Profile and Plan Essentials

LEA Type		AUN
School District		121395103
Address 1		
1210 Springhouse Rd		
Address 2		
City	**State**	**Zip Code**
Allentown	PA	18104
Chief School Administrator		**Chief School Administrator Email**
Dr Mark J Madson		madsonm@parklandsd.net
Single Point of Contact Name		
Timothy Chorones		
Single Point of Contact Email		
choronest@parklandsd.net		
Single Point of Contact Phone Number		
610-351-5506		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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David Hein	Board Member	Parkland School District	heind@parklandsd.net
Marisa Ziegler	Board Member	Parkland School District	zieglerm@parklandsd.net

LEA Profile

The Parkland School District is located in the semi metropolitan region known as the Lehigh Valley. The Lehigh Valley region of eastern Pennsylvania is made up of Lehigh and Northampton counties and is home to the three cities of Allentown, Bethlehem and Easton, as well as numerous townships and boroughs. With approximately 675,000 residents and a $40.1 billion economy, it is the third largest metropolitan region in the state. The Lehigh Valley maintains a strong commitment to educational excellence with 11 major institutions of higher learning, which graduate more than 10,000 students annually. The 72 square miles of the Parkland School District encompass three townships with a total population of approximately 60,000.

With more than 10,000 students and 1,500 personnel, Parkland is a growing community committed to providing a well rounded education to our students. Academic offerings are at the heart of the district's mission. We offer 27 Advanced Placement courses as part of the high school curriculum as well as many opportunities for students to engage in courses that are aligned to their areas of interest and/or earn dual enrollment credit with colleges. Parkland supports the whole child with many opportunities for students to be involved in extracurricular activities including athletics, arts, theater, academic competitions, clubs, etc.

Ongoing District Initiatives include:

Annual district goals are established by administrators and professional staff for each school year. These goals are shared with the Parkland Board of School Directors in August, including an update on the goals from the previous year, as well as a mid-year update in January.

School Board retreats have been an annual event for the past 20 years in the Parkland School District. Presentations are made by the Superintendent of Schools, the Assistant Superintendent of Schools and each district's Department Directors. These presentations and discussions are both reflective and visionary in nature focusing on the district's educational initiatives, capital projects and other goals the district sets as priority.

Budget Seminar is another annual event for the Parkland School District. Held each spring, this event provides a comprehensive overview of district programs. It is also an opportunity for school board directors and district administrators to review preliminary budget proposals and solidify the appropriation of funds. The end result is a collaborative effort by the district leadership to develop a responsible and feasible budget.

Partnerships are an important facet of the Parkland School District. Collaboration with local businesses, government agencies and other educational institutions has proven vital to the district’s success. These partnerships have built and sustained relationships benefiting all parties involved from both an operational and financial perspective.

Community Outreach is an essential aspect of the district. Programs for parents, senior citizens and other community members have allowed the district to connect with residents. Quarterly newsletters, an annual publication of district accomplishments and special senior citizen events all serve to bring our schools to the community and our community to the schools. Parent workshops are programmed throughout the school year. REACH (Resources Enhancing All Children's Health) composed of staff volunteers, regularly meets to address student needs concerning food assistance, clothing and other major necessities through on-site pantries, weekly food distribution and other outreach. Efforts to keep the community informed also are initiated through the use of Parkland TV on Service Electric and RCN TV. The District also regularly communicates through social media including Twitter, Facebook, Instagram and YouTube. Communication with students and families is made through Schoology, Parkland’s online learning management system. Additionally, flat screen TVs have been installed in our schools to act as a scrolling news source inside the buildings for visitors to be informed of school specific events and activities.

School Safety and Crisis Prevention Programs are a crucial part of the district. Proactive programs to ensure the safety of students and staff are a top priority. In addition, a Crisis Response Team operating in cooperation with other local school districts has proven to be invaluable. Administrators regularly respond to the state-wide implemented Safe2Say Program tips. The district has been commended for the partnerships formed with Local, County and State Police and Emergency Management and Emergency Service Organizations. The partnerships are enhanced by quarterly emergency management meetings with all community emergency management leaders as well as integration of School Resource Officers being present in our schools and at school activities.

Technology has become a necessary component to the success of the district. All students K - 12 are provided a device for use at school and at home. Current and updated video, voice, and data systems have supported educational goals. In addition, they have allowed the logistical operations of the district to run in a smooth and seamless manner.

