

Profile and Plan Essentials

LEA Type		AUN
School District		115224003
Address 1		
291 E Main St		
Address 2		
City	State	Zip Code
Hummelstown	PA	17036
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Single Point of Contact Name		
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Single Point of Contact Email		
ctrovato@ldsd.org		
Single Point of Contact Phone Number		
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Steering Committee

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Patty Krow	Community Member	Trefz & Bowser Funeral Home	ptrefzandbowser@aol.com

LEA Profile

The Lower Dauphin School District is made up of five municipalities - the Borough of Hummelstown and the Townships of Conewago, East Hanover, Londonderry and South Hanover. Lower Dauphin covers close to 90 square miles and is home to 25,623 residents.

The district traces its roots back to 1952 when Hummelstown Borough and the Townships of Conewago, Londonderry and South Hanover incorporated to form the Hummelstown Joint School District. East Hanover Township joined the renamed Lower Dauphin Joint School District in 1956. In 1966, total district consolidation was realized with the appointment of Dr. Henry R. Hoerner as the district's first Superintendent of Schools.

Today, the Lower Dauphin School District is home to five K-5 neighborhood elementary schools, a middle school (grades 6-8), and a high school (grades 9-12). There is an elementary school building in each of the district's four townships. Hummelstown Borough is home to our fifth elementary building, our middle school, our high school and our district administration center.

About 3,500 young people attend our schools - with about 1,600 at the elementary level, 850 in middle school, 1,100 in high school, and another 100 high school students at the Dauphin County Technical School.

The education of our students lies in the care of more than 300 educational professionals and 190 support staff.

In the next 3–5 years, stakeholders envision Lower Dauphin as an academically strong, student-centered district with consistent instructional practices, improved test scores, and thriving under stable, visionary leadership. Success will mean safe and supportive schools, strong community partnerships, competitive staffing practices, updated facilities, and clear communication that builds trust. At its core, the vision is for LD to remain deeply community-rooted while elevating academics and preparing students for success beyond graduation.

Mission and Vision

Mission

We exist to educate, engage, support, and inspire our Lower Dauphin community.

Vision

Every Falcon, Life Ready.

Educational Values

Students

Each student can learn and succeed. The student, as a unique individual, is the foundation of the educational process. We are committed to providing the opportunities that support the student's natural desire to learn, develop abilities, expand interests, and improve decision-making skills. These efforts should enable and empower students to be responsible and take ownership of their own learning, to recognize their obligations in a democratic society, and to experience the joys of life-long learning.

Staff

A highly skilled and dedicated professional and support staff is a vital factor in the educational process. Each member of the staff is a guiding force in the progression of each student toward the achievement of full potential. Staff members collectively design and implement the learning process through application of their knowledge and through concern for the students as unique individuals.

Administration

A highly skilled and dedicated administrative staff is a vital factor in the educational process. Each member of the plays an important leadership role in ensuring the progression of each student toward the achievement of full potential. Administrative staff members collectively lead the design and implementation of the learning process through application of their knowledge and through concern for the students as unique individuals. The administrative leadership also provides a safe and supportive learning environment and guides efforts to enhance the learning environment.

Parents

The home shares a significant responsibility for the education of each student by providing a nurturing environment that is supportive of the school and its programs. Family involvement should be encouraged through cooperative planning, implementation of academic and non-academic programs and organizations, and reinforcement of the educational process.

Community

The school district must recognize its place in the greater society, must be a partner with the community, must respond to its diverse needs, and must recognize the community's contributions to a strong educational program.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Achievement/Growth	Elementary programming has incredible gains toward the end of elementary school career. Secondary remains above the state average in terms of achievement. Growth in Keystone Literature still a trend.
Math Achievement/Growth	Elementary programming is either maintaining or growing our students (achievement). Keystone Alg I has consistently shown higher than average growth of students.
Attendance Rate	Whole group at elementary and secondary have met attendance expectations.
Career Benchmark	Whole group at elementary and secondary have exceeded the statewide benchmark goal for 2033.

