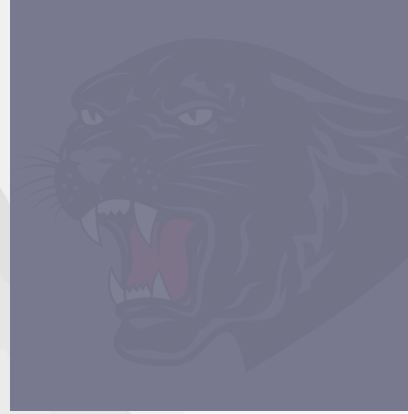




**Saucon Valley
School District**
2085 Polk Valley Road
Hellertown, PA 18055



**Chief School
Administrator**
Jaime Vlasaty, *Superintendent*
jaime.vlasaty@svpanthers.org



COMPREHENSIVE PLAN



**SAUCON
VALLEY**
SCHOOL DISTRICT





STEERING COMMITTEE
MEMBERS 3

COMPREHENSIVE PLANNING
PROCESS 4

LEA PROFILE 4-5

METRICS, MEASURES & DATA 6-7

GOAL SETTING 8

ACTION PLANS 9-10

COMMUNICATIONS
ACTIVITIES 11

TABLE OF CONTENTS



STEERING

COMMITTEE MEMBERS

ADMINISTRATORS	Name		Building/Group/Organization					
	Jaime Vlasaty		Superintendent					
	Jillian Brodhead		Director of Special Education and Pupil Services					
	Lensi Nikolov		Principal/Middle School					
	Amy Braxmeier		Principal/Elementary School					
	Robert Frey		Director of Community and Student Relations					
	Thomas Halcisak		Elementary Assistant Principal					
	Michael Sakelarides		Middle School Assistant Principal					
STAFF MEMBERS	Name		Building/Group/Organization					
	Lara McCarthy		Teacher					
	Kaitlyn Dennington		Teacher					
	Ryan McCann		Teacher					
	Amanda Holveck		Teacher					
	Stacy Daly		Teacher					
	Jessica Friday		Teacher					
BOARD MEMBERS	Name		Building/Group/Organization					
	Dr. Laurel Erickson-Parsons		School Board					
	Vivian Demko		School Board					
	Dr. Shamim Pakzad		School Board					
	William Broun		School Board					
COMMUNITY MEMBERS	Name		Building/Group/Organization					
	Tanya Scherer		Parent					
	Gail Nolf		Community Member					
	Gary Gorman		Parent					
PARENTS	Name		Building/Group/Organization		Name		Building/Group/Organization	
	Jen McCarthy		Parent		Barrett Geyer		Parent	
	Milly Dignetti		Parent		Victoria Opthof-Cordaro		Parent	
	Pam Silverthorn		Parent		Bridget Lussier		Parent	
	Hannah Tatu		Parent		Christopher Tatu		Parent	
	Cara Paredes		Parent		Pamela Mascio		Parent	
	Jason Banonis		Parent		Brandon Kazan		Parent	
	Lynn Kasper		Parent		Mai Shunk		Parent	
STUDENT	Name		Building/Group/Organization					
	Courtney Ziegler		Student					

COMPREHENSIVE PLANNING PROCESS

Chapter 4 specifies planning requirements for school entities. A school entity is defined as a local education provider (e.g., public school district, charter school, cyber charter school, Area Vocational-Technical School, or Intermediate Unit). These planning requirements are as follows:



Every 3 years, a school entity must submit to the Secretary for approval a professional education plan. The professional education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to the Pennsylvania Department of Education (PDE).



Every 6 years, a school entity must submit to the Department for approval an induction plan. The induction plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.



Every 6 years, a school entity must develop and implement a comprehensive and integrated K-12 program of student services. This student services plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.



Every 3 years, each school district must develop and submit to the department a special education plan. The special education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.



Every 6 years, each school district must develop and implement a gifted education plan. The gifted education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.



Saucon Valley School District comprises the Borough of Hellertown and Lower Saucon Township, Pennsylvania, both suburbs of Bethlehem and located in Northampton County. Hellertown is a residential community covering an area of 1.4 square miles, while Lower Saucon Township spans 23.3 square miles. Lower Saucon, which is horseshoe-shaped, surrounds Hellertown, and together they form the Saucon Valley.

The District is a member of the Colonial Intermediate Unit 20 (IU20), which serves 13 neighboring school districts and three career and technical centers in Northampton, Monroe, and Pike Counties. IU20 provides direct and indirect services to 79,000 public school children and 9,000 non-public school children, supported by 7,000 professional staff members.