Professional Development is an ongoing priority for the Parkland School District. Lifelong learning comes alive with the district’s “Parkland Academy.” The academy offers over 250 workshops and seminars annually. This flexible year-long professional development program for all professional and support staff coupled with a differentiated supervision plan for teachers assures that the focus of all district initiatives is to enhance student achievement.

New Teacher Induction is an important part of the district’s professional development program. High expectations balanced with an equally high level of support serves as the basis for this program. New teachers are offered a 5-day program in August to orient them to the district and to review curriculum specific to their position. A total of 40 hours of professional development through the Parkland Academy are required during the school year. Most important, they are assigned a principal and mentor teacher to support them throughout their first two years with the district during monthly meetings.

Career Awareness Programs are an integral part of the educational experiences provided to students. Beginning at the elementary level, the Career Pathways Program is introduced and explored. Job fairs held in our buildings and career speakers have proven to be a valuable opportunity for students to explore and learn about different careers.

Mission and Vision

Mission

The Parkland Community fosters a safe learning environment, empowering students through open communication to educate the whole child.

Vision

Educating for success.Inspiring excellence.

Educational Values

Students

Empowering Learners, Cultivating Well-Being, Building a Brighter Future:Thriving Together: We foster a safe, inclusive, and supportive environment where respect, responsibility, resilience, and social-emotional learning empower all students and staff to learn, grow, and contribute.Digital Citizens, Global Minds: We cultivate a love of learning that embraces individuality, diversity, and creativity, while fostering responsible digital citizenship and preparing students to be successful global citizens.The Well-Rounded Advantage: We offer a rich tapestry of learning experiences that integrates academics, arts, and athletics, equipping students with the knowledge, skills, character, and well-being to thrive in college, career, and beyond.

Staff

Thriving Together: Empowering Students & Staff:Safe & Inclusive Learning: We foster a culture of respect, responsibility, and social-emotional well-being, promoting responsible digital citizenship. Clear communication and collaboration are essential for a thriving learning environment for each learner.Excellence in Teaching: We empower educators to be passionate, highly skilled, and dedicated to meeting the unique needs of each learner. Effective instruction utilizes data to guide collaborative and personalized learning experiences.Holistic Development: We champion a well-rounded education that integrates academics, arts, and athletics to cultivate lifelong learners with strong character.Continuous Growth: We embrace innovation and collaboration, fostering a culture of professional learning and development for all staff, and prioritize effective communication with the community.

Administration

Leading for Excellence: A Thriving Educational Community:Visionary & Creative: We foster innovation and comprehensive planning to guide the district towards a future-focused and well-rounded educational experience.Instructional Leadership: We empower staff to deliver high-quality, data-driven instruction that personalizes learning for each student.Effective Communication: We prioritize open communication with staff, families, and the community, building trust and fostering collaboration.Safe & Inclusive Environment: We cultivate a safe and supportive learning environment that promotes social-emotional well-being, respect, and responsible digital citizenship for all.

Parents

Thriving Together: Partnering for Student Success:Active Engagement: We encourage active parent involvement and student participation in a variety of learning activities and opportunities, fostering a love of learning and well-rounded development.Open Communication: We believe in clear and consistent communication between families, schools, and the community, building trust and collaboration.Career Pathways: We foster connections between schools, businesses, and the community to provide students with real-world experiences and prepare them for future career success.Inclusive & Welcoming Environment: We cultivate a safe, inclusive, and supportive learning environment where everyone feels valued and empowered to contribute.

Community

Thriving Together: Partnering for Student Success:Open Communication: We believe in clear and consistent communication between families, schools, and the community, building trust and collaboration.Career Pathways: We foster connections between schools, businesses, and the community to provide students with real-world experiences and prepare them for future career success.Inclusive & Welcoming Environment: We cultivate a safe, inclusive, and supportive learning environment where everyone feels valued and empowered to contribute.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Proficiency	Out performing the state across all schools
Math Proficiency	Outperforming the state across all schools
Science Proficiency	Outperforming the state across all schools
Math Growth 3 - 5	Eight out of nine schools maintained or grew in the state growth category with a new math program emphasizing problem solving and math communication.

Challenges

Indicator	Comments/Notable Observations
Growth in math at the middle level	Middle Level continues to score in the red and underperforms compared to the statewide average growth score.
ELA Subgroup Proficiency - key ideas & details and Craft & Structure	When digging deeper, these subgroups were underperforming other subgroups in ELA. Although our ELA data is strong, we are always digging to see where we can improve.

