

Lehigh Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		121135503
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Address 2		
City	State	Zip Code
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LEA Profile

EDUCATIONAL COMMUNITY

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

The Lehigh Area School District encompasses an administration building and three school buildings: Lehigh Area Elementary Center, Lehigh Area Middle School, and Lehigh Area High School in the borough of Lehigh. The Lehigh Area Elementary Center houses students in Pre K through 5th grade. The middle school holds grades 6-8 and the high school, grades 9-12. The total enrollment across all grade levels is approximately 2500 students. We are affiliated with the Carbon-Lehigh Intermediate Unit #21.

Our student population is 83% Caucasian, 11% Hispanic, 2% Multi-Racial, 2% Black and less than 1% each Asian/Pacific/American Indian. The percentage of our economically disadvantaged families is approximately 48%. Our 2023-2024 attendance ratio is 94%, slightly above the state average. Almost 25% of our students have an Individualized Education Plan (IEP) for extra support. Typically, 58% of our graduates go on to post-secondary institutions, 35% enter the workforce and 7% enlist in the military.

BUDGET

Lehigh Area School District budgets and expends funds according to policies and procedures mandated by the Pennsylvania Department of Education. An annual operating budget is prepared by the administration team and submitted to the school board for approval prior to final approval before the start of the new fiscal year, as required by Act 1. The 2024-2025 budget was adopted in June, 2024 in the amount of \$50,593,908. The median family household income reported from the 2020 census estimates was \$61,127, higher than the county family median income at \$57,601.

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

PERSONNEL

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

SCHOOL LIBRARY RESOURCES

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

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

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

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

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

CURRICULUM

All students have access to equitable services and programs. The elementary level offers a pre-k program, full day kindergarten, Title I reading, MTSS small group work, and guided reading. A new reading series was introduced in the 2024/2025 school year providing the students with a better literacy foundation. The science curriculum supports hand-on learning. Grades K-5 use Mystery Science and non-fiction books that are part of our core Reading curriculum. In addition, a new math series was implemented in the 2023/2024 school year providing more consistency and coherence across and within grade levels. Students have the opportunity to participate in music, art and physical education/health classes once every four days. The librarian and computer teacher meets with the students once every eight days. Gifted opportunities usually center on cultural events and enrichment support. Report cards are issued every nine weeks and parent conferences are held in November. Pre-K and Kindergarten orientation is held in August as well as new student orientation. The elementary school has a school-wide positive behavior program.

The middle school uses a teaming concept that supports student success. All students are taught in the core academic subjects with many opportunities for exploratory classes in health and physical education, the arts, music, technology, Environment and Ecology, and Computer Applications. Identified gifted students take part in the What's So Cool About Manufacturing as part of their program and are Enriched within and beyond core subject areas. The PA Classroom Diagnostic Tools (CDTs) as well as IXL benchmarks and diagnostics are used as assessments three

times a year. The help to identify students who are in need of focused instruction or remediation. Progress is reported every nine weeks with mid-point reviews every three/four weeks and parent conferences in November. Middle school orientation is held prior to the opening of school.

The high school operates under a 7-period traditional schedule with courses offered as advanced placement, honors, academic, and applied. Dual enrollment courses with Lehigh Carbon Community College (LCCC) are offered to upperclassmen and impact weight GPA as an honors-level course. Lehigh Area High School, in partnership with Lehigh Carbon Community College (LCCC), is able to offer students entering the 11th grade the ability to earn their associates degree from LCCC while simultaneously earning their high school diploma. Eligible students must have a minimum of a 3.0 GPA, be advanced or proficient on all Keystone exams, have good attendance and discipline and successfully pass LCCC placement testing to be considered for the program. This is a two-year program that will start at the beginning of a student's 11th grade year. If accepted, students will take all their courses through LCCC. Tuition, transportation, textbooks and any additional supplies or fees are the responsibility of the student. Along with Accelerated Placement (AP) classes and rigorous courses in mathematics, English/language arts, science, and social studies, the high school offers many courses designed to foster student interest and talent in business, computers, art, music, and industrial technology. Students may enroll in Carbon Career & Technical Institute (CCTI) to pursue technical and trade courses. There is a variety of both athletic and academic-based extracurricular activities and clubs. Currently, the high school is considered an Additional Targeted Support and Improvement (ATSI) School due to school-specific criteria for students with disabilities. Improvements in achievement and growth for English and math proficiency levels and regular attendance is needed based on state criteria.