Challenges

Indicator	Comments/Notable Observations
ELA Achievement/Growth	Elementary subgroups to watch and provide additional support strategies to overall (i.e., ED, Hispanic). Implementation of new programming to address Tier I at K-5. Secondary programming is not meeting the state benchmark for early secondary students.
Math Achievement/Growth	Elementary subgroups to watch and provide additional support strategies overall (i.e., ED, Special Education). Need for US. Secondary programming is not meeting the state benchmark for early secondary students.
Attendance Rate	Focus on supporting individual subgroups of students with attendance and strategies for regular attendance (i.e., ED, Special Education, Hispanic)
Career Benchmark	While we exceeded our statewide goal, we had a decrease in performance from the previous year among all subgroups of students.

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

Strengths

Indicator ELA Achievement Grade Level(s) and/or Student Group(s) IEP, All Student, White	Comments/Notable Observations IEP students are at 20.8% and trending up at Conewago. 2023-24 data shows an increase in percent proficient / adv for all student groups at East Hanover. Nye's percentage of proficient/advanced was over 10% higher than the statewide average in ELA achievement. All student group, white - met or exceeded statewide goal/interim target at South Hanover. Above the state average and maintained with the EL population at LDMS.
Indicator ELA Growth Grade Level(s) and/or Student Group(s) ED, All Student, White, IEP	Comments/Notable Observations Data shows an increase in performance within our Economically Disadvantaged student group at East Hanover. All student groups met the state's standard for demonstrating growth at Nye. All student group, white, ED, students with disabilities, combined ethnicity - showed an increase in performance from the previous year at South Hanover. At LDMS, Subgroups went up - Hispanic went up; 2 or more races and students with disabilities met the target.

Indicator Math Achievement Grade Level(s) and/or Student Group(s) White, All Student Group	Comments/Notable Observations 68.8% above the state average of (40.2%) and although not meeting 2033 goal of 71.8% we are meeting interim goal at Conewago. At East Hanover, 2023-24 data shows an overall increase in percent proficient / adv for all student groups. Nye's percentage of proficient/advanced was over 16% higher than the statewide average in Math achievement. All student group, white - met or exceeded statewide goal/interim target at South Hanover. At LDMS, Subgroup - White students maintained the same performance.
Indicator Math Growth Grade Level(s) and/or Student Group(s) ED, All Student, White, IEP, Hispanic	Comments/Notable Observations Data indicates that growth meets or exceeds the statewide goal for progress for economically disadvantaged student group at East Hanover. All student groups met the state's standard for demonstrating growth at Nye. All student group, white, ED, students with disabilities, combined ethnicity - showed an increase in performance from the previous year at South Hanover. At LDMS, Whole group was above the state average and met the growth goal. Students with disabilities met or exceeded the statewide goal and increased their performance from the previous year. Economically disadvantaged met their goal/target and increased performance from previous years. White students met the target and increase from previous year, Hispanic students met the target.
Indicator Science Achievement Grade Level(s) and/or Student Group(s) All Student, White	Comments/Notable Observations 92.1% above state average of 59.2% and also above the 2033 statewide goal of 83% at Conewago. All Student Groups met Interim Goal/Improvement Target at East Hanover. 72.7% of our fourth graders were proficient or advanced with science achievement at Nye. All student group, white - met or exceeded statewide goal/interim target at South Hanover. At LDMS, Hispanic students did meet goal/target and had an increase from previous year Students with disabilities and combined ethnicities had an increase in score from previous year.
Indicator Science Growth Grade Level(s) and/or Student Group(s) All Student, White, Hispanic, ED, IEP	Comments/Notable Observations All Student Groups met Interim Goal/Improvement Target at East Hanover. The statewide average was 52.9 percent so we are about 20% above the statewide average at Nye. All student group, white showed an increase in performance from the previous year at South Hanover. At LDMS, Met and exceeded the standard. White students met and exceeded the standard. Hispanic, economically disadvantaged, students with disabilities and combined ethnicities all met the standard
Indicator Attendance Grade Level(s) and/or Student Group(s) Hispanic, All Student, 2 or more races, Asian, IEP	Comments/Notable Observations 92% all groups trending up; Hispanic subgroup 3% higher than All student subgroup at Conewago. Met the attendance goal at Nye. All student group - meets or exceeds statewide goal/interim target at South Hanover. At LDMS, Whole group - Met performance standard, 2 or more races met the standard and increase from previous year, White students and Asian students met the standard, Hispanic students, students with disabilities and combined ethnicity increased from previous year. At LDHS, All student group increased attendance from the previous year.
Indicator Career Benchmark Grade Level(s) and/or Student Group(s) All Student, Hispanic	Comments/Notable Observations 100% - all students getting artifacts at Conewago and Nye. All student group - meets or exceeds statewide goal/interim target at South Hanover. At LDMS, All group met standard, Hispanic students exceeded the standard, All other subgroups met the standard. At LDHS, All student group exceeds the standard.
Indicator	Comments/Notable Observations

