Palmerton Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN	
School District		121136503	
Address 1			
680 Fourth Street			
Address 2			
City	**State**	**Zip Code**	
Palmerton	PA	18071	
Chief School Administrator		**Chief School Administrator Email**	
Mrs angela Friebolin		afriebolin@palmerton.org	
Single Point of Contact Name			
Jamie Schuler			
Single Point of Contact Email			
jschuler@palmerton.org			
Single Point of Contact Phone Number			
6108267101			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jamie Schuler	Administrator	District	jschuler@palmerton.org
Angela Friebolin	Administrator	District	afriebolin@palmerton.org
Demi Rohlfing	Administrator	District	drohlfing@palmerton.org
Kelli George	Administrator	Towamensing Elementary	kgeorge@palmerton.org
David Sodl	Administrator	Junior High	dsodl@palmerton.org
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Joyce Paulinho	Staff Member	Towamensing Elementary	jpaulinho@palmerton.org
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Rachael Shafer	Parent	Towamensing Elementary	rachandrews02@yahoo.com
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Brianna Sterling	Community Member	Lehigh Valley Children's Center	bsterling@lvcconline.org
Amber Bieling	Community Member	Lehigh Valley Children's Center	abieling@lvcconline.org
Sara George	Community Member	Towamensing Kids Child Care and Learning Center	towamensingkids@outlook.com
Chase Sebelin	Student	Junior High	
Lilly Fox	Student	Junior High	
Brayden Newhard	Student	Senior High	
Samantha Wolfe	Student	Senior High	
Adrianna Fugazzotto	Student	Senior High	

LEA Profile

The Palmerton Area School District is located in the southern region of Carbon County which is situated in Northeastern Pennsylvania. It encompasses one hundred square miles just north of the Lehigh Valley on the edge of the Poconos Mountains and serves following communities: Palmerton, Bowmanstown, Aquashicola, Towamensing and Lower Towamensing Townships.

The School District is governed by a nine member Board of School Directors, elected for four year terms. The Superintendent is the chief administrative officer of the School District, with the overall responsibility for all aspects of operations. The Business Manager is responsible for budget and financial operations. These officials are selected by the Board of School Directors. The School District operates a primary education center, two elementary schools, a junior high school, and a senior high school. The district's total enrollment is approximately 1600 students.

Palmerton Area School District students are provided a challenging and diverse curriculum, with differentiated lessons offered to meet the interest and needs of all learners. Students have the opportunity to enroll in full-time career and technical education at the Carbon County Career and Technical Institute. Many students also enroll in college-level courses taught at Palmerton Area High School, as well as on the campus of Lehigh-Carbon County Community College.

Mission and Vision

Mission

The Palmerton Area School District, in partnership with our community, is committed to providing meaningful opportunities in an environment where students maximize their potential and become productive citizens in a globally connected society.

Vision

The vision of the Palmerton Area School District is to educate and prepare all students for productive participation in a diverse and globally competitive society. This shall be accomplished through opportunities that enhance their social, mental, and physical well-being.

Educational Values

Students

We believe that each student has the ability to learn and be successful in a safe and nurturing environment while remaining aware of their social, emotional, and physical well-being. We believe that meeting all students' needs by providing appropriate resources, support, and means of communication/access will allow students to reach their potential and become responsible citizens. We believe that students should have access to technology and relevant learning experiences to be able to attain reliable information and communicate in a globally competitive society. We believe that students will be equipped as effective communicators, independent learners, problem solvers and collaborators through rigorous and relevant learning experiences. We believe that all students deserve motivated, adaptable, and well-educated staff to provide a high-quality education. We believe in creating an environment where our students take on personal accountability and responsibility to continually improve their collective learning experience.

Staff

We believe that staff will provide a healthy, safe, and nurturing environment that addresses the students' educational, emotional, social, and physical needs. We believe that staff should feel valued and supported in a positive and collaborative work environment. We believe that staff with training, support, resources, and motivation for life-long learning have a profound impact on student development into self-aware citizens.

Administration

We believe that all administrators will provide, safe, inclusive, and meaningful experiences that will prepare all students to become productive, dependable, and self-aware citizens. We believe that administrators recognize each student's qualities, differences, talents, and that their abilities should be recognized, developed, challenged, and celebrated. We believe that administration will provide targeted professional development aligned to school needs to support standards aligned instruction to support the highest needs of students. We believe that administrators should build meaningful connections between staff and students.

Parents

We believe that education is a shared partnership between students, families, and community. We believe that collaboration among home, school district, and the community positively impacts learning. We believe that the needs and goals of the district should be communicated and accessible to families and the community.