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

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

TECHNOLOGY

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

SAFETY

Safety planning has been a priority over the last several years. Updates to the district's All Hazard Plan, safety drills, staff training, especially in threat assessment recognition, and safety equipment purchases have been completed to ensure that the district is up to date and in compliance with state mandates. Based upon stakeholder focus group and PDE Safe Schools surveys completed by staff, students, parents/guardian and the community, the data shows that the respondents feel safe in and around our schools.

However, data from the Pennsylvania Adolescent Youth Survey (PAYS) administered in grades 6, 8, 10 and 12, show that we have district concerns in mental health and suicide risk, vaping, and bullying due to a lack of equity and inclusion. Family values/involvement and family attachments scored high in protective factors across all grade levels.

Mission and Vision

Mission

Our new Mission Statement will be: The Lehigh Area School District's mission is educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community partnerships and supporting the mental well-being of all in a safe environment.

Vision

The Lehigh Area School District will foster a safe and respectful environment where all individuals have the opportunity to reach their potential.

Educational Values

Students

1. To be active and engaged learners.2. To advocate for their own educational growth.3. To express opinions respectfully.4. To be accountable for their actions.

Staff

1. To recognize all students as individuals with potential.2. To build relationships with rapport and respect.3. To cultivate a positive and engaging learning environment.4. To encourage life-long learning.5. To be accountable for students' learning outcomes by providing robust instruction and supporting student growth and improvement.

Administration

1. To communicate with staff and families regarding student issues and information.2. To provide a safe and supportive environment.3. To be innovative and visionary.4. To be accountable for the overall student experience - academically, physically, mentally and socially.5. To adapt and respond to the needs of students.6. To demonstrate practical and aspirational leadership to faculty and staff.

Parents

1. To actively engage in their student's education.2. To collaborate with school personnel relating to the education of their student.3. To create a home atmosphere to support learning.4. To encourage their student to show respect for all members of the school community and school property.5. To be accountable for regular student attendance.

Community

1. To support the mission and vision of the school district to allow for the growth of all students.2. To value all students in the community as young scholars.3. To help build collaborative partnerships. 4. To foster opportunities for civic responsibilities.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Keystone, Math Keystone, Biology Keystone	The percent of students advanced or proficient in ELA, Math and Biology Keystones exceeded the state average for the 23-24 school year.
ELA Keystone	All student groups have shown an increase in performance from the previous year in the ELA Keystone.
Math Keystone, Biology Keystone	White and economically disadvantaged students have shown an increase in performance from the previous year in the Math and Biology Keystones.
ELA Keystone, Math Keystone, Biology Keystone	The percent of students exceeding the standard for demonstrating growth in ELA, Math and Biology Keystones exceeded the state average for the 23-24 school year.
ELA Keystone	All student groups taking the ELA Keystone have shown an increase in growth from the previous year, with a growth score of 100.
Biology Keystone	The white subgroup taking the Biology Keystone exceeds growth from the previous year. The Biology growth score is 100.
MS ELA, Science	The percent of students exceeding the standard for demonstrating growth in middle school ELA and Science exceeded the state average for the 23-24 school year.
MS ELA	All student groups taking the ELA PSSA have shown an increase in growth from the previous year, with a growth score of 97.
EC ELA, Math, Science	The percent of students proficient or advanced in elementary PSSA ELA, Math and Science met or exceeded the state average for the 23-24 school year.
EC ELA, Math	The percent of students exceeding the standard for demonstrating growth in elementary PSSA ELA and Math exceeded the state average for the 23-24 school year.
EC Math	All student groups taking the elementary PSSA Math have shown an increase in growth from the previous year, with a growth score of 100.

Challenges

Indicator	Comments/Notable Observations
ELA Keystone, Math Keystone, Biology Keystone	All student groups did not meet the ELA, Math, and Biology Keystones statewide interim goals and improvement targets for performance and achievement.
Math Keystone, Biology Keystone	Students with disabilities have shown a decrease in performance from the previous year in the Math and Biology Keystones.
MS ELA, Math, Science	All student groups did not meet the ELA, Math and Science statewide interim performance goals and improvement targets in middle school Math and Science PSSAs.
MS ELA, Math	Students with disabilities have shown a decrease in performance from the previous year in the middle school ELA and Math PSSAs.
MS Science	All student groups have shown a decrease in performance and achievement from the previous year in middle school PSSA Science.
MS Science	Students with disabilities exhibited a decline in growth and did not meet the growth standard in middle school PSSA Science.
MS Math	All student groups did not meet the standard for growth in middle school PSSA Math.