THE CENTRAL ADMINISTRATIVE TEAM CONSISTS OF:



Superintendent



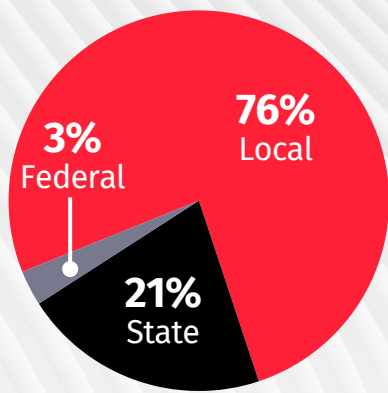
Director of Special Education and Student Services



Director of Fiscal and Operations Management

Each school building has a Principal and an Assistant Principal.

REVENUE SOURCES



STUDENT DEMOGRAPHICS

TOTAL ENROLLMENT **2,019**
(PIMS/Penn Data Report): **STUDENTS**



16% Students with Disabilities:
325 students

23.7% Low-income Students

4.4% Gifted Students

Bethlehem Area Vocational-Technical School Enrollment **118** **STUDENTS**

Graduation rate: **95.1%**

Students Continuing to Postsecondary or Technical School: **77%**

QUICK FACTS

EDUCATIONAL VALUES

Shared educational values for all groups (Students, Staff, Administration, Parents, Community, and Other):

Student-Centered Focus: We prioritize the well-being of every child by catering to each learner's needs, ensuring all students are prepared to learn and excel to their fullest potential and progress annually. We achieve this through rigorous and relevant instruction along with enriched and varied learning opportunities.

Cultivation of Growth Mindset: We embrace the belief that all individuals possess intelligence, abilities, and talents that can be continually enhanced and broadened through their commitment to personal effort, resiliency, perseverance, accountability, and reflection.

Data-Driven Decision-Making: We utilize educational research and data to guide decisions that enhance academic and extracurricular experiences for students. We aim to manage resources efficiently, utilizing data to inform future investments and spending decisions.

Fostering Citizenship: We emphasize the importance of understanding each other's roles, concerns, and strengths. We encourage individuals to educate themselves about and empathize with issues affecting one another. Personal commitment to seek out opportunities to make an impact and to make ethical and compassionate decisions is key to fostering a culture of shared responsibility and trust.

Emphasizing Community Building: We recognize the significance of nurturing collaboration, constructive feedback, and robust partnerships within the SVSD community and local municipalities. By fostering these relationships, we ensure that students can benefit from learning opportunities provided through our partnerships, while accessing services and resources that contribute to the growth of students, the District, and the broader community.

MISSION, VISION & VALUES

MISSION

The Saucon Valley School District prepares—in partnership with families and our community—new generations of students to boldly face the future; to promote human understanding; to foster technological advancement; to communicate effectively; to nurture mind, body, and moral character; to appreciate community and public service; and to strive intellectually as creative problem-solvers, makers, and citizens ready for tomorrow.

VISION

The Saucon Valley School District aspires to prepare students for college, career, and life success by cultivating academic excellence through rigorous educational opportunities and experiential learning, and by promoting creative thinking, problem solving, and citizen engagement.

METRICS, MEASURES, & DATA



FUTURE READY PA INDEX

STRENGTHS:

- Middle School Achievement in Algebra exceeded the state average by 51%.
- Cumulative Algebra Keystone was 25% above the state average.
- Economically Disadvantaged, Hispanic, and IEP subgroups showed positive growth overall on academic growth measures.
- Elementary and Middle School ELA achievement exceeded the state average by 18% and 15%, respectively.
- Strong evidence of academic growth in 4th grade ELA.

CHALLENGES:

- 4th grade math achievement declined by 13% since 2022.
- 8th grade ELA achievement declined by 14% since 2022.
- Moderate evidence of students not meeting academic growth standards in middle school ELA and elementary math.
- High school participation in rigorous coursework: 62% overall, 44% AP/IB, and 0% Dual Enrollment.

LOCAL ASSESSMENT



ELA STRENGTHS:

- K-2 students achieved 84% proficiency on DIBELS by the end of the year.
- Elementary students ranked in the 62nd percentile for median growth on MAP Reading.
- Middle school students ranked in the 59th percentile for MAP Reading achievement.



ELA CHALLENGES:

- 69% Proficient or Advanced on Keystone Literature (10% decline from the previous year).
- 6th-8th grade students scored below the 37th percentile for median growth on MAP Reading.
- 71% Proficient or Advanced on PSSA ELA in 3rd-4th grades (4% decline).



MATHEMATICS STRENGTHS:

- Grades 1-4 scored in the 61st percentile for median growth on MAP Math.
- Grades 5-8 ranked in the 66th percentile for MAP Math achievement.
- Grades K-4 ranked in the 68th percentile for MAP Math achievement.



MATHEMATICS CHALLENGES:

- Grades 7-8 scored in the 29th and 38th percentiles, respectively, for median growth on MAP Math.
- 47% of high school students scored Proficient or Advanced on the Spring Algebra Keystone.
- Moderate evidence that 4th grade students did not meet academic growth standards.
- Significant evidence that 7th grade students did not meet academic growth standards.