Indicator Graduation Rate 4 year cohort Grade Level(s) and/or Student Group(s) All Student	All student group exceeds the standard
Indicator Graduation Rate 5 year cohort Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations 5 year cohort graduation rate is well above the state average and increased from the previous year
Indicator Industry Based Learning Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations All student group exceeds the standard
Indicator Post Secondary Transition Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations All student group above the statewide average

Challenges

Indicator ELA Achievement Grade Level(s) and/or Student Group(s) All Student, EL, ED, IEP	Comments/Notable Observations At 63.5% even though we are above state average of 53.9% still well below 2033 goal of 81.1% not making interim goal at Conewago. Nye's ELD and ED groups are an area that went down and we'll need to focus there. ED, students with disabilities, combined ethnicity -Not meeting statewide goal/interim target at South Hanover. At LDMS, Whole group - Did not meet the statewide target; Decrease performance from previous year. Subgroups decreased
Indicator ELA Growth Grade Level(s) and/or Student Group(s) EL, ED	Comments/Notable Observations Nye's ELD and ED groups are an area that went down and we'll need to focus there. At LDMS, Below state average for academic growth score and did not meet statewide goal or target (same for White students, economically disadvantaged and combined ethnicity groups).
Indicator Math Achievement	Comments/Notable Observations All subgroups (White, ED, and IEP) trending down with ED and IEP's not meeting the interim goals at Conewago. Nye will need to focus on their Hispanic population because their numbers are trending down. ED, students with disabilities, combined ethnicity -Not

Grade Level(s) and/or Student Group(s) White, ED, IEP	meeting statewide goal/interim target at South Hanover. At LDMS, Whole group (all subgroups, except white students) - Did not meet the statewide target; Decrease from previous years.
Indicator Math Growth Grade Level(s) and/or Student Group(s) All Student, combined ethnicity	Comments/Notable Observations Nye will need to continue to focus on growth of all students in math. At LDMS, 2 or more races subgroup did not meet target and had a decrease in score from previous year. Combined ethnicity did not meet target and had a decrease in score from previous year.
Indicator Science Achievement Grade Level(s) and/or Student Group(s) All Student, white	Comments/Notable Observations Nye meeting the 83% P/A statewide goal will be a challenge as this is higher than their current expectations (but will need to focus on this indicator). At LDMS, Did not meet the goal/target White students and economically disadvantaged did not meet the standard and had a decrease in scores
Indicator Science Growth Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations Nye did not meet their growth goal in science. At LDMS, All subgroups decreased from previous year.
Indicator Attendance Rate Grade Level(s) and/or Student Group(s) ED, Asian, Hispanic	Comments/Notable Observations Econ. Dis - Not meeting statewide goal/interim target and had a decrease in performance from the previous year at South Hanover. At LDMS, Economically disadvantaged did not meet target and decreased. At LDHS, Asian and Hispanic subgroups decreased attendance from the previous year.
Indicator Career Benchmark Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations All student group - decrease in performance from the year before at South Hanover. At LDMS, All subgroups decreased from previous years. At LDHS, Economically Disadvantaged and Hispanic subgroups decreased from the previous year.
Indicator Graduation Rate 4 year cohort Grade Level(s) and/or Student Group(s) Combined ethnicity	Comments/Notable Observations Combined ethnicity subgroup decreased from the previous year
Indicator	Comments/Notable Observations Economically Disadvantaged subgroup is lower than other subgroups

Graduation Rate 5 year cohort Grade Level(s) and/or Student Group(s) ED	
Indicator Rigorous Courses Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations All student group below the statewide average