EC Science	In PSSA elementary Science, all student groups did not meet the standard for growth.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator ELA Keystone Grade Level(s) and/or Student Group(s) Grades 9-11	Comments/Notable Observations The percent of students advanced or proficient in ELA exceeded the state average for the 23-24 school year. All student groups have shown an increase in performance from the previous year. The percent of students exceeding the standard for demonstrating growth in ELA exceeded the state average for the 23-24 school year. All student groups have shown an increase in growth from the previous year.
Indicator Math Keystone Grade Level(s) and/or Student Group(s) Grades 9-11	Comments/Notable Observations The percent of students advanced or proficient in Math exceeded the state average for the 23-24 school year. White and economically disadvantaged students have shown an increase in performance from the previous year. The percent of students exceeding the standard for demonstrating growth in Math exceeded the state average for the 23-24 school year.
Indicator Biology Keystone Grade Level(s) and/or Student Group(s) Grades 9-11	Comments/Notable Observations The percent of students advanced or proficient in ELA, Math and Biology exceeded the state average for the 23-24 school year. White and economically disadvantaged students have shown an increase in performance from the previous year. The percent of students exceeding the standard for demonstrating growth in Math exceeded the state average for the 23-24 school year. The white subgroup exceeds growth from the previous year.
Indicator MS ELA Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations The percent of students exceeding the standard for demonstrating growth in ELA exceeded the state average for the 23-24 school year. All student groups have shown an increase in growth from the previous year.
Indicator MS Science Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations The percent of students exceeding the standard for demonstrating growth in science exceeded the state average for the 23-24 school year.
Indicator EC ELA Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations The percent of students proficient or advanced in ELA met or exceeded the state average for the 23-24 school year. The percent of students exceeding the standard for demonstrating growth in ELA and Math exceeded the state average for the 23-24 school year.
Indicator EC Math Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations The percent of students proficient or advanced in Math met or exceeded the state average for the 23-24 school year. The percent of students exceeding the standard for demonstrating growth in ELA and Math exceeded the state average for the 23-24 school year. All student groups have shown an increase in growth from the previous year, with a growth score of 100.
Indicator EC Science Grade Level(s) and/or Student Group(s)	Comments/Notable Observations The percent of students proficient or advanced in science met or exceeded the state average for the 23-24 school year.

Grades 3-5	
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Challenges

Indicator ELA Keystone Grade Level(s) and/or Student Group(s) Grades 9-11	Comments/Notable Observations All student groups did not meet the ELA, Math and Biology statewide interim goals and improvement targets for performance and achievement.
Indicator Math Keystone Grade Level(s) and/or Student Group(s) Grades 9-11	Comments/Notable Observations All student groups did not meet the ELA, Math and Biology statewide interim goals and improvement targets for performance and achievement. Students with disabilities have shown a decrease in performance from the previous year.
Indicator Biology Keystone Grade Level(s) and/or Student Group(s) Grades 9-11	Comments/Notable Observations All student groups did not meet the ELA, Math and Biology statewide interim goals and improvement targets for performance and achievement. Students with disabilities have shown a decrease in performance from the previous year.
Indicator MS ELA Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations All student groups did not meet the ELA, Math and Science statewide interim performance goals and improvement targets. Students with disabilities have shown a decrease in performance from the previous year.
Indicator MS Math Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations All student groups did not meet the ELA, Math and Science statewide interim performance goals and improvement targets. Students with disabilities have shown a decrease in performance and achievement from the previous year.
Indicator MS Science Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations All student groups did not meet the ELA, Math and Science statewide interim performance goals and improvement targets. All student groups have shown a decrease in performance and achievement from the previous year. Students with disabilities exhibited a decline in growth and did not meet the growth standard.
Indicator EC Science Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations All student groups did not meet the standard for growth.

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.