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

Strengths

Indicator ELA Proficiency **Grade Level(s) and/or Student Group(s)** 3 - 8	**Comments/Notable Observations** Strong proficiency levels outpacing state average. Strong literacy instruction continues to be a focus of our district. Use of research backed assessments are used to diagnose and prescribe valid interventions.
Indicator Science Proficiency **Grade Level(s) and/or Student Group(s)** 4 - 8	**Comments/Notable Observations** Students perform well above state average. Pedagogy aligns to the new STEELS standards through hands on curriculum resources.
Indicator Literature Keystone Proficiency **Grade Level(s) and/or Student Group(s)** 10	**Comments/Notable Observations** Literature Keystone proficiency remains strong.
Indicator Math Proficiency: Elementary **Grade Level(s) and/or Student Group(s)** 3 - 5	**Comments/Notable Observations** Elementary math proficiency levels continue to be strong

Challenges

Indicator Science Growth at elementary level. **Grade Level(s) and/or Student Group(s)** 4th	**Comments/Notable Observations** Elementary science growth is stagnant.
Indicator	**Comments/Notable Observations**

Middle School Math Proficiency & Growth **Grade Level(s) and/or Student Group(s)** 6 - 8	This continues to be a focus for our school district. Currently implementing MTSS systems at the middle level.
Indicator Algebra Keystone Growth **Grade Level(s) and/or Student Group(s)** 9 - 12	**Comments/Notable Observations** Growth continues to be under the state average. This continues to be a focus of our school district.

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.

Science Proficiency
Math Proficiency: Elementary

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.

Middle School Math & Algebra 1 Proficiency & Growth
Science Growth at elementary level.
ELA Subgroup PSSA proficiency - Craft and Structure and Key Ideas and Details

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	BOY, MOY, EOY in grades 3 - 8; use of data in data team meetings.
Acadience	Used in elementary school as a screener and progress monitoring tool.
Common Assessments	Developed and implemented; allows for common pacing and goal setting across classrooms/ schools.
PSSA 3 - 8	Use this data point to compare other more timely assessment data throughout the year and to look at summative data by year.
Literature Keystone Exam	Administered at the HS level
PVAAS Data Projections	Helpful data to see where current students are projected to score.
Really Great Reading Program Assessment	Used before program begin, at the middle of the program and then at the end of the program to gauge specific needs of primary students and gauge growth throughout the program.

English Language Arts Summary

Strengths

Common pacing and curricular resources
Student Centered, Data Driven Culture
Growth of student achievement data throughout the school year
Additional supports for struggling readers, targeted to areas of need

Challenges

Staffing issues
Increase percent of students scoring Advanced

Mathematics

Data	Comments/Notable Observations
CDT	BOY, MOY, EOY in grades 3 - 8; use of data in data team meetings.
Common Assessments	Developed and implemented; allows for common pacing and goal setting across classrooms/ schools.
PSSA 3 - 8	Use this data point to compare other more timely assessment data throughout the year and to look at summative data by year.
Algebra 1 Keystone Exam	Administered at the MS and HS level
PVAAS Growth Data	Helpful data to see where current students are projected to score and identify potential needs with instruction.
IXL: 6th - 12th	Data used as formative data to help teachers guide instruction.
Study Island Keystone Benchmark (HS)	Data used as formative data to help teachers guide instruction.

Mathematics Summary

Strengths

Focus on problem solving, number sense and fact fluency at the elementary level
Common Assessments aligned to standards

Challenges

Implement a screener and progress monitoring tool for mathematics.
Implement interventions to target specific math related deficits.
Staffing for additional support of math instruction

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Elementary Common Digital Summative Unit Assessment s	Allows for common pacing and goal setting across classrooms/ schools.
PSSA Science 5th and 8th grade	Use this data point to compare other more timely assessment data throughout the year and to look at summative data by year.
Biology Keystone Exam	Administered at the HS level
PVAAS Growth Data	Helpful data to see where current students are projected to score and identify potential needs with instruction.