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Elementary programming is either maintaining or growing our students (achievement) with Math.
Secondary remains above the state average in terms of achievement. Growth in Keystone Literature still a trend.
Whole group at elementary and secondary have met attendance expectations.
Whole group at elementary and secondary have exceeded the statewide benchmark goal for 2033.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Secondary programming is not meeting the state benchmark for early secondary students in ELA and Math.
Elementary subgroups to watch and provide additional support strategies overall (i.e., ED, Special Education, Hispanic). Need for Universal Screener in Math.
Focus on supporting individual subgroups of students with attendance and strategies for regular attendance (i.e., ED, Special Education, Hispanic)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
mClass DIBELS 8 (K-6)	As we implement CKLA 3E, we are noticing that the health of our Tier I curriculum is increasing from reviewing BOY to MOY benchmark administration.
CDT (6-12)	Students are just beginning to take the CDT at both the MS and HS. An increase in scores has been noted from BOY to MOY (to date).
Firefly (3-5)	As we implement CKLA 3E, we are noticing that the health of our Tier I curriculum is increasing from reviewing BOY to MOY benchmark administration.

English Language Arts Summary

Strengths

We have a system in place to collect data to determine health of ELA Tier I curriculum and student intervention needs.
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Challenges

While we collect the data regularly, a universal data based decision making process is needed to review and make decisions about Tier I ELA instruction and curriculum that is consistent among all buildings (not just Advanced Tiers supports)
We are looking to expand DIBELS 8 benchmark assessments to all students in 6th grade along with Title I reading support students in 7/8 grades.

Mathematics

Data	Comments/Notable Observations
mClass Math (K-5) - pilot year currently	As we pilot a new universal screener for math, we are noticing that the health of our Tier I curriculum is increasing from reviewing BOY to MOY benchmark administration.
CDT (6-12)	Students are just beginning to take the CDT at both the MS and HS. An increase in scores has been noted from BOY to MOY (to date).
Firefly (3-5)	As we implement CKLA 3E, we are noticing that the health of our Tier I curriculum is increasing from reviewing BOY to MOY benchmark administration.

Mathematics Summary

Strengths

We have a system in place to collect data to determine health of Math Tier I curriculum and student intervention needs (only at the secondary level).

Challenges

While we collect the data regularly, a universal data based decision making process is needed to review and make decisions about Tier I Math instruction and curriculum that is consistent among all buildings (not just Advanced Tiers supports)
Need for finalizing our math universal screener across all 5 buildings.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT (6-12)	Students are just beginning to take the CDT at both the MS and HS. An increase in scores has been noted from BOY to MOY (to date).
Firefly (5)	As we implement CKLA 3E, we are noticing that the health of our Tier I curriculum is increasing from reviewing BOY to MOY benchmark administration.

Science, Technology, and Engineering Education Summary

Strengths

We have a system in place to collect data to determine health of Science Tier I curriculum and student intervention needs (only at the secondary level).
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Challenges

While we collect the data regularly, a universal data based decision making process is needed to review and make decisions about Tier I Science instruction and curriculum that is consistent among all buildings (not just Advanced Tiers supports)
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Whole group at elementary and secondary have exceeded the statewide benchmark goal for 2033.	While we exceeded our statewide goal, we had a decrease in performance from the previous year among all subgroups of students.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Whole group at elementary and secondary have exceeded the statewide benchmark goal for 2033.
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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.

While we exceeded our statewide goal, we had a decrease in performance from the previous year among all subgroups of students.
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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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

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.

Essential Practice 3
Essential Practice 7

Essential Practice 8

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.

Essential Practice 2

Essential Practice 4

Essential Practice 5

Essential Practice 9

Essential Practice 11

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
Elementary programming is either maintaining or growing our students (achievement) with Math.	False
Secondary remains above the state average in terms of achievement. Growth in Keystone Literature still a trend.	False
We have a system in place to collect data to determine health of ELA Tier I curriculum and student intervention needs.	False
We have a system in place to collect data to determine health of Math Tier I curriculum and student intervention needs (only at the secondary level).	False
Whole group at elementary and secondary have met attendance expectations.	False
Whole group at elementary and secondary have exceeded the statewide benchmark goal for 2033.	False
Whole group at elementary and secondary have exceeded the statewide benchmark goal for 2033.	False
We have a system in place to collect data to determine health of Science Tier I curriculum and student intervention needs (only at the secondary level).	False
N/A	False
Essential Practice 3	True
Essential Practice 7	True
Essential Practice 8	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
Secondary programming is not meeting the state benchmark for early secondary students in ELA and Math.	False
Elementary subgroups to watch and provide additional support strategies overall (i.e., ED, Special Education, Hispanic). Need for Universal Screener in Math.	False
While we collect the data regularly, a universal data based decision making process is needed to review and make decisions about Tier I ELA instruction and curriculum that is consistent among all buildings (not just Advanced Tiers supports)	False
We are looking to expand DIBELS 8 benchmark assessments to all students in 6th grade along with Title I reading support students in 7/8 grades.	False