Students met or exceeded the state performance average, scoring proficient or advanced in ELA, Math and Biology Keystones and elementary grades 3-5 ELA, Math and Science PSSAs for the 2023-2024 school year.
The percent of students exceeding the standard for demonstrating growth in ELA, Math and Biology Keystones, middle school PSSA ELA and Science, and elementary PSSA ELA, Math and Science exceeded the state average for the 2023-2024 school year.
All student groups have shown an increase in growth on the ELA Keystones from the previous year, with a growth score of 100.
All middle school ELA student groups have shown an increase in growth from the previous year, with a growth score of 97.
All elementary math student groups have shown an increase in growth from the previous year, with a growth score of 100.

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.

All student groups did not meet the ELA, Math and Biology statewide interim goals and improvement targets for performance and achievement in ELA, Math and Biology Keystones and middle school ELA, Math and Science PSSAs for the 2023-2024 school year.

Students with disabilities have shown a decrease in performance from the previous year in Math Keystones, Biology Keystones, middle school PSSA ELA, and middle school PSSA math.

In middle school PSSA Math, students with disabilities have shown a decrease in growth from the previous year.

In middle school PSSA science, all student groups have shown a decrease in performance and achievement from the previous year. Students with disabilities exhibited a decline in growth and did not meet the growth standard.

In elementary PSSA Science, student groups did not meet the standard for growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Based upon Acadience data, 93% of kindergarten students, 54% of first grade students, 61% of second grade students, 63% of third grade students, 48% of fourth grade students and 57% of fifth grade students are reaching grade level benchmark milestones.
CDTs	The high school uses CDT data to make instructional decisions in ELA. Average growth rate for all groups continues to improve.
IXL	The middle school's ELA monthly growth on average for students is 15 points. By the end of the year, almost all students will have shown growth based upon this data.
Exact Path	44% of students with disabilities from our targeted high school ATSI group made growth using Exact Path interventions.

English Language Arts Summary

Strengths

A very small percentage of kindergarten students, 6%, not reach grade level benchmark milestones based on Acadience data.
At the elementary school, reading and skill acquisition has improved due to our new Reading program, Bookworms, and UFLI.
A new middle school ELA program, My Perspectives, is aligned with the elementary's reading program.

Challenges

Our new elementary reading program, Bookworms, and middle school program, My Perspectives have embedded writing and cross curricular subject matter as part of the scope and sequence. Both are a focus area for students at the elementary and middle school levels.
A challenge with any new program, alignment, fidelity, delivery, buy-in, and professional development are essential for success.
Besides kindergarten, our elementary and middle school students are not achieving 60% or higher in reading proficiency and benchmarks.
A districtwide cohesive ELA curriculum program with common assessments, interventions and benchmark testing needs to be developed.

Mathematics

Data	Comments/Notable Observations
iReady	80% of kindergarten students, 56% of first grade students, 52% of second grade students, 41% of third grade students, 51% of fourth grade students, and 54% of fifth grade students meet grade level benchmarks at the end of last year.
IXL	The middle school average monthly growth in math is 20 points. By the end of the year, almost all students will have shown growth based on the data/
Exact Path	At mid year, 60% of students with disabilities from our targeted ATSI group made growth using Exact Path.

Mathematics Summary

Strengths

At the elementary level. teachers are unified, working together for a common goal, using common language, resources data and assessments.

Strong professional development, direct instruction, coaching and focused interventions have been put into place to build a strong understanding of our math program at the elementary program.

Significant growth in math has been accomplished across all grade levels at the elementary level.

Leveled courses in math are offered at the middle school.

Challenges

At the middle school, curricular mapping, pacing, inconsistent instruction, and scope and sequence need to be reviewed and followed.

Data has identified a lack of conceptual understanding and problem-solving skills are resulting in lower PSSA scores.

There are apparent curricular gaps in instruction due to past programming at the elementary and middle school levels.

With the new change in math resources, parent understanding of the new math program, i-Ready, has limited some parents' role in participation.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	The middle school and high school use CDT data to make instructional decisions. This data correlates with the data we receive from PSSA testing results in Science.
CDT	56% of students with disabilities from our targeted ATSI group made growth in science

Science, Technology, and Engineering Education Summary

Strengths

At the elementary school, non fiction standards based science books are used in both reading and science instruction.

After reviewing the data of CDT for several years, we could identify gaps in our curriculum and needed course works to meet the new STEEL standards. We implemented new science courses into the curriculum at the middle school level to cover the gaps, new courses included anatomy waves and PA watershed.

Biology exceeds statewide growth goals.