Science, Technology, and Engineering Education Summary

Strengths

Hands On, STEELS aligned curriculum and instruction
Local Connection ties to all science curriculums
Additional Science Related extracurricular/ local resources in close proximity of our school district

Challenges

Elementary Level Growth
PSSA alignment to STEELS Standards
Adjusting to online assessment

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello: All Levels	Portfolio aligned to career standards
Job Fair	Strong attendance from local business; continues to grow year after year. The job fair is for all 11th and 12th graders.
Career Speakers	Over 100 career speakers present over time. Career speakers are for all 9th and 10th graders. This continues to grow each year.
Certifications	We offer several certifications for students to earn in middle or high school.
LCTI	Strong partnership with tech school
Student working summer work for district	Help employee students who are eligible to work over the summer months.
PLTW	Offer all three pathways that PLTW offer and have have strong student participation.
ETap, Emerging Health, Child Development	Programs help students identify if they have a passion in various areas.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
LCTI	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
PDE SAS STEELS Hub	This is new to everyone and will be a focus of our plan.

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
PDE SAS Financial Literacy Standards	Incorporate financial literacy into existing courses at the high school so all students have financial literacy while in high school.

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Fitness Gram K - 8	
CPR Certification in 8th and 11th grade	
Suicide Awareness in 7th and 9th grade	
Anti Bullying K - 8	
DARE program in 5th and 7th grades	
Fire Prevention K - 5/ Firefighting course at HS with certification	

LVHN Educational Programing 5th - 8th grade	
CPI training	

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

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

Data	Comments/Notable Observations
Local Civics Assessment	
History Day Competition	
Digital Citizenship (Elementary media specialists, information tech teachers at middle level, common sense media)	

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.
Partnering Institution
Cedar Crest College
Agreement Type
Dual Credit
Program/Course Area
Courses aligned to students HS Graduation Requirements
Uploaded Files
Cedar Crest College Dual Credit Agreement.pdf
Partnering Institution
Lehigh Carbon Community College
Agreement Type
Local Articulation
Program/Course Area
Special Education
Uploaded Files
LCCC Spec Ed Agreement REVISED.pdf
Partnering Institution
Pennsylvania State University
Agreement Type
Dual Credit
Program/Course Area
Courses aligned to students HS Graduation Requirements
Uploaded Files
Penn State Affiliation Agreement.pdf
Partnering Institution
Rochester Institute of Technology
Agreement Type
Local Articulation
Program/Course Area
Project Lead the Way
Uploaded Files
Rochester Institute of Technology PLTW 2022-23 Bio-Med.pdf
Partnering Institution

Seton Hall University
Agreement Type
Dual Credit
Program/Course Area
World Language
Uploaded Files
Seton Hall Articulation Agreement 2023.pdf
Seton Hall_ PSD articulation agreement2024.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.

Science curriculum aligned to STEEL Standards K - 12.
Partnerships for Dual Credit and Career Readiness

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.

Continued work on mental health services and supports for students.
Pedagogical shift aligned to STEEL Standards

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Access 2.0	New students entering the school district who are beginners need additional supports.
Grade 6, 7, 8 Math PSSA	Large subgroup of students scoring below basic

Students with Disabilities

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

Data	Comments/Notable Observations
PIMS Data: Least Restrictive Environment	
Attendance and Discipline Data	
CDT	
Fastbridge	
PSSA	A high percentage of students with IEPs are scoring below basic on the math PSSA, particularly in grade 8.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Review of district assessment scores by school for economically disadvantaged students.	Due to additional supports, all of our students are making growth in ELA
PSSA	42% of 4th graders that are Economically Disadvantaged scored advanced on the science PSSA
PVAAS	ELA - students exceeding growth measure; Math - we are below and well below for growth

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.

Our subgroup students are meeting growth standards in ELA
Structures in place for data collection and disaggregation of data for all groups
42% of 4th graders that are Economically Disadvantaged scored advanced on the science PSSA

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.

Our Economically Disadvantaged students are not meeting growth standards
72% of Grade 7 and 67% of grade 8 English Learner (EL) students scored below basic on the Math PSSA
73% of Grade 8 students with IEPs scored below basic on the Math PSSA

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
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.

Interdepartmental meetings and discussions focused on goal setting and common vision.
Strong Technology Support across 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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

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.

High expectations for success for all students, educators and families
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

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.

