
Achievement gaps exist on state assessments in ELA and Science even though less pronounced than in math. Growth indicators suggest students are meeting/exceeding growth standards. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.
Math scores on state assessments decrease year over year in middle school. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent decreases and gaps.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade 1 Dibels	Decrease of 10% of students needing intensive and strategic supports
Grade 2 Dibels	Decrease of 8% of students needing intensive and strategic supports
Grade 3 Dibels	Decrease of 6% of students needing intensive and strategic supports
Grade 4 Dibels	Increase of 4% of students needs intensive and strategic supports.
Grade 6 TDA Assessment Fall to Spring 23-24	Increase of 16% of learners to proficiency
Grade 5 ELA Summative Assessment Spring	80% of all learners were proficient or advanced on the assessment
Grade 7 ELA Writing Assessment	74% of all learners were proficient on the spring writing assessment.
Grade 8 ELA TDA	73% of all learners were proficient on the Spring TDA assessment

English Language Arts Summary

Strengths

Universal screeners in literacy showed a decrease in the percentage of students needing intensive and strategic supports in literacy. Reducing the need for intensive and strategic supports in early literacy reflects efforts to strengthen evidence based practices in core programming and leverage greater access to tier 1.

Challenges

Universal screening in literacy showed an increase in 4th grade literacy intervention needs. The cohort of Grade 4 students did not have full Foundations program; additional supports have been put in place for 4th grade students needing intensive intervention. Future 4th grade scores should be positively impacted by new evidence-based programs in Gr K-3.
Continued monitoring and support of students identified as needing intensive or strategic support will be critical to meeting learning targets for students.
Use of new data analytics and warehousing tools can be leveraged to continue to improve student performance.

Mathematics

Data	Comments/Notable Observations
Grade 5 Benchmark Assessment	4% increase in proficiency from BOY to EOY
Kindergarten EOY Benchmark	93% of learners were proficient on the EOY benchmark.
Grade 1 Benchmark 3	87% of learners were proficient on the Benchmark 3
Grade 2 Benchmark 3	84% of learners were proficient on Benchmark 3

Grade 3 Benchmark 3	83% of learners were proficient on Benchmark 3
Grade 4 Benchmark 3	83% of learners were proficient on Benchmark 3

Mathematics Summary

Strengths

Levels of proficiency in Grades K-4 suggest effectiveness of a foundational math curriculum and instruction (reflecting a healthy system relative to an MTSS framework with 80% of students meeting proficiency with tier 1, 15% of students needing some additional support, and 5% needing more intensive supports.
Use of new data analytics and warehousing tools can be leveraged to continue to improve student performance.

Challenges

Continued monitoring and support of students identified as needing intensive or strategic support will be critical to meeting learning targets for students.
Use of new data analytics and warehousing tools will be important to support progress monitoring of students needing intensive or strategic support to reach on-track measures and learning targets.
Curriculum review cycle explorations into core math programs with increased access and entry points to tier 1 instruction, improved articulation of tier 2 and 3 supports and progress monitoring tools for strategic and intensive support could improve student growth toward learning targets.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
6th Grade Science Cumulative Assessment	More than 90% of students scored proficient and advanced on the grade six Science Cumulative Assessment #1 (in both 2023-2024 and 2024-2025) . In 2023-2024 91.9% of students scored proficient or advanced, with 67.5% of students scoring in the advanced range. In 2024-2025, on Cumulative Test #1, 91.3% of students scored proficient or advanced, with 73.6 percent of students scoring in the advanced range. On Cumulative Test #2 in 2024-2025, 94% of students scored proficient or advanced, with 80.8% of students scoring advanced.
8th Grade Science Cumulative Assessment	On the grade eight 2024-2025 Science Cumulative assessment #1, 82.6 of students scored proficient or advanced.
5th Grade Science Cumulative Assessment	On the grade five cumulative assessment #1, 78.3% of students scored proficient or advanced, with 26.5% of students scoring advanced.

Science, Technology, and Engineering Education Summary

Strengths

Middle School Science Cumulative Assessments show a strong number of students showing in the proficient and advanced level.
In grade six, the number of students scoring in the advanced range on cumulative assessments is very high (73.8% scored advanced on test 1; 80.8% scored advanced on test 2).
In grade five, 26.5% of students scored in the advanced range on cumulative assessment #1.
In grade 8 a high number of students (25.4%) scored in the advanced range on cumulative assessment #1.

Challenges

While grade 5 scores show a high number of students in the advanced range, the number of students overall scoring proficient or advanced was 78% on cumulative assessment #1. Math scores decline each year in middle school on PSSAs. Maintaining high performance in upper elementary and early middle school will be important to increasing middle school math performance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	100% of secondary schools reported proficiency on the Career Standards Benchmark for 23-24.

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)

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

Articulation Agreements

True 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.

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 secondary programs continue to make the Career Readiness Indicator and the Career Education and Work Standards a priority.

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.

We can continue to align both classroom and extracurricular experiences to career readiness.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Grade 1 Dibels	14% reduction in learners requiring strategic and intensive support
Grade 2 Dibels	8% reduction of students needing intensive and strategic supports
Grade 3 Dibels	25% reduction of students needing intensive and strategic supports

Students with Disabilities

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

Data	Comments/Notable Observations
Grade 1 Dibels	16% reduction in learners requiring strategic and intensive support
Grade 2 Dibels	5% reduction in learners requiring strategic and intensive support
Grade 3 Dibels	14% reduction in learners requiring strategic and intensive support
Grade 5 Mathematics Benchmark	6% reduction in proficiency from BOY to MOY

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Grade 1 Dibels	6% reduction in learners requiring strategic and intensive support.
Grade 2 Dibels	9% reduction in learners requiring strategic and intensive support.
Grade 3 Dibels	3% increase in learners requiring strategic and intensive support.

Grade 5 Mathematics Benchmark	1% increase in proficiency from BOY to EOY
-------------------------------	--

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	There are some achievement gaps for Black students in ELA at the secondary level although trends on state assessments are positive.
Hispanic	There is a small achievement gap for our Hispanic students at the secondary level and cohort trend for 23-24 was down. This is something to pay attention to in subsequent years

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.