Challenges

Implementation of the STEEL standards will impede some of the progress we made in science until full implementation of the new requirements and teacher understanding is fulfilled.

Systemically, certification in a specific area of science limits each grade level to only one area of science each year.

Schedule changes at the elementary and middle school level are needed for an increase in instructional times in science, and across all subject areas.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future PA Ready	All grade levels exceed the performance standards for career benchmarks, with a performance standard of 100%.
Graduation Rate	Our four year graduation cohort rate, exceeds the statewide goal. Our economically disadvantaged students and students with disabilities are lagging behind the statewide average and are not meeting the statewide goal.

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

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

Partnering Institution

Lehigh Carbon Community College

Agreement Type

Dual Credit

Program/Course Area

General Studies

Uploaded Files

Affiliation.pdf

Summary

Strengths

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

The new FCS program at the middle school, encourages career standards.

Our Smart Futures curriculum guidelines have allowed us 100% participation results across the district.

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.

Our economically disadvantaged students and students with disabilities are lagging behind the statewide average and are not meeting the statewide graduation goals.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Economically disadvantaged students have shown an increase in performance from the previous year in the Math and Biology Keystones.

At the high school, 60% of students with disabilities from our targeted ATSI group made growth using Exact Path in math.

Challenges

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

Students with disabilities have shown a decrease in performance from the previous year in Math Keystones, Biology Keystones, middle school PSSA ELA, and middle school PSSA math.

In middle school PSSA Math, students with disabilities have shown a decrease in growth from the previous year.

Students with disabilities exhibited a decline in growth and did not meet the growth standard in middle school PSSA Science.

Our economically disadvantaged students and students with disabilities are lagging behind the statewide average and are not meeting the statewide goal for graduation rates.

Designated Schools

Lehigh Area HS

Priority Challenge	Comments and Notable Observations
Our high school Special Education students have not demonstrated growth in Algebra Keystone testing for the past several years as designated in the ATSI Improvement Plan.	Our students with disabilities have a growth score of 63, which is an improvement from last year. In addition, a more inclusive model for special education students was implemented to parallel instruction with the regular ed students.

Lehigh Area HS

Priority Challenge	Comments and Notable Observations
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Systemic LEA Challenges

Students are entering 9th grade significantly behind in math skills.
District wide curriculum resources are not aligned across buildings, which result in curricular gaps.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	Our school wide program allows for all students to participate in Title I instruction. Data is used to adjust groups.
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

We have improved our mental health supports through collaboration. Social workers, Caron Group, Carbon Monroe Drug and Alcohol, access to therapeutic counselors and physicians, transition services, BHA supports, job coaches for work study, and partial services are available in each building.
We have consistency in career readiness because of our use of the Smart Futures program. The district partners with many outside agencies to build career readiness and civic responsibility. 95% of our high school students meet their Act 158 requirements annually.
District-wide, high expectations for students are set for behavior through school culture and climate, with a required SWPBIS program.
Community stakeholders give back to the district and students through academic and merit scholarships, time and resources.

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.

Continued review of all aspects of our curriculum, core instruction and assessment in our curriculum.

Our district priorities need consistency and communication to focus our resources and leadership on what is valued.

Factors outside of instruction limit the time for instructional leadership for the Administration.

There is an identified need for instructional coaching for staff and a strong MTSS program for students.

Ensuring sustainable growth for all; administrative, teachers; staff and students. Using our leadership influence to build capacity.