Community

We believe that education is a shared partnership between students, families, and community. We believe that a commitment from the entire community is necessary to build a culture that encourages student achievement. We believe that collaboration among home, school district, and the community positively impacts learning. We believe that the needs and goals of the district should be communicated and accessible to families and the community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Our growth in ELA across the district met the interim target or statewide goal.	
Our growth in Science across the district has been strong.	
Students across the district met the standard for growth in ELA.	

Challenges

Indicator	Comments/Notable Observations
Our ELA performance across the district did not meet the interim goal/target.	
Our students across the district demonstrated the lowest performance in Math.	

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

Strengths

Indicator	Comments/Notable Observations
Indicator Our overall student group performance and our subgroup performance has been aligned across content areas. **Grade Level(s) and/or Student Group(s)** Grades 3-10 Overall student group White subgroup Students with disabilities Economically Disadvantaged	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Challenges

Indicator	Comments/Notable Observations
Indicator Our overall student groups are struggling to meet the interim goals/target. Our groups' performance may be higher than the state average, but will still demonstrate rea because they have not yet met the interim	**Comments/Notable Observations**

9

goals/targets. **Grade Level(s) and/or Student Group(s)** Grades K-10	
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

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 across the district have met the growth standard for ELA.

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.

Our overall student groups are struggling to meet the interim goals/target. Our groups' performance may be higher than the state average, but will still demonstrate rea because they have not yet met the interim goals/targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS - All grade levels are decreasing the number of students performing at Intensive Support and increasing the number of students performing at Core Support.	.

English Language Arts Summary

Strengths

Consistent growth in Reading achievement in Grades K-6.

Challenges

Need for a strong MTSS framework that will provide the appropriate interventions to students to increase their academic success.

Mathematics

Data	Comments/Notable Observations
iReady (Grades K-5)	.
IXL (Grades K-8)	.

Mathematics Summary

Strengths

Opportunity for students to work independently on the areas of need identified by the IXL assessments.
Opportunity for students to reinforce the classroom lessons and meet their individual needs through the practice opportunities through iReady.

Challenges

The transfer of student performance on IXL and IReady to the state assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We do not have additional data sources for Science.	.

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

The need to completely transition to the content expectation of the STEEL standards and provide the appropriate learning opportunities for our students in Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Both elementary buildings (SS Palmer and Towamensing) and the Jr. High School exceeded the expected performance standard.	The Jr. High decreased in performance from the previous year.
The all student group at the High School met the performance standard and increased in performance from the previous year.	

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 County Community College

Agreement Type

Dual Credit

Program/Course Area

Psychology, Sociology, Speech Communication

Uploaded Files

LCCC Dual Enrollment Agreement UPDATED 2022-2023.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.

Overall our district's performance for the Career Standards Benchmark is high.

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.

The Palmerton Area School District only offers three dual enrollment courses through one higher education institution.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
We do not have a large enough English learner population to constitute a subgroup to be able to record performance and growth data for this population.	

Students with Disabilities

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

Data	Comments/Notable Observations
At the elementary level students with disabilities increased their academic performance in ELA and Math from the previous year.	Athough, these students increased their academic performance this subgroup still did not meet the interim target.
At the Jr. High level students with disabilities decrease their academic performance in Math and Reading and did not meet their interim targets for these content areas.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students at the elementary level in the Economically Disadvantaged subgroup increased their academic performance in both Math and Reading.	
Although they still did not meet their expected interim target, students at the Jr and Sr. High buildings in the Economically Disadvantaged subgroup increased their academic performance in ELA from last year.	
Students in the Economically Disadvantaged subgroup at the secondary level met the interim target for ELA and Science at the secondary level.	

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.

The students with disabilities subgroup demonstrated an increase in their academic performance in ELA at the elementary level.
The students with disabilities subgroup increased their academic performance in Science at SS Palmer and the Jr. High School. Towamensing Elementary did not have enough students within this subgroup to record achievement or progress.
Students in the Economic Disadvantaged subgroup at the secondary level demonstrated growth in ELA.

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.

Athough students within the students with disabilities subgroup increased their academic achievement in ELA and Math, they still did not meet their expected interim target.
Students in the Economic Disadvantaged subgroup appear to struggle with Math performance at the elementary and secondary vevel.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Provision of specific professional development for staff based on the district's needs.
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
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.

Provision of specific professional development within the Special Education plan based on specific needs within the district.

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.