We've seen strong PVAAS growth scores for black students in almost all areas and at almost all levels.
In general, students identified with disabilities have slight achievement differences within our programming but are not specific to a program and/or grade level.

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.

There are some minor achievement differences in some cohorts of economically disadvantaged students but is not consistent across the entire program or by grade level.
--

There are some minor achievement differences in some cohorts of English Learners but this is not consistent across the entire program or by grade level.

Although we've seen strong PVAAS growth scores for black students in almost all areas and at almost all levels, the challenge is to accelerate growth to increase the percentage of students reaching proficient and advanced.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Includes Universal Design for Learning (UDL)
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

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.

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	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

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	Operational
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	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
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	Operational

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.

Foster a vision and culture of high expectations for success for all students, educators, and families
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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
2024 Math Achievement on state assessments is high; Percent proficient and advanced meets or exceeds targets; Growth meets or exceeds interim targets. Growth indicators indicate the all students group and subgroups (including black students and economically disadvantaged subgroups) meet or exceed growth standards.	True
2023 K-12 ELA Achievement on state assessments meets or exceeds targets; High schools and almost all K-4 schools meet growth targets.	True
2023 K-12 Science achievement on state assessments meets or exceeds targets	True
2024 Growth indicators on Grade 3 ELA state assessments have grown from 2023 to 2024. (2023 growth suggested not all students were meeting growth expectations in ELA). 2024 growth scores indicate students grades 3-8 are meeting the growth standards.	False
Universal screeners in literacy showed a decrease in the percentage of students needing intensive and strategic supports in literacy. Reducing the need for intensive and strategic supports in early literacy reflects efforts to strengthen evidence based practices in core programming and leverage greater access to tier 1.	True
In general, students identified with disabilities have slight achievement differences within our programming but are not specific to a program and/or grade level.	False
Our secondary programs continue to make the Career Readiness Indicator and the Career Education and Work Standards a priority.	False
Levels of proficiency in Grades K-4 suggest effectiveness of a foundational math curriculum and instruction (reflecting a healthy system relative to an MTSS framework with 80% of students meeting proficiency with tier 1, 15% of students needing some additional support, and 5% needing more intensive supports.	True
We've seen strong PVAAS growth scores for black students in almost all areas and at almost all levels.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Use of new data analytics and warehousing tools can be leveraged to continue to improve student performance.	False

Middle School Science Cumulative Assessments show a strong number of students showing in the proficient and advanced level.	False
In grade six, the number of students scoring in the advanced range on cumulative assessments is very high (73.8% scored advanced on test 1; 80.8% scored advanced on test 2).	False
In grade five, 26.5% of students scored in the advanced range on cumulative assessment #1.	False
In grade 8 a high number of students (25.4%) scored in the advanced range on cumulative assessment #1.	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
An achievement gap exists in math performance between Black students and their peers. However, overall black student growth is meeting or exceeding expectations (overall Blue), indicating interventions are working and closing gaps. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.	True
Achievement gaps exist on state assessments in ELA and Science even though less pronounced than in math. Growth indicators suggest students are meeting/exceeding growth standards. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.	True
Math scores on state assessments decrease year over year in middle school. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent decreases and gaps.	True
Universal screening in literacy showed an increase in 4th grade literacy intervention needs. The cohort of Grade 4 students did not have full Foundations program; additional supports have been put in place for 4th grade students needing intensive intervention. Future 4th grade scores should be positively impacted by new evidence-based programs in Gr K-3.	False
Continued monitoring and support of students identified as needing intensive or strategic support will be critical to meeting learning targets for students.	True
There are some minor achievement differences in some cohorts of economically disadvantaged students but is not consistent across the entire program or by grade level.	False
There are some minor achievement differences in some cohorts of English Learners but this is not consistent across the entire program or by grade level.	False

We can continue to align both classroom and extracurricular experiences to career readiness.	True
Although we've seen strong PVAAS growth scores for black students in almost all areas and at almost all levels, the challenge is to accelerate growth to increase the percentage of students reaching proficient and advanced.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Use of new data analytics and warehousing tools can be leveraged to continue to improve student performance.	False
Continued monitoring and support of students identified as needing intensive or strategic support will be critical to meeting learning targets for students.	True
Use of new data analytics and warehousing tools will be important to support progress monitoring of students needing intensive or strategic support to reach on-track measures and learning targets.	True
Curriculum review cycle explorations into core math programs with increased access and entry points to tier 1 instruction, improved articulation of tier 2 and 3 supports and progress monitoring tools for strategic and intensive support could improve student growth toward learning targets.	True
While grade 5 scores show a high number of students in the advanced range, the number of students overall scoring proficient or advanced was 78% on cumulative assessment #1. Math scores decline each year in middle school on PSSAs. Maintaining high performance in upper elementary and early middle school will be important to increasing middle school math performance.	True

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.