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
Students met or exceeded the state performance average, scoring proficient or advanced in ELA, Math and Biology Keystones and elementary grades 3-5 ELA, Math and Science PSSAs for the 2023-2024 school year.	False
The percent of students exceeding the standard for demonstrating growth in ELA, Math and Biology Keystones, middle school PSSA ELA and Science, and elementary PSSA ELA, Math and Science exceeded the state average for the 2023-2024 school year.	False
All student groups have shown an increase in growth on the ELA Keystones from the previous year, with a growth score of 100.	True
All middle school ELA student groups have shown an increase in growth from the previous year, with a growth score of 97.	True
All elementary math student groups have shown an increase in growth from the previous year, with a growth score of 100.	True
A very small percentage of kindergarten students, 6%, not reach grade level benchmark milestones based on Acadience data.	False
At the elementary school, reading and skill acquisition has improved due to our new Reading program, Bookworms, and UFLI.	False
A new middle school ELA program, My Perspectives, is aligned with the elementary's reading program.	False
We have improved our mental health supports through collaboration. Social workers, Caron Group, Carbon Monroe Drug and Alcohol, access to therapeutic counselors and physicians, transition services, BHA supports, job coaches for work study, and partial services are available in each building.	True
We have consistency in career readiness because of our use of the Smart Futures program. The district partners with many outside agencies to build career readiness and civic responsibility. 95% of our high school students meet their Act 158 requirements annually.	False
District-wide, high expectations for students are set for behavior through school culture and climate, with a required SWPBIS program.	True
Community stakeholders give back to the district and students through academic and merit scholarships, time and resources.	True
At the elementary level, teachers are unified, working together for a common goal, using common language, resources data and assessments.	False
Strong professional development, direct instruction, coaching and focused interventions have been put into place to build a strong understanding of our math program at the elementary program.	False
Significant growth in math has been accomplished across all grade levels at the elementary level.	False
At the elementary school, non fiction standards based science books are used in both reading and science instruction.	False

Leveled courses in math are offered at the middle school.	False
After reviewing the data of CDT for several years, we could identify gaps in our curriculum and needed course works to meet the new STEEL standards. We implemented new science courses into the curriculum at the middle school level to cover the gaps, new courses included anatomy waves and PA watershed.	False
The new FCS program at the middle school, encourages career standards.	False
Our Smart Futures curriculum guidelines have allowed us 100% participation results across the district.	False
Economically disadvantaged students have shown an increase in performance from the previous year in the Math and Biology Keystones.	True
Biology exceeds statewide growth goals.	False
At the high school, 60% of students with disabilities from our targeted ATSI group made growth using Exact Path in math.	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
All student groups did not meet the ELA, Math and Biology statewide interim goals and improvement targets for performance and achievement in ELA, Math and Biology Keystones and middle school ELA, Math and Science PSSAs for the 2023-2024 school year.	True
Students with disabilities have shown a decrease in performance from the previous year in Math Keystones, Biology Keystones, middle school PSSA ELA, and middle school PSSA math.	True
In middle school PSSA Math, students with disabilities have shown a decrease in growth from the previous year.	False
In middle school PSSA science, all student groups have shown a decrease in performance and achievement from the previous year. Students with disabilities exhibited a decline in growth and did not meet the growth standard.	False
In elementary PSSA Science, student groups did not meet the standard for growth.	False
Our new elementary reading program, Bookworms, and middle school program, My Perspectives have embedded writing and cross curricular subject matter as part of the scope and sequence. Both are a focus area for students at the elementary and middle school levels.	False
A challenge with any new program, alignment, fidelity, delivery, buy-in, and professional development are essential for success.	True
At the middle school, curricular mapping, pacing, inconsistent instruction, and scope and sequence need to be reviewed and followed.	True
Continued review of all aspects of our curriculum, core instruction and assessment in our curriculum.	False
Our district priorities need consistency and communication to focus our resources and leadership on what is valued.	False
There is an identified need for instructional coaching for staff and a strong MTSS program for students.	False

Ensuring sustainable growth for all; administrative, teachers; staff and students. Using our leadership influence to build capacity.	True
Data has identified a lack of conceptual understanding and problem-solving skills are resulting in lower PSSA scores.	True
There are apparent curricular gaps in instruction due to past programming at the elementary and middle school levels.	True
Implementation of the STEEL standards will impede some of the progress we made in science until full implementation of the new requirements and teacher understanding is fulfilled.	False
Besides kindergarten, our elementary and middle school students are not achieving 60% or higher in reading proficiency and benchmarks.	False
A districtwide cohesive ELA curriculum program with common assessments, interventions and benchmark testing needs to be developed.	True
With the new change in math resources, parent understanding of the new math program, i-Ready, has limited some parents' role in participation.	False
Systemically, certification in a specific area of science limits each grade level to only one area of science each year.	False
Our economically disadvantaged students and students with disabilities are lagging behind the statewide average and are not meeting the statewide graduation goals.	False
Students with disabilities have shown a decrease in performance from the previous year in Math keystones, Biology keystones, middle school PSSA ELA, and middle school PSSA math.	False
In middle school PSSA Math, students with disabilities have shown a decrease in growth from the previous year.	False
Schedule changes at the elementary and middle school level are needed for an increase in instructional times in science, and across all subject areas.	False
Factors outside of instruction limit the time for instructional leadership for the Administration.	False
Students with disabilities exhibited a decline in growth and did not meet the growth standard in middle school PSSA Science.	False
Our economically disadvantaged students and students with disabilities are lagging behind the statewide average and are not meeting the statewide goal for graduation rates.	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.