LOCAL ASSESSMENT (CONTINUED)

SCIENCE, TECHNOLOGY, AND ENGINEERING EDUCATION STRENGTHS:

- 82% of 4th grade students scored Proficient or Advanced on the Science PSSA.
- 100% of AP Physics students took the AP exam.
- 9 out of 11 AP Chemistry students took the AP exam.

SCIENCE, TECHNOLOGY, AND ENGINEERING EDUCATION CHALLENGES:

- 61% of high school students scored Proficient or Advanced on the Biology Keystone.
- 69% of 8th grade students scored Proficient or Advanced on the Science PSSA.
- Only 5 out of 12 AP Biology students took the AP exam.

RELATED ACADEMICS



CAREER READINESS STRENGTHS:

- High school exceeded the Career Standards performance benchmark at 99%.
- Middle school students met the Career Standards performance benchmark at 94%.

CAREER READINESS CHALLENGES:

- Only 62% of high school students participated in a rigorous course of study.
- Only 44% of high school students participated in an AP/IB course.
- No students participated in a dual enrollment course.



STRENGTHS:

- Economically Disadvantaged students showed positive growth in 16/20 PVAAS indicators.
- Hispanic students showed positive growth in 18/20 PVAAS indicators.
- Students with IEPs showed positive growth on Math, ELA, and Science PSSAs.



CHALLENGES:

- 4th grade students have not met Math growth standards for two consecutive years.
- 4th grade Math achievement declined by 10% over three years.
- 8th grade students have not met ELA growth standards for two consecutive years.
- 8th grade ELA achievement declined by 14% over three years.
- Students with GIEPs showed negative growth in 6 out of 10 PVAAS indicators.

CONDITIONS FOR LEADERSHIP, TEACHING, AND LEARNING

STRENGTHS:

- Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.
- Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.
- Allocate resources—including funds, staff, professional learning, materials, and support—to schools based on data analysis.
- Coordinate local, state, and federal funding to support district priorities.

CHALLENGES:

- Partner with other businesses, community organizations, and other agencies to meet the needs of the district.
- Engage in meaningful two-way communication with community members to sustain shared responsibility for student learning across the district.
- Foster a vision and culture of high expectations for success for all students, educators, and families.

GOAL SETTING

1. Priority: Evidence-based instructional practices are needed to improve academic growth outcomes in English Language Arts Standards.

Middle School Pennsylvania Value-Added Assessment System (PVAAS) ELA

Goal: Students will meet the standard for academic growth in grades 5-8, as measured by PVAAS.

2. Priority: Standardized testing and norm-referenced data should be utilized to broaden the population of students who participate in Advanced Placement (AP) classes.

Advanced Placement Participation Goal: 50% of students will participate in at least one Advanced Placement course each school year.

3. Priority: The school district needs to create more dual enrollment opportunities for students in grades 9-12.

Dual Enrollment Goal: Develop dual enrollment opportunities for students in grades 9-12.

4. Priority: Evidence-based instructional practices and professional development are needed to improve academic growth outcomes in Mathematics Standards.

Elementary Mathematics PVAAS Goal:

Students will meet the standard for academic growth in fourth grade, as measured by PVAAS.

Elementary Mathematics PD Goal:

Evidence-based instructional strategies and assessment practices will be implemented in lesson plans and observed in classroom instruction.

TARGET YEAR 1	TARGET YEAR 2	TARGET YEAR 3
Improvement on this measure for grades 5, 6, and 8. Maintenance on this measure for grade 7.	Students in grades 5-6 will meet or exceed the standard for academic growth, as measured by PVAAS.	Students will meet the standard for academic growth in grades 5-8, as measured by PVAAS.

TARGET YEAR 1	TARGET YEAR 2	TARGET YEAR 3
46% of students will participate in at least one AP course.	48% of students will participate in at least one AP course.	50% of students will participate in at least one AP course each school year.

TARGET YEAR 1	TARGET YEAR 2	TARGET YEAR 3
Collect and analyze data from student data, input, and parent feedback regarding dual enrollment opportunities.	Research and review dual enrollment opportunities that meet the needs of students.	Develop dual enrollment opportunities for students in grades 9-12.

TARGET YEAR 1	TARGET YEAR 2	TARGET YEAR 3
PVAAS score for fourth grade math will improve from -1.83.	PVAAS score for fourth grade math will improve from previous year, approaching or meeting the standard for academic growth.	Students will meet the standard for academic growth in fourth grade, as measured by PVAAS.