The District is committed to strengthening MTSS systems for all students and closing achievement and opportunity gaps.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
An achievement gap exists in math performance between Black students and their peers. However, overall black student growth is meeting or exceeding expectations (overall Blue), indicating interventions are working and closing gaps. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.		False
Achievement gaps exist on state assessments in ELA and Science even though less pronounced than in math. Growth indicators suggest students are meeting/exceeding growth standards. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent gaps.		False
Math scores on state assessments decrease year over year in middle school. A challenge is accelerating the growth of interventions as well as leveraging tier one supports, early identification and intervention to prevent decreases and gaps.		False
We can continue to align both classroom and extracurricular experiences to career readiness.		True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district		True
Continued monitoring and support of students identified as needing intensive or strategic support will be critical to meeting learning targets for students.		True
Continued monitoring and support of students identified as needing intensive or strategic support will be critical to meeting learning targets for students.		False
Use of new data analytics and warehousing tools will be important to support progress monitoring of students needing intensive or strategic support to reach on-track measures and learning targets.		False
Curriculum review cycle explorations into core math programs with increased access and entry points to tier 1 instruction, improved articulation of tier 2 and 3 supports and progress monitoring tools for strategic and intensive support could improve student growth toward learning targets.		False
While grade 5 scores show a high number of students in the advanced range, the number of students overall scoring proficient or advanced was 78% on cumulative assessment #1. Math scores decline each year in middle school on PSSAs. Maintaining high performance in upper elementary and early middle school will be important to increasing middle school math performance.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
2024 Math Achievement on state assessments is high; Percent proficient and advanced meets or exceeds targets; Growth meets or exceeds interim targets. Growth indicators indicate the all students group and subgroups (including black students and economically disadvantaged subgroups) meet or exceed growth standards.	
2023 K-12 ELA Achievement on state assessments meets or exceeds targets; High schools and almost all K-4 schools meet growth targets.	
2023 K-12 Science achievement on state assessments meets or exceeds targets	
Universal screeners in literacy showed a decrease in the percentage of students needing intensive and strategic supports in literacy. Reducing the need for intensive and strategic supports in early literacy reflects efforts to strengthen evidence based practices in core programming and leverage greater access to tier 1.	
Levels of proficiency in Grades K-4 suggest effectiveness of a foundational math curriculum and instruction (reflecting a healthy system relative to an MTSS framework with 80% of students meeting proficiency with tier 1, 15% of students needing some additional support, and 5% needing more intensive supports.	
Foster a vision and culture of high expectations for success for all students, educators, and families	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	LMSD will redefine success to emphasize creativity, critical thinking, a love of learning, and innovation, moving beyond traditional academic indicators. Through enhanced formative assessments, strengthened Multi-Tiered Systems of Support (MTSS), and refined goal-setting practices, the district will ensure targeted, equitable progress for all students. These efforts will celebrate individual growth, promote holistic achievement, and prepare students to thrive intellectually, creatively, and personally. LMSD will create a student-centered environment that emphasizes self-directed goal-setting, leadership, and belonging. High school students will benefit from expanded course options, such as electives and dual enrollment, while leadership programs and initiatives like Career Day and Wellness Days will nurture student agency and connection. These efforts will empower students to explore their passions, develop competencies, and prepare for success beyond LMSD. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.
	LMSD values its educators and will transform professional learning into a collaborative, inquiry-driven model. Multi-year professional development goals, an enhanced Two-Year Induction Plan, and sustainable learning models will foster engagement, innovation, and growth. Expanded instructional coaching opportunities will increase educator

	capacity and impact, ensuring professional learning translates into improved teaching practices and student outcomes. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.
	LMSD takes pride in its role as a central part of the community and will strengthen connections through inclusive outreach and meaningful relationships. Expanded engagement with families, particularly non-English-speaking communities, and vibrant events like Family Culture Nights and Spirit Weeks will foster a shared sense of belonging. Community partnerships and service projects will enrich the student experience, celebrate diversity, and cultivate a lasting spirit of engagement. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.
	LMSD will implement a transformative, interdisciplinary curriculum that connects disciplines, fosters inquiry, enabling students to explore relevant content and develop critical thinking skills and prepares students for the demands of a rapidly changing world, . Enhanced Humanities and STEM integration, refined learning blocks, and expanded problem-based learning units will ensure a comprehensive and adaptable education where innovation is the rule, not the exception for all students. To ensure all students can access these opportunities and thrive, LMSD will continue to improve effective use of data to monitor student needs and progress to ensure system responsiveness to emergent needs through effective supports and interventions. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.

Goal Setting

Priority: LMSD will redefine success to emphasize creativity, critical thinking, a love of learning, and innovation, moving beyond traditional academic indicators. Through enhanced formative assessments, strengthened Multi-Tiered Systems of Support (MTSS), and refined goal-setting practices, the district will ensure targeted, equitable progress for all students. These efforts will celebrate individual growth, promote holistic achievement, and prepare students to thrive intellectually, creatively, and personally. LMSD will create a student-centered environment that emphasizes self-directed goal-setting, leadership, and belonging. High school students will benefit from expanded course options, such as electives and dual enrollment, while leadership programs and initiatives like Career Day and Wellness Days will nurture student agency and connection. These efforts will empower students to explore their passions, develop competencies, and prepare for success beyond LMSD. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.

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, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.		
Measurable Goal Nickname (35 Character Max)		
Redefining Success and Student Driven Schools		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking	By the end of the 2026-2027 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning	By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking

within safe learning environments across the K-12 continuum.	environments across the K-12 continuum. By the end of the 2026-2027 school year, all schools will be using improved behavioral data analytics to set data-based goals to improve positive behavioral outcomes for students and support continuous improvements in positive culture.	within safe learning environments across the K-12 continuum.
--	---	--

Priority: LMSD values its educators and will transform professional learning into a collaborative, inquiry-driven model. Multi-year professional development goals, an enhanced Two-Year Induction Plan, and sustainable learning models will foster engagement, innovation, and growth. Expanded instructional coaching opportunities will increase educator capacity and impact, ensuring professional learning translates into improved teaching practices and student outcomes. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.

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 we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.		
Measurable Goal Nickname (35 Character Max)		
Commitment to Professional Learning		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.	By the end of the 2026-2027 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.	By the end of the 2027-2028 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

Priority: LMSD takes pride in its role as a central part of the community and will strengthen connections through inclusive outreach and meaningful relationships. Expanded engagement with families, particularly non-English-speaking communities, and vibrant events like Family Culture Nights and Spirit Weeks will foster a shared sense of belonging. Community partnerships and service projects will enrich the student experience, celebrate diversity, and cultivate a lasting spirit of engagement. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.		
Measurable Goal Nickname (35 Character Max)		
Spirit of Community		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.	By the end of the 2026-2027 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.	By the end of the 2027-2028 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.

Priority: LMSD will implement a transformative, interdisciplinary curriculum that connects disciplines, fosters inquiry, enabling students to explore relevant content and develop critical thinking skills and prepares students for the demands of a rapidly changing world, . Enhanced Humanities and STEM integration, refined learning blocks, and expanded problem-based learning units will ensure a comprehensive and adaptable education where innovation is the rule, not the exception for all students. To ensure all students can access these opportunities and thrive, LMSD will continue to improve effective use of data to monitor student needs and progress to ensure system responsiveness to emergent needs through effective supports and interventions. To monitor growth and effectiveness, efforts will be planned around identified objectives and key results.

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, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.		
Measurable Goal Nickname (35 Character Max)		
Transformative Curriculum		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.	By the end of the 2026-2027 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.	By the end of the 2027-2028 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.