Development and enhancement of community partnerships to support our K-12 Guidance plan including components such as a community advisory committee and job shadowing opportunities for students.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	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	Emerging
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	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

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.

Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.
Coordination of fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.
Engage in meaningful, two-way communication with stakeholders to establish and sustain shared responsibility for student learning across the district.

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

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 across the district have met the growth standard for ELA.	False
Consistent growth in Reading achievement in Grades K-6.	True
Opportunity for students to work independently on the areas of need identified by the IXL assessments.	False
Opportunity for students to reinforce the classroom lessons and meet their individual needs through the practice opportunities through iReady.	False
Overall our district's performance for the Career Standards Benchmark is high.	True
Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
Coordination of fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	False
Provision of specific professional development within the Special Education plan based on specific needs within the district.	False
The students with disabilities subgroup demonstrated an increase in their academic performance in ELA at the elementary level.	False
The students with disabilities subgroup increased their academic performance in Science at SS Palmer and the Jr. High School. Towamensing Elementary did not have enough students within this subgroup to record achievement or progress.	False
Students in the Economic Disadvantaged subgroup at the secondary level demonstrated growth in ELA.	False
N/A	False
Engage in meaningful, two-way communication with stakeholders to establish and sustain shared responsibility for student learning across the district.	True

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
Our overall student groups are struggling to meet the interim goals/target. Our groups' performance may be higher than the state average, but will still demonstrate rea because they have not yet met the interim goals/targets.	True
Need for a strong MTSS framework that will provide the appropriate interventions to students to increase their academic success.	True
The transfer of student performance on IXL and IReady to the state assessment.	False
The need to completely transition to the content expectation of the STEEL standards and provide the appropriate learning opportunities for our students in Science.	True
The Palmerton Area School District only offers three dual enrollment courses through one higher education institution.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
Ensure effective, standards-aligned curriculum and assessment.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.	False
Development and enhancement of community partnerships to support our K-12 Guidance plan including components such as a community advisory committee and job shadowing opportunities for students.	True
Athough students within the students with disabilities subgroup increased their academic achievement in ELA and Math, they still did not meet their expected interim target.	False
Students in the Economic Disadvantaged subgroup appear to struggle with Math performance at the elementary and secondary vevel.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	The need for Professional Learning Communities (PLCs).	False
Ensure effective, standards-aligned curriculum and assessment.	Development of a vertically aligned standards-based curriculum for all content areas.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.		False
Development and enhancement of community partnerships to support our K-12 Guidance plan including components such as a community advisory committee and job shadowing opportunities for students.	Build and enhance community partnerships	True
Our overall student groups are struggling to meet the interim goals/target. Our groups' performance may be higher than the state average, but will still demonstrate rea because they have not yet met the interim goals/targets.		False
The need to completely transition to the content expectation of the STEEL standards and provide the appropriate learning opportunities for our students in Science.		True
Need for a strong MTSS framework that will provide the appropriate interventions to students to increase their academic success.	MTSS framework	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Overall our district's performance for the Career Standards Benchmark is high.	
Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	
Engage in meaningful, two-way communication with stakeholders to establish and sustain shared responsibility for student learning across the district.	
Consistent growth in Reading achievement in Grades K-6.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop a vertically aligned standards-based curriculum for all content areas.
	Provide learning opportunities that focus on providing inclusive and supportive environments for all students and families and continue to build and enhance community partnerships.
	Provide resources and opportunities for STEM/STEAM learning across all grade levels and content areas.
	Develop a Multi-Tiered System of Support (MTSS) for grades K-8.

Goal Setting

Priority: Develop a vertically aligned standards-based curriculum for all content areas.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June 2028, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in all content areas.
Measurable Goal Nickname (35 Character Max)
Vertically aligned curriculum

Target Year 1	Target Year 2	Target Year 3
By June of 2026, PASD will develop vertically aligned curriculum (including a scope and sequence) for Math and Science K-12.	By June of 2027, PASD will develop vertically aligned curriculum (including a scope and sequence) for ELA K-12.	By June 2028, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in all content areas.

Outcome Category
Professional learning
Measurable Goal Statement (Smart Goal)
By June 2028, Palmerton Area School District will implement Professional Learning Communities (PLCs) for administration, teachers, Instructional Assistants to support the use of data analysis and evidence based instructional practices to improve instruction and student performance.
Measurable Goal Nickname (35 Character Max)
Professional Learning Communities (PLCs)

Target Year 1	Target Year 2	Target Year 3
By June of 2026, PASD will implement PLCs for administrators and teachers.	By June of 2027, PASD will implement PLCs for Instructional Assistants.	By June 2028, Palmerton Area School District will implement Professional Learning Communities (PLCs) for administration, teachers, Instructional Assistants to support the use of data analysis and evidence based instructional practices to improve instruction and student performance.