TARGET YEAR 1	TARGET YEAR 2	TARGET YEAR 3
All elementary teachers will participate in professional development for instruction and assessment practices in mathematics.	Administrators and teachers will develop look-fors in lesson plans and instructional practices aligned to the professional development activities.	Evidence-based instructional strategies and assessment practices will be implemented in lesson plans and observed in classroom instruction.

ACTION PLANS

MIDDLE SCHOOL PVAAS ELA

Goal: Students will meet the standard for academic growth in grades 5-8, as measured by PVAAS.



ACTION STEP:

Conduct a thorough ELA Program Review in the Middle School.



ANTICIPATED START/COMPLETION DATE:

September 2, 2024/
May 30, 2025



ANTICIPATED OUTPUT:

ELA Department will identify ELA achievement and growth data to identify and prioritize strengths and needs.



MONITORING/EVALUATION:

Building administrators and department chairs will monitor through team meetings, department meetings; walkthroughs, and observations.

STRUCTURED LITERACY PROFESSIONAL DEVELOPMENT

Goal: Students will meet the standard for academic growth in grades 5-8, as measured by PVAAS.



ACTION STEP:

Ensure that all teachers complete 10 hours of professional development in Structured Literacy.



ANTICIPATED START/COMPLETION DATE:

June 8, 2024/
June 8, 2026



ANTICIPATED OUTPUT:

100% of middle school teachers will be trained in Structured Literacy.



MONITORING/EVALUATION:

Building administrators will collaborate with human resources to ensure teachers complete the training.

ADVANCED PLACEMENT PARTICIPATION

Goal: 50% of students will participate in at least one Advanced Placement course each school year.



ACTION STEP:

High school administration and counselors will use student data in PVAAS and College Board to offer AP enrollment to more students who demonstrate potential.



ANTICIPATED START/COMPLETION DATE:

February 10, 2025/
March 28, 2025



ANTICIPATED OUTPUT:

Increase student participation in AP courses from 44% to 46%.



MONITORING/EVALUATION:

High School administration and counselors will review AP enrollment and collaborate with students and parents to support their participation.

ACTION PLANS

DUAL ENROLLMENT

Goal: Develop dual enrollment opportunities for students in grades 9-12.



ACTION STEP:

Determine student interest and needs for dual enrollment opportunities in the high school.



ANTICIPATED START/COMPLETION DATE:

March 3, 2025/
August 29, 2025



ANTICIPATED OUTPUT:

High School administration will determine specific needs for dual enrollment courses and identify potential courses to offer.



MONITORING/EVALUATION:

High School administration will work with the Director of Student Services and Superintendent bi-monthly to develop dual enrollment course offerings.

ELEMENTARY MATHEMATICS PD

Goal: Evidence-based instructional strategies and assessment practices will be implemented in lesson plans and observed in classroom instruction.



ACTION STEP:

Provide professional development in evidence-based instruction and assessment practices for elementary teachers in mathematics.



ANTICIPATED START/COMPLETION DATE:

August 25, 2025/
June 8, 2026



ANTICIPATED OUTPUT:

Teachers will develop their use of evidence-based instruction and assessment practices.



MONITORING/EVALUATION:

Elementary administrators will monitor participation in professional development.

ELEMENTARY MATHEMATICS PVAAS

Goal: Students will meet the standard for academic growth in fourth grade, as measured by PVAAS.



ACTION STEP:

Elementary teachers will continue to develop their practices analyzing and utilizing student performance data in math.



ANTICIPATED START/COMPLETION DATE:

August 25, 2025/
June 9, 2028



ANTICIPATED OUTPUT:

Student growth will increase on local assessment measures.



MONITORING/EVALUATION:

Elementary administrators will monitor analysis and use of student performance data at least three times per year: beginning, middle, and end of year.



COMMUNICATIONS ACTIVITIES

COMMUNICATE ABOUT STUDENT DATA TO INCREASE PARTICIPATION IN AP COURSES



ACTION STEP

High school administration and counselors will use student data in PVAAS and College Board to offer AP enrollment to more students who demonstrate potential.



AUDIENCE

Teachers and Counselors



TOPICS

Student achievement data that demonstrates potential for success in AP Courses.



ANTICIPATED START/COMPLETION DATE

February 10, 2025 / March 31, 2025



FREQUENCY

Communication regarding data will be shared via department/faculty meetings and district email.

INFORM STUDENTS AND PARENTS ABOUT DUAL ENROLLMENT OPPORTUNITIES



ACTION STEP

Determine student interest and needs for dual enrollment opportunities in the high school.



AUDIENCE

Students and family members



TOPICS

Determine student needs and interests in participating in dual enrollment courses.



ANTICIPATED START/COMPLETION DATE

March 3, 2025 / December 1, 2025



FREQUENCY

Counselors and administrators will collect input from students and families regarding their needs and interests in participating in dual enrollment courses via interviews and/or surveys.

THANK YOU



SAUCON
VALLEY
SCHOOL DISTRICT