Action Plan

Measurable Goals

Redefining Success and Student Driven Schools	Commitment to Professional Learning
Spirit of Community	Transformative Curriculum

Action Plan For: To close the achievement gap in identified subgroups, LMSD will prioritize the use of formal and informal formative assessments to identify and support student growth. These assessments will align with priority standards and focus areas, ensuring targeted and equitable progress for all learners.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
K-4 Grade level PLCs, with support from supervisors, will develop/articulate/refine and implement formal and informal common assessments tied to priority standards critical for future success		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dept of Elementary Education	Shared drives State standards Curriculum-based resources	No	No
Action Step		Anticipated Start/Completion Date	
5-8 Grade level PLCs, with support from supervisors, will develop/articulate/refine and implement formal and informal common assessments tied to priority standards critical for future success		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Shared drives State standards Curriculum-based resources	No	No
Action Step		Anticipated Start/Completion Date	
9-12 Grade level core content PLCs, with support from supervisors, will develop/articulate/refine and implement formal and informal common assessments tied to priority standards critical for future success		2025-08-15	2026-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Shared drives State standards Curriculum-based resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: Common summative & formative assessments with identified priority standards, anchors/exemplars & rubrics tied to learning continua	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Strengthen MTSS systems with a focus on Tier 1 and effective data practices. LMSD will enhance instructional practices by articulating and training in high-impact strategies and refining decision rules for differentiating and extending Tier 1 skills. These efforts will ensure consistent application and equitable access to Tier 1 supports across all classrooms.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
K-4 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction Department of Curriculum & Instruction	Shared drives State standards Curriculum-based resources UDL/CASL resources LMSD high impact strategies LMSD Instructional Playbook	Yes	No
Action Step		Anticipated Start/Completion Date	

5-8 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Shared drives State standards Curriculum-based resources UDL/CASL resources LMSD high impact strategies	Yes	No
Action Step		Anticipated Start/Completion Date	
9-12 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Shared drives State standards Curriculum-based resources UDL/CASL resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: Development and implementation of a refined math curriculum review cycle, ensuring increased access to Tier 1 instruction and clearly articulated tier 2/3 supports. Articulation of if-then decision rules to guide interpretation of data and selection of high-impact strategies to set and monitor priority goals and effectively differentiate. Improve data-driven instruction by training 100% of teachers in effectively monitoring student progress toward specific learning targets Reduce percentage of students needing intensive or strategic interventions by 10% (based on universal screening) by Increasing effectiveness of tier 1 instruction and intervention.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Strengthening MTSS with a focus on tier 2/ 3 interventions. LMSD will build the capacity of data and achievement teams to drive informed decision-making. Processes and systems will be revisited and refined to enhance the effectiveness of Tier 2 and Tier 3 interventions.

Measurable Goals:

- By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
K-4 Grade level leaders, specialists and interventionists, with support from supervisors, will use PLCs, Team-Initiated Problem-Solving (TIPS) and data warehousing tools to monitor, support and maximize progress in tier 2 and 3 interventions through continuous improvement in Achievement Team and MTSS Data Team processes.		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Forms: Team-Initiated Problem-Solving (TIPS) for Tier 2/3 Curriculum-based program guides/resources	No	No
Action Step		Anticipated Start/Completion Date	
5-8 Grade level leaders, specialists and interventionists, with support from supervisors, will use Team-Initiated Problem-Solving (TIPS) and data warehousing tools to monitor, support and maximize progress in tier 2 and 3 interventions through continuous improvement in Achievement Team and MTSS Data Team processes.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Forms: Team-Initiated Problem-Solving (TIPS) for Tier 2/3	No	No
Action Step		Anticipated Start/Completion Date	
9-12 Grade level leaders, specialists and interventionists, with support from supervisors, will use Team-Initiated Problem-Solving (TIPS) and data warehousing tools including early warning systems to monitor, support and maximize progress in tier 2 and 3 interventions through continuous improvement in Achievement Team and MTSS Data Team processes and supports.		2026-08-15	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Forms: Team-Initiated Problem-Solving (TIPS) for Tier 2/3 Patten/IES practice guides	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: Improved progress monitoring and support processes for tier 2/3 support. Development and implementation of a District-wide MTSS data dashboard to track student progress and intervention effectiveness. Key Results: Development and implementation of a refined math curriculum review cycle, ensuring increased access to Tier 1 instruction and clearly articulated tier 2/3 supports.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Strengthening student academic goal-setting and growth, including in areas that extend beyond traditional academic indicators

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
Form representative K-4 team to review narratives for progress reports to refresh and improve alignment and consider opportunities and resource (templates, exemplars, etc.) to support student goal-setting (academic or behavioral) practices to foster personal growth.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Department of Curriculum & Instruction	SEL program resources	No	No
Action Step		Anticipated Start/Completion Date	
Form a representative 5-8 team to identify opportunities and develop resources to guide and support increased academic and/or behavioral student goal-setting and possible connections to 5-8 grading practices as non-academic indicators, fostering a holistic view of student development.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
K-12 implementation of behavioral tracking tool (SWIS) to improve behavioral data tracking practices to better address students' social, emotional, and behavioral needs and support student goal-setting.		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	SWIS license	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A cohesive, developmentally appropriate framework for student academic and behavioral goal-setting, supported by aligned progress report narratives, grading practices, and behavioral data tracking. Through collaborative K-12 efforts, including resource development, professional learning, and the implementation of SWIS, students will be equipped with tools and strategies to set and achieve meaningful goals that extend beyond traditional academic indicators, fostering holistic growth and lifelong learning skills. Key Results: Developmentally appropriate templates and scaffolds to support student goal-setting Ensure 85% of students set and track self-directed academic and personal goals using a structured goal-setting framework. Improved use of data analytics to identify positive behavior instruction and support needs of students; Improved systems for positive behavior interventions and supports	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Improve/refine integrated Humanities and STEM experiences K-8. LMSD will enhance interdisciplinary learning in grades K-4 by connecting Humanities and STEM through inquiry-based approaches, asking students to extend thinking beyond the classroom walls. This will foster critical thinking, creativity, and real-world problem-solving, where students “go forth to serve.”