Priority: Provide learning opportunities that focus on providing inclusive and supportive environments for all students and families and continue to build and enhance community partnerships.

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

Measurable Goal Statement (Smart Goal)		
By June of 2028, Palmerton Area School District will provide learning opportunities that focus on providing inclusive and supportive environments for all students and families, such as bullying resources, improving student attendance, and providing internet safety resources.		
Measurable Goal Nickname (35 Character Max)		
Inclusive and Support Environment		
Target Year 1	**Target Year 2**	**Target Year 3**
By June of 2026, PASD will provide resources and activities for students and the community to address bullying.	By June of 2027, PASD will establish consistent procedures to help reduce the number of student absences.	By June of 2028, Palmerton Area School District will provide learning opportunities that focus on providing inclusive and supportive environments for all students and families, such as bullying resources, improving student attendance, and providing internet safety resources.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By June of 2028, Palmerton Area School District will have built new and enhanced current community partnerships.		
Measurable Goal Nickname (35 Character Max)		
Community Partnerships		
Target Year 1	**Target Year 2**	**Target Year 3**
By June of 2026, PASD will establish a district communication plan and community advisory committee.	By June of 202, PASD will have established job shadowing opportunities.	By June of 2028, Palmerton Area School District will have built new and enhanced current community partnerships.

Priority: Provide resources and opportunities for STEM/STEAM learning across all grade levels and content areas.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
By June 2028, Palmerton Area School District will provide STEM/STEAM related resources and opportunities across all grade levels and opportunities.		
Measurable Goal Nickname (35 Character Max)		
STEM		
Target Year 1	**Target Year 2**	**Target Year 3**

| By June of 2026, PASD will add a full-time STEM teacher at the secondary level (grades 7-12). | By June of 2027, PASD will provide consistent STEM related professional development for all staff. | By June 2028, Palmerton Area School District will provide STEM/STEAM related resources and opportunities across all grade levels and opportunities. |

Priority: Develop a Multi-Tiered System of Support (MTSS) for grades K-8.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June of 2028, Palmerton Area School District will develop and institute a Multi-Tiered System of Support (MTSS) in grades K-8.
Measurable Goal Nickname (35 Character Max)
MTSS

Target Year 1	Target Year 2	Target Year 3
By June of 2026, PASD will develop an MTSS framework and begin to implement MTSS in Grades K-6.	By June of 2027, PASD will implement an MTSS framework in Grades K-6.	By June of 2028, Palmerton Area School District will develop and institute a Multi-Tiered System of Support (MTSS) in grades K-8.

Action Plan

Measurable Goals

Vertically aligned curriculum	Professional Learning Communities (PLCs)
Inclusive and Support Environment	Community Partnerships
STEM	MTSS

Action Plan For: Continuous Improvement on Instruction

Measurable Goals:
• By June 2028, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in all content areas.   • By June of 2028, Palmerton Area School District will develop and institute a Multi-Tiered System of Support (MTSS) in grades K-8.   • By June 2028, Palmerton Area School District will implement Professional Learning Communities (PLCs) for administration, teachers, Instructional Assistants to support the use of data analysis and evidence based instructional practices to improve instruction and student performance.

Action Step			**Anticipated Start/Completion Date**	
Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in Math and Science.			2025-06-16	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Assistant to the Superintendent	New curriculum template Process orientation for CAC members and other teacher leaders. Use of summer compensated days, professional development days, and release time for grade levels and departments.		Yes	No
Action Step			**Anticipated Start/Completion Date**	
Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and all other content areas.			2026-06-15	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**

Assistant to the Superintendent	Curriculum template Process orientation for CAC members and other teacher leaders. Use of summer compensated days, professional development days, and release time for grade levels and departments.	Yes	No

Action Step		**Anticipated Start/Completion Date**	
Implementation of Professional Learning Communities (PLC) to support the use of data analysis to improve instruction and student performance.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Superintendent District Administrators Building Administrators	rofessional Development for faculty on PLCs Dedicated time during school year and during professional development days to conduct professional learning communities.	Yes	No

Action Step		**Anticipated Start/Completion Date**	
Development of Multi-Tiered System of Support (MTSS)		2025-04-15	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Superintendent District Level MTSS Team	Professional Development on the MTSS model, interventions, and data analysis Tracking system for intervention plans Materials for interventions	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved instruction and student performance.	Data analysis of district and state assessments. Classroom walkthroughs and teacher evaluations.