Coordination of fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

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
Science Proficiency	True
Math Proficiency: Elementary	True
Common pacing and curricular resources	True
Student Centered, Data Driven Culture	True
Growth of student achievement data throughout the school year	False
Additional supports for struggling readers, targeted to areas of need	True
Focus on problem solving, number sense and fact fluency at the elementary level	False
Common Assessments aligned to standards	True
Hands On, STEELS aligned curriculum and instruction	True
Local Connection ties to all science curriculums	True
Additional Science Related extracurricular/ local resources in close proximity of our school district	True
Science curriculum aligned to STEEL Standards K - 12.	True
Partnerships for Dual Credit and Career Readiness	False
Our subgroup students are meeting growth standards in ELA	False
Structures in place for data collection and disaggregation of data for all groups	False
Interdepartmental meetings and discussions focused on goal setting and common vision.	False
Strong Technology Support across district	False
High expectations for success for all students, educators and families	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
42% of 4th graders that are Economically Disadvantaged scored advanced on the science PSSA	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
Middle School Math & Algebra 1 Proficiency & Growth	True
Science Growth at elementary level.	True
ELA Subgroup PSSA proficiency - Craft and Structure and Key Ideas and Details	True
Staffing issues	False
Increase percent of students scoring Advanced	True
Implement a screener and progress monitoring tool for mathematics.	True
Implement interventions to target specific math related deficits.	True
Staffing for additional support of math instruction	False

Elementary Level Growth	False
PSSA alignment to STEELS Standards	True
Adjusting to online assessment	True
Continued work on mental health services and supports for students.	True
Pedagogical shift aligned to STEEL Standards	True
Coordination of fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	False
Our Economically Disadvantaged students are not meeting growth standards	True
72% of Grade 7 and 67% of grade 8 English Learner (EL) students scored below basic on the Math PSSA	False
73% of Grade 8 students with IEPs scored below basic on the Math PSSA	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.
Secondary math and the new Science Standards include the majority of our needs, in addition to some extra support for students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Middle School Math & Algebra 1 Proficiency & Growth		True
Science Growth at elementary level.		False
Increase percent of students scoring Advanced		False
Implement a screener and progress monitoring tool for mathematics.		False
Implement interventions to target specific math related deficits.		False
PSSA alignment to STEELS Standards		False
Adjusting to online assessment		False
Continued work on mental health services and supports for students.		True
Pedagogical shift aligned to STEEL Standards		False
Our Economically Disadvantaged students are not meeting growth standards		False
ELA Subgroup PSSA proficiency - Craft and Structure and Key Ideas and Details		False
73% of Grade 8 students with IEPs scored below basic on the Math PSSA		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Science Proficiency	
Math Proficiency: Elementary	
Common pacing and curricular resources	
Student Centered, Data Driven Culture	
Additional supports for struggling readers, targeted to areas of need	
Common Assessments aligned to standards	
Hands On, STEELS aligned curriculum and instruction	
Local Connection ties to all science curriculums	
Additional Science Related extracurricular/ local resources in close proximity of our school district	
Science curriculum aligned to STEEL Standards K - 12.	
High expectations for success for all students, educators and families	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To enhance student achievement in mathematics in grades 6 - 8 and HS Algebra, we will continue to implement an academic system of support that integrates targeted

	instruction, academic interventions and resources for students. The academic system of support will provide educators with a framework for data-driven decision making, collaboration and professional development, leading to improved academic performance and overall success.
	To foster a supportive and inclusive learning environment that prioritizes the social-emotional well-being of all students, we will enhance our multi-tiered systems of support. This includes strengthening the Positive Behavioral Interventions and Supports (PBIS) in all elementary schools and expanding access to mental health services at the secondary level. These efforts will focus on prevention, early intervention, and building a school culture that promotes mental wellness and reduces stigma around seeking help.

Goal Setting

Priority: To enhance student achievement in mathematics in grades 6 - 8 and HS Algebra, we will continue to implement an academic system of support that integrates targeted instruction, academic interventions and resources for students. The academic system of support will provide educators with a framework for data-driven decision making, collaboration and professional development, leading to improved academic performance and overall success.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, increase the percentage of students in grades 6 - 8 who score proficient or above on the PSSA by 6% from the baseline established in 2023-2024 school year through the implementation of a multi-tiered system of support (MTSS).		
Measurable Goal Nickname (35 Character Max)		
Middle School Math Achievement		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase the percentage of students in grades 6 - 8 who score proficient or above on the PSSA by 2% from the baseline established in 2023-2024 school year through implementation of a multi-tiered system of support (MTSS).	Increase the percentage of students in grades 6 - 8 who score proficient or above on the PSSA by 4% from the baseline established in 2023-2024 school year through implementation of a multi-tiered system of support (MTSS).	By the end of the 2027-2028 school year, increase the percentage of students in grades 6 - 8 who score proficient or above on the PSSA by 6% from the baseline established in 2023-2024 school year through the implementation of a multi-tiered system of support (MTSS).