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.

Action Step		Anticipated Start/Completion Date	
K-4 Grade level PLCs, with support from supervisors, will explore inquiry-based approaches in STEM that incorporate ELA/Social Studies skills that foster critical thinking and real-world problem-solving with inclusive experiences, perspectives, stories, and voices.		2025-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Culturally Responsive Texts	No	No
Action Step		Anticipated Start/Completion Date	
5-8 Grade level PLCs, with support from supervisors, will explore inquiry-based approaches in STEM that incorporate ELA/Social Studies skills that foster critical thinking and real-world problem-solving.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Culturally Responsive Texts	No	No
Action Step		Anticipated Start/Completion Date	

K-8 teams will build templates, continuum and resources to support integration of STEM inquiry-based thinking and application of inquiry skills.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Culturally Responsive Texts	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: Enhanced interdisciplinary learning in grades K-8 by integrating Humanities and STEM through inquiry-based approaches that foster critical thinking, creativity, and real-world problem-solving. Through structured PLC collaboration, culturally responsive teaching, and the development of shared resources, students will engage in meaningful, inclusive learning experiences that connect disciplines and extend beyond the classroom, preparing them to apply their knowledge in service to their communities and the world. Ensure at least 3 interdisciplinary STEM-Humanities projects are embedded into every middle and high school curriculum	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Improve/Refine implementation of K-12 integrated experiences. LMSD will refine integrated learning experiences in grades K-8, creating cohesive opportunities for students to apply knowledge across subjects. 9-12 interdepartmental collaboration opportunities will be explored. These experiences will emphasize relevance and innovation.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.

Action Step	Anticipated Start/Completion Date
--------------------	--

K-4 Grade level PLCs, with support from supervisors, will review, refine/articulate or expand interdisciplinary experiences, units/lessons.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
5-8 Grade level PLCs, with support from supervisors, will review, refine/articulate or expand interdisciplinary experiences, units/lessons.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
9-12 exploration of and partnerships between departments to support interdisciplinary opportunities and/or extensions.		2027-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: Refined and expanded interdisciplinary learning experiences across K-12, ensuring students engage in cohesive, integrated opportunities that connect knowledge across subjects in meaningful ways. Through PLC collaboration, curriculum refinement, and interdepartmental partnerships, students will experience relevant, innovative learning that fosters deeper understanding, critical thinking, and real-world application of skills. At the high school level, new interdisciplinary connections will be explored to enhance collaboration and extend learning beyond traditional subject boundaries.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Improve/Refine interdisciplinary Problem-Based Learning experiences K-8. LMSD will develop and expand problem-based learning experiences in grades K-8. These hands-on projects will engage students in collaborative exploration of complex issues, encouraging critical thinking and application of interdisciplinary knowledge.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.

Action Step		Anticipated Start/Completion Date	
K-4 Grade level PLCs, with support from supervisors, will review, refine/expand interdisciplinary Problem-Based Learning experiences to refine units/lessons and articulate the scope and sequence of skills and experiences that build critical thinking and interdisciplinary knowledge.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	PBL Works State Standards C3 Frameworks & PA STEELS Draft scope & sequence from 5-8 for vertical alignment	No	No
Action Step		Anticipated Start/Completion Date	
5-8 Grade level PLCs, with support from supervisors, will review and refine/expand interdisciplinary Problem-Based Learning experiences to refine units/lessons and articulate the scope and sequence of skills and experiences that build critical thinking and interdisciplinary knowledge through problem-based learning.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	PBL Works State Standards C3 Frameworks & NGSS Standards Draft scope & sequence from K-4 for vertical alignment	No	No
Action Step		Anticipated Start/Completion Date	

K-8 development of a cross-grade level showcase (digital, portfolio-based) will develop authentic audience for student solutions to problems as well as a warehouse of exemplars.		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expanded and refined interdisciplinary Problem-Based Learning (PBL) experiences across K-8, equipping students with critical thinking, problem-solving, and collaboration skills through hands-on, inquiry-driven projects. Through PLC collaboration, vertical alignment of skills, and the integration of state and national standards, students will engage in meaningful, real-world challenges. A cross-grade level digital showcase will provide an authentic audience for student solutions, fostering innovation, reflection, and a repository of exemplary interdisciplinary work. Key Results: Improved/expanded problem-based learning K-8; Implementation of three new interdisciplinary problem-based learning units in all high schools. Increase student engagement in project-based learning by 15% as measure by course enrollment and participation surveys.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Improve innovative and effective technology integration, including Artificial Intelligence (AI). Students and teachers will be empowered learners, innovators and designers using tools for greater efficiency, productivity, inquiry, and learning.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to make the shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling at elementary and secondary levels. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, or buildings.

Action Step		Anticipated Start/Completion Date	
Develop a design team with representative teachers and leaders to explore and articulate best practices in instructional technology and Artificial Intelligence (AI) to support productivity and increase learning.		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction Design Team	ISTE Standards AI resources	Yes	No
Action Step		Anticipated Start/Completion Date	
The Design Team will develop bank of exemplars, resources, prompt banks, and training (Schoology courses, session/lesson plans, micro-PDs, etc.) to support effective, responsible use of AI (teacher-facing and student-facing) to support improved learning opportunities for students.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction Design Team	To Be Determined	Yes	No
Action Step		Anticipated Start/Completion Date	
Design Team coordinates and leads turnaround training and continued goal-setting to advance District learning in effective technology and AI integration.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction Design Team	To Be Determined	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Innovative and effective technology integration, including Artificial Intelligence (AI), to empower both students and educators as learners, innovators, and designers. A representative Design Team will establish best practices, curate exemplars and resources, and provide professional learning opportunities to support ethical, responsible, and impactful AI and technology use. Through	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

structured training, resource development, and ongoing goal-setting, LMSD will foster a culture of inquiry, efficiency, and productivity, ensuring technology enhances learning in meaningful and transformative ways. Key Results: Best Practice Guidance for LMSD Educators Embedded and differentiated Professional Learning in AI	
---	--

Action Plan For: Implement and Refine Multi Year Professional Development Model.