Action Plan For: Student Centered Support System

Measurable Goals:
• By June of 2028, Palmerton Area School District will provide learning opportunities that focus on providing inclusive and supportive environments for all students and families, such as bullying resources, improving student attendance, and providing internet safety

- resources.
- By June of 2028, Palmerton Area School District will have built new and enhanced current community partnerships.
- By June 2028, Palmerton Area School District will provide STEM/STEAM related resources and opportunities across all grade levels and opportunities.

Action Step		Anticipated Start/Completion Date	
Provide professional development for staff focusing on inclusive and supportive environments for all students and families such as bullying and internet safety.		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Superintendent Director of Technology District administrators	Monetary resources for speaker on bullying Professional Development Days	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.		2025-08-25	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Superintendent District Administrators Building Administrators Building Administrators K-12 STEM Teacher	STEM/STEAM related professional development Funding to purchase STEM/STEAM related resources	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Continue to build and enhance community partnerships through development of district communication plan and community advisory committee.		2025-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent District Administrators	Community Members	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Continue to build and enhance community partnerships through establishment of community partners for school events and creation of job shadowing opportunities.		2026-07-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent District Administrators	Community Resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student centered supports for students.	Documentation of progress on action steps

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Continuous Improvement on Instruction	Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in Math and Science.
Continuous Improvement on Instruction	Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and all other content areas.
Continuous Improvement on Instruction	Implementation of Professional Learning Communities (PLC) to support the use of data analysis to improve instruction and student performance.
Continuous Improvement on Instruction	Development of Multi-Tiered System of Support (MTSS)
Student Centered Support System	Provide professional development for staff focusing on inclusive and supportive environments for all students and families such as bullying and internet safety.
Student Centered Support System	Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.

Curriculum Development

Action Step
- Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in Math and Science.   - Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and all other content areas.   - Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.
Audience
K-12 Teachers
Topics to be Included
Curriculum Development for standards aligned curriculum
Evidence of Learning
Completed curriculum mapped that is aligned to the PA Standards

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2025-06-16	2028-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly / Quarterly Basis

Observation and Practice Framework Met in this Plan
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments
This Step Meets the Requirements of State Required Trainings

Implementation of PLCs and MTSS

Action Step		
• Implementation of Professional Learning Communities (PLC) to support the use of data analysis to improve instruction and student performance. • Development of Multi-Tiered System of Support (MTSS)		
Audience		
K-12 Staff		
Topics to be Included		
The development and implementation of Professional Learning Communities (PLCs). The development and implementation of Multi-Tiered System of Support (MTSS)		
Evidence of Learning		
Documentation and Implementation of PLCs and MTSS		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant to the Superintendent District Level MTSS Team	2025-04-15	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly/Quarterly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy

Providing supports for inclusive and supportive environments for all students and families.

Action Step
• Provide professional development for staff focusing on inclusive and supportive environments for all students and families such as bullying and internet safety.
Audience
K-12 Staff Parents/Guardians Community Members
Topics to be Included
How to provide inclusive and supportive environments for all students and families (bullying, attendance, internet safety, communication, job shadowing)
Evidence of Learning
How to provide inclusive and supportive environments for all students and families Decrease in reports of bullying Decrease in number of student absences Creation of job shadowing opportunities

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent District Administrators	2025-08-25	2028-06-30

Learning Format

Type of Activities	Frequency
Other	Quarterly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	
• 2a: Creating an Environment of Respect and Rapport	
• 3a: Communicating with Students	
• 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Development/Implementation of Multi-Tiered System of Support					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	K-12 Staff Parents School Board	Definition of MTSS Implementation plan for MTSS Progress of implementation of MTSS Progress of student improvement and success	Assistant to the Superintendent District MTSS Team	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Periodically throughout implementation process and to provide progress updates
Posting on district website	Continuous basis
Newsletter	At onset of implementation and periodic updates

Build and enhance community partnerships					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Staff Students Parents/ Guardians School Board Members Community Members	Communication Plan and Community Advisory Committee	Superintendent District Administrators	07/01/2025	06/30/2028

Communications	
Type of Communication	**Frequency**
Presentation	Introduction to district communication plan
Presentation	After the development of the community advisory committee
Posting on district website	Continuous

Approvals & Signatures

Uploaded Files
• PASD Comp Plan board affirmation stmt signed.pdf

Chief School Administrator	Date
Angela Friebolin	2025-04-21