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, increase the percentage of students in HS Algebra 1 who score proficient or above on the Keystone Exam by 6% from the baseline established in 2023-2024 school year through increasing the capacity to provide targeted math interventions at Parkland High School.		
Measurable Goal Nickname (35 Character Max)		
High School Algebra 1 Achievement		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase the percentage of students in high school Algebra 1 who score proficient or above on the Keystone Exam by 2% from the baseline established in 2023-2024 school year through increasing the capacity to provide targeted math interventions at Parkland High School.	Increase the percentage of students in high school Algebra 1 who score proficient or above on the Keystone Exam by 4% from the baseline established in 2023-2024 school year through increasing the capacity to provide targeted math interventions at Parkland High School.	By the end of the 2027-2028 school year, increase the percentage of students in HS Algebra 1 who score proficient or above on the Keystone Exam by 6% from the baseline established in 2023-2024 school year through increasing the capacity to provide targeted math interventions at Parkland High School.

Priority: To foster a supportive and inclusive learning environment that prioritizes the social-emotional well-being of all students, we will enhance our multi-tiered systems of support. This includes strengthening the Positive Behavioral Interventions and Supports (PBIS) in all elementary schools and expanding access to mental health services at the secondary level. These efforts will focus on prevention, early intervention, and building a school culture that promotes mental wellness and reduces stigma around seeking help.

Outcome Category

Wellness		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, each elementary school will increase the percentage of Positive Behavioral Interventions and Supports (PBIS) components being implemented with fidelity will increase by at least 15% from the baseline measured in the 2023-2024 school year by the Self-Assessment completed by staff.		
Measurable Goal Nickname (35 Character Max)		
Elementary PBIS		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, each elementary school will increase the percentage of Positive Behavioral Interventions and Supports (PBIS) components being implemented with fidelity will increase by at least 5% from the baseline measured in the 2023-2024 school year by the Self-Assessment completed by staff.	By the end of the 2027-2028 school year, each elementary school will increase the percentage of Positive Behavioral Interventions and Supports (PBIS) components being implemented with fidelity will increase by at least 10% from the baseline measured in the 2023-2024 school year by the Self-Assessment completed by staff.	By the end of the 2027-2028 school year, each elementary school will increase the percentage of Positive Behavioral Interventions and Supports (PBIS) components being implemented with fidelity will increase by at least 15% from the baseline measured in the 2023-2024 school year by the Self-Assessment completed by staff.

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, provide students with increased opportunities for mental health support at the secondary level by initiating SAP (Student Assistance Program) student support groups in the 2025-2026 school year and increase student participation by 20% each subsequent year.		
Measurable Goal Nickname (35 Character Max)		
Secondary Student Supports		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, provide students with opportunities for mental health support at the secondary level by initiating SAP (Student Assistance Program) student support groups.	By the end of the 2026-2027 school year, provide students with increased opportunities for mental health support at the secondary level by initiating SAP (Student Assistance Program) student support groups and increase student participation by 20%.	By the end of the 2027-2028 school year, provide students with increased opportunities for mental health support at the secondary level by initiating SAP (Student Assistance Program) student support groups in the 2025-2026 school year and increase student participation by 20% each subsequent year.

Action Plan

Measurable Goals

Middle School Math Achievement	High School Algebra 1 Achievement
Elementary PBIS	Secondary Student Supports

Action Plan For: Response to Intervention

Measurable Goals:
• By the end of the 2027-2028 school year, increase the percentage of students in grades 6 - 8 who score proficient or above on the PSSA by 6% from the baseline established in 2023-2024 school year through the implementation of a multi-tiered system of support (MTSS).