Measurable Goals:
By the end of the 2027-2028 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

Action Step		Anticipated Start/Completion Date	
K-12 District Professional Development Team will establish a vision and priorities for professional learning topics and modalities and design to leverage high quality curriculum resources to build teacher/staff expertise essential to their roles and likely to increase student learning and equity practices.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	Standards for Professional Learning NIRN	No	No
Action Step		Anticipated Start/Completion Date	
Develop goal-setting resources and exemplars to support teacher goal-setting aligned to District goals and priorities.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Action Step		Anticipated Start/Completion Date	
Implement, monitor and refine professional development plan to provide/improve coherence and alignment in teacher learning. Use evidence of impact of learning to continue to refine learning plans.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A cohesive and strategically aligned professional learning framework that supports teacher growth and enhances student learning. By developing a district-wide vision for professional development, goal-setting resources, and an evidence-based refinement process, educators will engage in meaningful, high-quality learning experiences that align with district priorities. This system will foster continuous improvement, equity, and instructional excellence, ensuring that professional growth directly impacts student achievement and access to opportunities. Key Results: Development of a Multi-Year Professional Development Plan designed around District priorities and key results, ensuring all educators engage in at least two structured inquiry-driven PD sessions annually.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Implement and refine Two-Year Induction Plan

Measurable Goals:
By the end of the 2027-2028 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

Action Step		Anticipated Start/Completion Date	
Induction Planning Team will implement, monitor, and refine Year 2 induction plans to support the first cohort of new teachers participating in a year two of induction,		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
Induction Planning Team will continue to implement, monitor, and refine the revised Year 1 induction program to ensure programming supports critical skills needed by novice teachers, especially in areas where hiring pools are leaner and less experienced new professional staff are hired.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
Induction facilitators will explore opportunities to increase training for mentors to support new requirements of extended mentoring and classroom visitation to support new teachers..		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An enhanced induction program to provide new educators with structured mentorship, collaborative learning opportunities, and targeted support essential for early-career success. Through a refined two-year induction framework, increased mentor training, and responsive program improvements, new teachers will develop critical skills, particularly in high-need areas, ensuring they are well-	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

equipped to foster student learning and contribute meaningfully to the district's educational community. Key Results: Provide additional training for mentors of new teachers Expand instructional coaching opportunities to include 100% of new teachers and 50% of veteran teachers	
---	--

Action Plan For: Develop sustainable learning models in priority areas.

Measurable Goals:
By the end of the 2027-2028 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

Action Step		Anticipated Start/Completion Date	
The District will design differentiated learning cycles that onboard, refresh and extend learning in priority areas to ensure existing staff continues to deepen and apply learning while new and novice staff have opportunities to build learning aligned with District priorities and practices (example: PLC practices, Restorative Practices, UDL, effective data practices).		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
The District will develop a bank of synchronous and asynchronous resources, session plans, and trainings that can support varied levels of teacher expertise on priority topics through implementation of learning cycles that maintain a high level of professional knowledge and sustained understanding of LMSD culture and expectations.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Action Step		Anticipated Start/Completion Date	
The District will implement, monitor and refine practices to sustain a learning culture focused on priority areas.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Sustainable learning models that embed continuous professional growth in priority areas such as Professional Learning Communities, Restorative Practices, Universal Design for Learning, and data-informed instruction. Through differentiated learning cycles, a robust repository of synchronous and asynchronous resources, and a culture of ongoing reflection and collaboration, educators will deepen their expertise and sustain high-impact instructional practices. This systemic approach will ensure long-term effectiveness, fostering a professional learning culture that continuously improves teaching and student outcomes. Key Result: Increased bank of synchronous and asynchronous professional learning options to provide differentiated teacher learning in priority areas	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: nstructional Coaching and Mentor Coaching opportunities

Measurable Goals:
By the end of the 2027-2028 school year we will continue to transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore, and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

Action Step		Anticipated Start/Completion Date	
The District will maintain teacher participation in the Coaching Mentor Collaborative offered through MCIU to expand teacher leadership, collegial support of best practices, and growth in the collective capacity of District teacher leaders through expansion of coaching skills among teachers and teacher leaders.		2025-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
The District will provide implementation support for new coaches by supporting role-specific guidance on application of skills for collegial support in their varied contexts (grade levels, departments, PLCs) and across coaching cohorts.		2025-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
To support job-embedded teacher leadership that fosters shared collegial learning, the District will monitor and refine practices that support application of skills by teachers with coaching training.		2025-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expanded instructional coaching and mentorship opportunities, strengthening teacher leadership and fostering a culture of innovation and continuous improvement. Through participation in the Mentor Coach Collaborative and targeted implementation support, educators will develop coaching skills that	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

enhance collaboration, instructional practices, and professional growth. By embedding coaching within varied contexts, the district will build collective capacity, ensuring sustainable, job-embedded learning that positively impacts teaching and student success. Key Results: Increased number of teacher leaders participating in coaching training. Increased opportunities to leverage coach expertise to build capacity of others. Articulation of coaching practices, procedures and impact on professional learning	
--	--

Action Plan For: Increase student opportunities for choice at the high school level. LMSD will expand opportunities for student choice at the high school level by refining requirements to emphasize the value of diverse course experiences beyond core subjects. The district will monitor and support enrollment in areas offering greater choice, including electives, fine and applied arts, dual enrollment, and technical school programs. Additionally, initiatives like Career Day and Senior Projects will empower students to explore their passions and prepare for future success.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
Develop a representative team that will collaboratively explore and identify areas for improving increased choice at the high school level.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
Implement the recommendations of the team to improve opportunities for student choice at the high school level.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Department of Curriculum & Instruction	To Be Determined	No	Yes
Action Step		Anticipated Start/Completion Date	
Monitor and refine increased choice opportunities for students.		2027-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expanded and enhanced student choice at the high school level, providing diverse learning opportunities that extend beyond core subjects. Through collaborative planning, implementation of refined course offerings, and ongoing monitoring, students will have increased access to electives, fine and applied arts, dual enrollment, and technical school programs. Initiatives such as Career Day and Senior Projects will further empower students to explore their passions, personalize their learning experiences, and prepare for future academic and career success. Key Result: Increase participation in dual enrollment programs by 15% over two years,	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Increase opportunities for student leadership, especially in grades K-8. LMSD will enhance opportunities for student leadership by expanding programs such as peer mediation, mentoring, the SAGE conference, and principal advisory councils. These initiatives will enable students to take active roles in their schools, fostering leadership skills, goal-setting, collaboration, and a sense of ownership in their educational journey.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
K-4 Schools will collaborate to review and articulate student leadership opportunities available across schools and identify areas for growth either within or across schools.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
5-8 Schools will collaborate to review and articulate student leadership opportunities available across schools. and identify areas for growth either within or across schools.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
K-8 principals will collaborate to review and articulate student leadership opportunities available across K-8 schools. and identify areas for growth, learning with and from cross-grade colleagues about opportunities to expand or extend within or across grade levels.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department of Curriculum & Instruction	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expanded and enhanced student leadership opportunities across K-8, fostering a culture of student voice, collaboration, and responsibility. Through a structured review and articulation process, schools will identify and implement new leadership initiatives that align with existing programs like peer mediation, mentoring, the SAGE conference, and principal advisory councils. These efforts	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