While we collect the data regularly, a universal data based decision making process is needed to review and make decisions about Tier I Math instruction and curriculum that is consistent among all buildings (not just Advanced Tiers supports)	False
Focus on supporting individual subgroups of students with attendance and strategies for regular attendance (i.e., ED, Special Education, Hispanic)	False
While we exceeded our statewide goal, we had a decrease in performance from the previous year among all subgroups of students.	False
Need for finalizing our math universal screener across all 5 buildings.	False
While we collect the data regularly, a universal data based decision making process is needed to review and make decisions about Tier I Science instruction and curriculum that is consistent among all buildings (not just Advanced Tiers supports)	False
N/A	False
Essential Practice 2	True
Essential Practice 4	True
Essential Practice 5	False
Essential Practice 9	True
Essential Practice 11	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
Essential Practice 2	Lack of transparency (goals & progress) Lack of data alignment, documentation, and implementation (systemically and vertically) - processes Inconsistent/unclear communication	True
Essential Practice 4	Inconsistent instructional leadership and supervision Limited structures for teacher collaboration Misalignment between curriculum, supervision, and professional learning Lack of authentic or meaningful feedback loop (collaborative and data driven)	True
Essential Practice 9	Money/Incentives - no tax raises, LD philosophy regarding staffing and buildings Data - no reason to keep data, we always had an abundance of applicants. (open house just for LD) Retention/Recruitment - Living in the past philosophy	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Essential Practice 3	Progress with newsletters, live-streamed board meetings, and teacher-parent communication. Parents appreciate being informed at district level.
Essential Practice 7	Wide range of academic, athletic, and artistic programs. Clubs, activities, Leader in Me, strong special education programming. Character-building and life skills programs emerging. Strong teacher-student relationships. Students feel supported, safe, and cared for. SEL and inclusion efforts emerging.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
Essential Practice 2	(Data Driven Decision Making) If we have consistent and ongoing processes to review data, we will be purposeful in making decisions to positively impact the district's growth and success in alignment with the vision.
Essential Practices 4, 5	(Teaching & Learning) If we have an articulated cycle for curriculum review and development, we will have a culture that supports student excellence, life readiness, and teacher efficacy. If we prioritize instructional supervision, we will have a culture that supports consistent instructional leadership, meaningful collaboration, or actionable feedback that strengthens teaching and learning. If we have a vision and opportunity for regular and consistent embedded professional learning, we will have a culture that supports the instructional efficacy of our teachers to ensure student success.
Essential Practice 9	(Stewarding Valued Resources) If we have a structured plan for the recruitment and retention of high quality staff, then we will have a culture for stakeholder (students, parents, staff, community) success.

Goal Setting

Priority: (Data Driven Decision Making) If we have consistent and ongoing processes to review data, we will be purposeful in making decisions to positively impact the district's growth and success in alignment with the vision.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, LDSO will revise, implement, and monitor its instructional and operational data systems to strengthen alignment to the district's vision, promote organizational achievement, and ensure organizational coherence.		
Measurable Goal Nickname (35 Character Max)		
Student Centered Supports		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDSO will clearly articulate, communicate, and operationalize consistent improvement processes, plans, and supports.	By June 30, 2028, LDSO will fully implement, with fidelity, aligned improvement systems and supports that consistently guide instructional, operational, and resource decisions at the district and school levels.	By June 30, 2029, LDSO will revise, implement, and monitor its instructional and operational data systems to strengthen alignment to the district's vision, promote organizational achievement, and ensure organizational coherence.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, LDSO will develop and implement a communication framework to increase transparency and understanding of district-level data.		
Measurable Goal Nickname (35 Character Max)		
Data Based Decision Making		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDSO will develop a vision and communication framework for articulating district-level data to community stakeholders (both internal and external).	By June 30, 2028, LDSO will monitor the implementation of the communication framework to increase transparency and understanding of district-level data.	By June 30, 2029, LDSO will develop and implement a communication framework to increase transparency and understanding of district-level data.