Proficiency and growth targets are necessary to meet the 2033 statewide goals. Curriculum review, professional development and looking at instruction will be part of our plan. We need to make a better effort to meet the needs of our students with disabilities.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Ensuring sustainable growth for all; administrative, teachers; staff and students. Using our leadership influence to build capacity.	Ensuring that all students and stakeholders grow is part of our mission and vision.	False
All student groups did not meet the ELA, Math and Biology statewide interim goals and improvement targets for performance and achievement in ELA, Math and Biology Keystones and middle school ELA, Math and Science PSSAs for the 2023-2024 school year.	Secondary curriculum alignment is necessary.	True
Students with disabilities have shown a decrease in performance from the previous year in Math Keystones, Biology Keystones, middle school PSSA ELA, and middle school PSSA math.	Strong interventions are needed to help students with disabilities improve academically.	False
A challenge with any new program, alignment, fidelity, delivery, buy-in, and professional development are essential for success.	Professional development is the key for better instruction.	True
At the middle school, curricular mapping, pacing, inconsistent instruction, and scope and sequence need to be reviewed and followed.		False
Data has identified a lack of conceptual understanding and problem-solving skills are resulting in lower PSSA scores.		False
There are apparent curricular gaps in instruction due to past programming at the elementary and middle school levels.	Curricular mapping, pacing, instruction, scope and sequence and common assessments need to be addressed.	False
A districtwide cohesive ELA curriculum program with common assessments, interventions and benchmark testing needs to be developed.		False
Our economically disadvantaged students and students with disabilities are lagging behind the statewide average and are not meeting the statewide goal for graduation rates.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have improved our mental health supports through collaboration. Social workers, Caron Group, Carbon Monroe Drug and Alcohol, access to therapeutic counselors and physicians, transition services, BHA supports, job coaches for work study, and partial services are available in each building.	
District-wide, high expectations for students are set for behavior through school culture and climate, with a required SWPBIS program.	All buildings have implemented PBIS and district wide expectations.

Community stakeholders give back to the district and students through academic and merit scholarships, time and resources.	Strong community support is evident.
All student groups have shown an increase in growth on the ELA Keystones from the previous year, with a growth score of 100.	
All middle school ELA student groups have shown an increase in growth from the previous year, with a growth score of 97.	
All elementary math student groups have shown an increase in growth from the previous year, with a growth score of 100.	New foundational programs are improving growth.
Economically disadvantaged students have shown an increase in performance from the previous year in the Math and Biology Keystones.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we consistently map curriculum with standards in mind, look at instructional practices, design common assessments, provide focused interventions and align curricular resources, then our state achievement scores will improve.
	If we continue strong, focused professional development with new and current programming, and realign current resources for improved achievement, then there will be improved success in all curricular areas.

Goal Setting

Priority: If we consistently map curriculum with standards in mind, look at instructional practices, design common assessments, provide focused interventions and align curricular resources, then our state achievement scores will improve.

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 transform needed instructional change through an evaluation of our curricular review cycle, alignment of standards-based instruction and curricular resources, use of common assessments in core subject areas, identification of interventions, and academic data. Through our curricular reform, our proficient and advanced PSSA and Keystone standardized tests scores will increase each year of the plan by 5% in each tested grade level subject area for an overall increase of 15% or higher from the 2023-2024 school year.		
Measurable Goal Nickname (35 Character Max)		
Curricular Reform for Instructional Improvement		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, we will begin to transform needed instructional change through an evaluation of our curricular review cycle, alignment of standards-based instruction and curricular resources, use of common assessments in core subject areas, identification of interventions, and academic data. Through our curricular reform, our proficient and advanced PSSA and Keystone standardized tests scores will increase each year of the plan by 5% in each tested grade level subject area.	By the end of the 2026-2027 school year, we will continue to transform needed instructional change through an evaluation of our curricular review cycle, alignment of standards-based instruction and curricular resources, use of common assessments in core subject areas, identification of interventions, and academic data. Through our curricular reform, our proficient and advanced PSSA and Keystone standardized tests scores will increase each year of the plan by 5% in each tested grade level subject area.	By the end of the 2027-2028 school year, we will transform needed instructional change through an evaluation of our curricular review cycle, alignment of standards-based instruction and curricular resources, use of common assessments in core subject areas, identification of interventions, and academic data. Through our curricular reform, our proficient and advanced PSSA and Keystone standardized tests scores will increase each year of the plan by 5% in each tested grade level subject area for an overall increase of 15% or higher from the 2023-2024 school year.