will empower students to take active roles in their schools, develop essential leadership skills, and contribute meaningfully to their learning communities.	
--	--

Action Plan For: Increase opportunities for student belonging. LMSD will cultivate a stronger sense of student belonging by introducing and expanding spirit-building and choice initiatives, which provide opportunities for students to connect, engage, and build community and learning in meaningful and inclusive ways.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform and refine how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery, including areas that extend beyond traditional academic indicators. We will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal-setting and positive risk-taking within safe learning environments across the K-12 continuum.

Action Step		Anticipated Start/Completion Date	
The Leadership team will collaboratively define spirit building and develop strategies for increasing implementation without decreasing time for learning.		2025-06-30	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
Leadership team members develop home building teams and plans for building belonging through increased opportunities for students to connect, engage, and build community and learning in meaningful and inclusive ways.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	To Be Determined	No	Yes
Action Step		Anticipated Start/Completion Date	

Buildings implement, monitor and refine implementation of plans for building belonging through increased student opportunities to students to connect, engage, and build community and learning in meaningful and inclusive ways.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Administrative Team	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: A stronger sense of student belonging through intentional spirit-building and inclusive community initiatives that enhance student engagement without compromising instructional time. Through a collaborative definition process, school-based planning, and sustained implementation, students will have increased opportunities to connect, build relationships, and engage in meaningful learning experiences. These efforts will create a more inclusive and supportive school environment, strengthening student identity, connection, and overall well-being. Increase student participation in service-learning projects by 30%	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: Expand outreach to parent/guardian and local communities. LMSD will strengthen its connection with parent/guardian communities by expanding outreach efforts, particularly to non-English speaking families. These initiatives will ensure equitable access to District information and resources while fostering stronger relationships and a greater sense of belonging for all families. LMSD will leverage rich community resources to support shared student learning experience such as Residencies.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.

Action Step	Anticipated Start/Completion Date
--------------------	--

Leadership team collaboratively explores and identifies areas for improving outreach to non-English speaking families at the District and building level and continues to explore Residency partnerships.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	Yes	No
Action Step		Anticipated Start/Completion Date	
Leadership team develops District and building level action plan to advance District recommended outreach actions.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	Yes
Action Step		Anticipated Start/Completion Date	
Administrative team implements, monitors and refines plans.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key results: Strengthened connection with parents, guardians, and the local community by expanding equitable outreach efforts, particularly for non-English speaking families, and leveraging community resources to enhance student learning. Through collaborative planning, strategic action, and continuous refinement, the district will ensure that all families have meaningful access to information and opportunities for engagement. These initiatives will foster stronger relationships, enhance student support, and create a more inclusive and connected school community. Expand outreach to non-English-speaking families , increasing the number of District communications available in multiple languages. Increased partnership with local businesses: Partner with at least 10 new local businesses annually to provide internships, mentorships, or career exploration programs.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Action Plan For: LMSD will enhance family engagement by implementing a variety of inclusive and celebratory events such as Family Culture Nights, Career and Professional Showcases, Family Potlucks, Parent Cafés and Forums, Community Picnics, and Spirit Events. Additionally, partnerships with Home and School Associations (HSAs), mural projects, newsletters, speaker series, and arts events will provide ongoing opportunities for families to connect with schools and each other.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.

Action Step		Anticipated Start/Completion Date	
Leadership team collaboratively explores and identifies areas for improving family engagement.		2025-08-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
Leadership team develops District and building level action plan to advance District recommended family engagement goals.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	Yes
Action Step		Anticipated Start/Completion Date	
Administrative team implements, monitors and refines plans to engage families.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: Strengthened school-community connections by implementing inclusive, celebratory, and engaging events that foster meaningful relationships between families and schools. Through strategic planning, expanded partnerships, and ongoing refinement, the district will create diverse opportunities for families to connect, contribute, and feel a sense of belonging.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

These initiatives will enhance collaboration, cultural appreciation, and community spirit, ensuring all families are valued partners in student success. Increase participation in Family Culture Nights and community engagement by 20%	
--	--

Action Plan For: LMSD will enhance family engagement by implementing a variety of inclusive and celebratory events such as Family Culture Nights, Career and Professional Showcases, Family Potlucks, Parent Cafés and Forums, Community Picnics, and Spirit Events. Additionally, partnerships with Home and School Associations (HSAs), mural projects, newsletters, speaker series, and arts events will provide ongoing opportunities for families to connect with schools and each other.

Measurable Goals:
By the end of the 2027-2028 school year, we will continue to transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.