Action Step		**Anticipated Start/Completion Date**	
Professional Development for Tier 1 core supports.		2026-08-18	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jason Henry/ Director of Teaching and Learning for Secondary	PaTTAN Training; IXL	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Professional Development for Reading in Mathematics & Science Content.		2025-08-01	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jason Henry/ Director of Teaching and Learning for Secondary	Core subject reading materials; PaTTAN training	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Investigate schedule changes to support MTSS.		2025-08-01	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Jude Sandt & Monica Ouly0Uhl / Middle School Principals	Visits and collaboration with other schools.	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased teacher knowledge on supporting students academically. Stronger reading in core subjects. Schedule Updates that support student interventions.	Middle school principals, quarterly, IXL data; diagnostic data; learning walk observations and trends

Action Plan For: Expand math supports for high school Algebra 1 students.

Measurable Goals:
• By the end of the 2027-2028 school year, increase the percentage of students in HS Algebra 1 who score proficient or above on the Keystone Exam by 6% from the baseline established in 2023-2024 school year through increasing the capacity to provide targeted math interventions at Parkland High School.

Action Step		**Anticipated Start/Completion Date**	
Explore ways to expand Math Lab for high school students who are struggling in Algebra 1.		2025-08-01	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Nathan Davidson & Terri Plattner/ High School Principal and Assistant Principal	Staff input	No	Yes

Action Step		Anticipated Start/Completion Date	
Investigate potential schedule changes to enhance student achievement and growth.		2025-08-01	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Nathan Davidson & Terri Plattner/ High School Principal and Assistant Principal/ Academic Planning Team	Visits to other schools and sample schedules	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A schedule that allows for intervention for high school students, as needed.	High school administration, quarterly, schedule changes/ staff input

Action Plan For: Positive Behavioral Interventions and Supports (PBIS)

Measurable Goals:

- By the end of the 2027-2028 school year, each elementary school will increase the percentage of Positive Behavioral Interventions and Supports (PBIS) components being implemented with fidelity will increase by at least 15% from the baseline measured in the 2023-2024 school year by the Self-Assessment completed by staff.

Action Step		Anticipated Start/Completion Date	
Form a committee of elementary staff who will help draft, vet and develop guidance for Behavior MTSS that is consistent across all 9 elementary schools.		2025-08-18	2026-03-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Matt Carlson, Director of Student Services	Time and commitment to help with the planning.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Provide professional development to all staff to review the updated guidance.		2026-03-06	2026-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary Principals/ School Counselors	Updated guidance	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Analyze tier 2 and 3 interventions for behavior and determine additional needs by school.		2026-08-17	2027-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary Principals/ School Counselors	Additional interventions for behavior (potentially)	No	No
Action Step		**Anticipated Start/Completion Date**	
Consistently track tier 2 and 3 behaviors and interventions and use the data to set goals or add additional supports where needed.		2025-08-25	2028-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Behavior MTSS Committee	A system to track the data (google forms/ SWISS/ other means)	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Behaviors are tracked and tier 2 and 3 behaviors decrease over time. In addition, we are looking for consistency across our 9 elementary schools. Expand the support in	Documentation of process and procedures in place. Behaviors that are tracked show a decrease overtime. Elementary principals and school counselors will review data as part of their monthly core team meetings.

place for students to learn from negative behavior and improve executive functioning skills.	

Action Plan For: Providing accessible Mental Health Supports

Measurable Goals:
• By the end of the 2027-2028 school year, provide students with increased opportunities for mental health support at the secondary level by initiating SAP (Student Assistance Program) student support groups in the 2025-2026 school year and increase student participation by 20% each subsequent year.

Action Step		**Anticipated Start/Completion Date**	
Communication to staff regarding opportunities for additional mental health services, including the referral process.		2025-09-01	2028-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
SAP Team at each secondary school	Technology/ Faculty meeting	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Parent and student communication to students who are referred for additional support.		2025-09-29	2026-06-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
SAP Team at each secondary school	Information about the program including benefits and participation.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Coordinate with Mid-Atlantic Rehabilitation Group to coordinate student support group meetings.		2025-10-13	2028-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
SAP Team at each secondary school	Coordination of calendars/ space for meetings.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Maintain records of student participation and work to increase participation in subsequent years.		2026-05-25	2028-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
SAP Team at each secondary school	Tracking system	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased opportunities for mental health support	Increased participation of students who need support. The SAP team will review data/ attendance after each support session. In addition, students participating will provide feedback regarding the sessions via a google form. The SAP team will review the data to guide next steps.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Response to Intervention	Professional Development for Tier 1 core supports.
Response to Intervention	Professional Development for Reading in Mathematics & Science Content.
Positive Behavioral Interventions and Supports (PBIS)	Provide professional development to all staff to review the updated guidance.
Positive Behavioral Interventions and Supports (PBIS)	Consistently track tier 2 and 3 behaviors and interventions and use the data to set goals or add additional supports where needed.
Providing accessible Mental Health Supports	Communication to staff regarding opportunities for additional mental health services, including the referral process.