Priority: If we continue strong, focused professional development with new and current programming, and realign current resources for improved achievement, then there will be improved success in all curricular areas.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, we will transform needed curricular change through targeted professional development, realignment of staff, curricular alignment, developed common assessments and planned review of academic data. By the end of the plan, our elementary and middle school students will be proficient or on grade level, showing an increase of 10% each year from the baseline PSSA data from 2023-2024.		
Measurable Goal Nickname (35 Character Max)		
Resource Allocation for Instructional Improvement		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, we will begin to transform needed curricular change through targeted professional development, realignment of middle school and elementary staff, working on curricular alignment and planned review of academic data. By the end of the plan, our elementary and middle school students will be	By the end of the 2026-2027 school year, we will continue to transform needed curricular change through targeted professional development, realignment of staff, curricular alignment and assessments and planned review of academic data. By the end of the plan, our elementary and middle school students will be proficient	By the end of the 2027-2028 school year, we will transform needed curricular change through targeted professional development, realignment of staff, curricular alignment, developed common assessments and planned review of academic data. By the end of the plan, our elementary and middle school students will be

proficient or on grade level, showing an increase of 10% each year from the baseline PSSA data from 2023-2024.	or on grade level, showing an increase of 10% each year from the baseline PSSA data from 2023-2024.	proficient or on grade level, showing an increase of 10% each year from the baseline PSSA data from 2023-2024.
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Action Plan

Measurable Goals

Curricular Reform for Instructional Improvement	Resource Allocation for Instructional Improvement
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Action Plan For: Mapping

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will transform needed instructional change through an evaluation of our curricular review cycle, alignment of standards-based instruction and curricular resources, use of common assessments in core subject areas, identification of interventions, and academic data. Through our curricular reform, our proficient and advanced PSSA and Keystone standardized tests scores will increase each year of the plan by 5% in each tested grade level subject area for an overall increase of 15% or higher from the 2023-2024 school year.
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Action Step		Anticipated Start/Completion Date	
Curricular Mapping with Common Assessments		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Curriculum Maps, Curricular Resources	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By aligning our curricular resources with the standards and revising our curricular maps with scope and sequence, pacing, vocabulary and common assessments, will improve student learning and achievement.	Department heads will be responsible for updating their subject area maps with their grade level or departments each year. Common assessments will be developed over the three years of this plan.

Action Plan For: Professional Development

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will transform needed curricular change through targeted professional development, realignment of staff, curricular alignment, developed common assessments and planned review of academic data. By the end of the plan, our elementary and middle school students will be proficient or on grade level, showing an increase of 10% each year from the baseline PSSA data from 2023-2024.

Action Step		Anticipated Start/Completion Date	
Focused Professional Development and Training		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Staffing, Consultants, Budgeting	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Sustained, focused professional development, especially in math and reading, will improve students' learning and achievement.	The administrative team, along with district stakeholders will identify professional development opportunities for staff before the beginning of each year. Each year, staff will be given professional development that meets state mandated requirements, as well as training that meets the district's instructional needs.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	Focused Professional Development and Training

Subject Area/Department Area Training

Action Step		
<ul style="list-style-type: none"> Focused Professional Development and Training 		
Audience		
All professional staff		
Topics to be Included		
Curricular resources, structured literacy, instructional strategies, coaching, interventions, differentiation, retention		
Evidence of Learning		
Professional staff will be expected to take strategies from professional development trainings and integrate them into their teaching.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Technology	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Ongoing throughout the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Grade Level and Department Area Curricular Maps					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Curricular Mapping with Common Assessments 	All district stakeholders	All curricular maps will be shared with district stakeholders.	Director of Curriculum and Technology	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Ongoing		
Memorandum			Beginning of the year		

Approvals & Signatures

Uploaded Files
• 2025-03-25 13-06-39 (1).pdf

Chief School Administrator	Date
Jason G. Moser	2025-03-25