Action Step		Anticipated Start/Completion Date	
Leadership team collaboratively explores and identifies areas for improving school engagement.		2025-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	No
Action Step		Anticipated Start/Completion Date	
Leadership team develops District and building level action plan to advance District recommended school engagement goals.		2026-08-15	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	Yes
Action Step		Anticipated Start/Completion Date	
Administrative team implements, monitors and refines plans to foster strong sense of community within schools.		2026-08-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	To Be Determined	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Key Results: A stronger sense of community within schools by implementing inclusive events and initiatives that bring students and staff together. Through the integration of Positive Behavior Interventions and Supports (PBIS), school-wide traditions, and meaningful service-learning opportunities, students will develop a deeper connection to their school environment. These efforts will foster collaboration, school pride, and a culture of belonging, ensuring that all students feel valued and engaged in their educational community.	Office Responsible: Office of Curriculum and Instruction Frequency: Biannual Updates Method: Monitoring of progress toward objectives and Key Results

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Strengthen MTSS systems with a focus on Tier 1 and effective data practices. LMSD will enhance instructional practices by articulating and training in high-impact strategies and refining decision rules for differentiating and extending Tier 1 skills. These efforts will ensure consistent application and equitable access to Tier 1 supports across all classrooms.	K-4 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.
Strengthen MTSS systems with a focus on Tier 1 and effective data practices. LMSD will enhance instructional practices by articulating and training in high-impact strategies and refining decision rules for differentiating and extending Tier 1 skills. These efforts will ensure consistent application and equitable access to Tier 1 supports across all classrooms.	5-8 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.
Strengthen MTSS systems with a focus on Tier 1 and effective data practices. LMSD will enhance instructional practices by articulating and training in high-impact strategies and refining decision rules for differentiating and extending Tier 1 skills. These efforts will ensure consistent application and equitable access to Tier 1 supports across all classrooms.	9-12 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.
Improve innovative and effective technology integration, including Artificial Intelligence (AI). Students and teachers will be empowered learners, innovators and designers using tools for greater efficiency, productivity, inquiry, and learning.	Develop a design team with representative teachers and leaders to explore and articulate best practices in instructional technology and Artificial Intelligence (AI) to support productivity and increase learning.
Improve innovative and effective technology integration, including Artificial Intelligence (AI). Students and teachers will be empowered learners, innovators and designers using tools for greater efficiency, productivity, inquiry, and learning.	The Design Team will develop bank of exemplars, resources, prompt banks, and training (Schoology courses, session/lesson plans, micro-PDs, etc.) to support effective, responsible use of AI (teacher-facing and student-facing) to support improved learning opportunities for students.
Improve innovative and effective technology integration, including Artificial Intelligence (AI). Students and teachers will be empowered	Design Team coordinates and leads turnaround training and continued goal-setting to advance District learning in effective technology and AI integration.

learners, innovators and designers using tools for greater efficiency, productivity, inquiry, and learning.	
Expand outreach to parent/guardian and local communities. LMSD will strengthen its connection with parent/guardian communities by expanding outreach efforts, particularly to non-English speaking families. These initiatives will ensure equitable access to District information and resources while fostering stronger relationships and a greater sense of belonging for all families. LMSD will leverage rich community resources to support shared student learning experience such as Residencies.	Leadership team collaboratively explores and identifies areas for improving outreach to non-English speaking families at the District and building level and continues to explore Residency partnerships.

Communication with non English Speaking Families and Community Members

Action Step		
Leadership team collaboratively explores and identifies areas for improving outreach to non-English speaking families at the District and building level and continues to explore Residency partnerships.		
Audience		
K-12 Educators		
Topics to be Included		
Culturally responsive communication strategies, interpreters and translation tools, focused outreach, visual supports and plain language.		
Evidence of Learning		
Educators implement communication strategies that create greater connection to non English speaking families.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Office	2025-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once a year
Observation and Practice Framework Met in this Plan	
4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Critical Reading Strategies

Action Step

• K-4 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. • 5-8 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. • 9-12 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.		
Audience		
K-12 Educators		
Topics to be Included		
How to teach notation techniques, questioning strategies, identifying main idea and supporting details, inferencing, author's purpose and bias.		
Evidence of Learning		
Observation and Practice of Educator Effectiveness, professional learning survey feedback.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Office	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Continual focus during duration of plan
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Universal Design for Learning Principles

Action Step

• K-4 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. • 5-8 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. • 9-12 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.		
Audience		
K-12 Educators		
Topics to be Included		
Multiple means of engagement, representation, and action/expression—along with strategies for designing flexible learning experiences, removing barriers to access, and fostering student autonomy and choice.		
Evidence of Learning		
Survey and educator feedback, instructional design and observation and feedback within Educator Effectiveness		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Office	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Continuous throughout the plan
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Artificial Intelligence and its impact on teaching and learning.

Action Step

• Develop a design team with representative teachers and leaders to explore and articulate best practices in instructional technology and Artificial Intelligence (AI) to support productivity and increase learning. • The Design Team will develop bank of exemplars, resources, prompt banks, and training (Schoology courses, session/lesson plans, micro-PDs, etc.) to support effective, responsible use of AI (teacher-facing and student-facing) to support improved learning opportunities for students. • Design Team coordinates and leads turnaround training and continued goal-setting to advance District learning in effective technology and AI integration.		
Audience		
K-12 Educators, All Staff		
Topics to be Included		
The role of AI in personalized learning, ethical considerations and bias in AI tools, leveraging AI for differentiated instruction, using AI-powered feedback and assessment tools, and fostering critical thinking through AI literacy and responsible usage.		
Evidence of Learning		
Survey feedback from sessions, integration into curriculum and assessment practices, observation and feedback through Educator Effectiveness		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Office Design Team	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	To Be Determined
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications Activities

Student Opportunities for Choice and Belonging					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implement the recommendations of the team to improve opportunities for student choice at the high school level. - Leadership team members develop home building teams and plans for building belonging through increased opportunities for students to connect, engage, and build community and learning in meaningful and inclusive ways.	Students and Families	As opportunities for students to engage in new course choices as well as opportunities for them to engage with the community at large, a dedicated effort to communicate will continue.	Building Principals	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			As needed		
Newsletter			As needed		
Posting on district website			As opportunities present themselves		
Other			leveraging LMS and other student communication tools		

Parent and Family Engagement Opportunities					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Leadership team develops District and building level action plan to advance District recommended outreach actions. - Leadership team develops District and building level action plan to advance District recommended family engagement goals. - Leadership team develops District and building level action plan to advance District recommended school engagement goals.	Parents and family members	As opportunities to develop stronger relationships and partnerships with families occur, a dedicated communication strategy will be implemented to ensure that opportunities are not only available, but communicated.	District and Building Administrators	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			As needed		
Newsletter			As needed		
Posting on district website			As needed		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date