Middle School Tier 1 core supports

Action Step		
• Professional Development for Tier 1 core supports.		
Audience		
Middle School teachers		
Topics to be Included		
Tier 1 interventions & suggested ways to support students who need additional support in the classroom.		
Evidence of Learning		
Differentiated instruction/ teachers providing students with targeted instruction specific to needs/ increased proficiency.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jason Henry/ Director of Teaching and Learning for Secondary & Jude Sandt and Monica Ouly-Uhl (Middle School Principals)	2026-08-18	2027-06-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PD for Reading in Mathematics & Science Content

Action Step
• Professional Development for Reading in Mathematics & Science Content.
Audience
Middle school math & science teachers
Topics to be Included
Reading strategies for secondary students to use when reading academic content in mathematics and science
Evidence of Learning

Increased opportunities for students to read and practice reading strategies in math and science classrooms to increase comprehension of these subjects.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jason Henry/ Director of Teaching and Learning for Secondary & Robin Roberts & Laura Coulson/ Middle School Reading Specialists	2025-08-18	2026-06-01

Learning Format

Type of Activities	**Frequency**
Inservice day	2 times in one school year
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Elementary MTSS Behavior Guidance

Action Step		
• Provide professional development to all staff to review the updated guidance.		
Audience		
Elementary Staff		
Topics to be Included		
Parkland's guidance on MTSS Behavior and the importance of consistency across schools.		
Evidence of Learning		
Staff following the guidance provided/ PBIS self assessment data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Elementary Principal and school counselors	2025-03-03	2026-03-31

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Once with a review as needed.
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior • 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	

Elementary PBIS Data Tracking

Action Step
• Consistently track tier 2 and 3 behaviors and interventions and use the data to set goals or add additional supports where needed.
Audience
Elementary staff
Topics to be Included
Process for tracking tier 2 and 3 behaviors.

Evidence of Learning		
Staff uses the process and provides the Core team at each school to use the data to inform next steps at their school.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Elementary principals and school counselors	2026-08-17	2026-08-20

Learning Format

Type of Activities	Frequency
Inservice day	One time, with review as needed.
Observation and Practice Framework Met in this Plan	
• 4b: Maintaining Accurate Records • 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Additional Mental Health Services for Secondary Students

Action Step		
• Communication to staff regarding opportunities for additional mental health services, including the referral process.		
Audience		
Secondary staff		
Topics to be Included		
Information about the student support groups and the process for referring students who may benefit from this opportunity.		
Evidence of Learning		
Teachers refer students who would benefit from additional support.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
SAP Teams	2025-08-18	2025-09-30

Learning Format

Type of Activities	Frequency
Other	One faculty meeting with additional review as needed.
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

High School Algebra 1 Supports

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Explore ways to expand Math Lab for high school students who are struggling in Algebra 1.	Algebra 1 teachers; other staff members	Process used to identify students who need additional support in Algebra 1.	Terri Plattner/ Assistant Principal PHS	08/24/2027	06/01/2028

Communications

Type of Communication	Frequency
Email	One time; repeated as needed.

Elementary PBIS Committee

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Form a committee of elementary staff who will help draft, vet and develop guidance for Behavior MTSS that is consistent across all 9 elementary schools.	Elementary Counselors, Elementary Principals and Elementary Staff	The scope of the work and goals of the committee work.	Matt Carlson/ Director of Student Services	08/19/2025	09/30/2025

Communications

Type of Communication	Frequency
Memorandum	One time

Secondary Mental Health Supports

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Communication to staff regarding opportunities for additional mental health services, including the referral process. • Parent and student communication to students who are referred for additional support. • Coordinate with Mid-Atlantic Rehabilitation Group to coordinate student support group meetings. • Maintain records of student participation and work to increase participation in subsequent years.	Secondary (6 - 12) staff	Opportunities for additional mental health services, process for referral, and what the support sessions include.	SAP Teams at middle and high school	08/19/2025	06/01/2028

Communications

Type of Communication	Frequency
Presentation	Yearly with reminders as needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Mark J. Madson	2025-02-12