Priority: (Teaching & Learning) If we have an articulated cycle for curriculum review and development, we will have a culture that supports student excellence, life readiness, and teacher efficacy. If we prioritize instructional supervision, we will have a culture that supports consistent instructional leadership, meaningful collaboration, or actionable feedback that strengthens teaching and learning. If we have a vision and opportunity for regular and consistent embedded professional learning, we will have a culture that supports the instructional efficacy of our teachers to ensure student success.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, LDS D will implement and sustain a clearly articulated, cyclical curriculum review and development process.		
Measurable Goal Nickname (35 Character Max)		
Implementing High Quality Curriculum		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDS D will rollout a comprehensive curriculum cycle with successful prioritization of standards for Math (K-12), Business (9-12), FCS (6-12), and Health/PE (K-12).	By June 30, 2028, LDS D will rollout a comprehensive curriculum cycle with successful prioritization of standards for Social Studies (K-12), School Counseling (K-12), Art (K-12), and Music (K-12).	By June 30, 2029, LDS D will implement and sustain a clearly articulated, cyclical curriculum review and development process.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, LDS D will implement and evaluate a differentiated supervision framework that includes clear expectations, consistent observation practices, and structured feedback cycles so that 100% of instructional staff receive regular, actionable feedback aligned to instructional priorities.		
Measurable Goal Nickname (35 Character Max)		
Implementing High Quality Supervision & Staff Support		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDS D will develop a functioning differentiated supervision framework supporting best supervision practices.	By June 30, 2028, LDS D will implement and monitor the differentiated supervision framework with support from consistent supervision practices.	By June 30, 2029, LDS D will implement and evaluate a differentiated supervision framework that includes clear expectations, consistent observation practices, and structured feedback cycles so that 100% of instructional staff receive regular, actionable feedback aligned to instructional priorities.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		

By June 30, 2029, LDSD will develop and sustain a shared vision for embedded professional learning.		
Measurable Goal Nickname (35 Character Max)		
Commitment to Professional Learning		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDSD will develop a shared vision for embedded professional learning.	By June 30, 2028, LDSD will align professional learning goals to supervision practices.	By June 30, 2029, LDSD will develop and sustain a shared vision for embedded professional learning.

Priority: (Stewarding Valued Resources) If we have a structured plan for the recruitment and retention of high quality staff, then we will have a culture for stakeholder (students, parents, staff, community) success.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, LDSD will be fully staffed (excluding recently vacated positions) in all professional positions and excluding retirements, achieve a 90% annual staff retention rate.		
Measurable Goal Nickname (35 Character Max)		
Proactive Talent Retention		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDSD will reduce staff vacancies (excluding recently vacated positions) by 50%.	By June 30, 2028, LDSD will reduce staff vacancies (excluding recently vacated positions) by 75%.	By June 30, 2029, LDSD will be fully staffed (excluding recently vacated positions) in all professional positions and excluding retirements, achieve a 90% annual staff retention rate.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, LDSD will improve school and district leadership retention.		
Measurable Goal Nickname (35 Character Max)		
Building Capacity		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, LDSD will develop a vision and articulated professional learning plan that increases leadership self-efficacy and growth of administrators.	By June 30, 2028, LDSD will develop a leadership pipeline program for teacher leaders and build a new administrator onboarding/induction plan.	By June 30, 2029, LDSD will improve school and district leadership retention.

Action Plan

Measurable Goals

Student Centered Supports	Implementing High Quality Curriculum
Data Based Decision Making	Implementing High Quality Supervision & Staff Support
Commitment to Professional Learning	Proactive Talent Retention
Building Capacity	

Action Plan For: Engage instructional teams in development standards-aligned units of instruction.

Measurable Goals:
By June 30, 2029, LDSD will implement and sustain a clearly articulated, cyclical curriculum review and development process.

Action Step		Anticipated Start Date	Anticipated Completion Date
Rollout curriculum cycle and articulate prioritization per year for each stage of the cycle		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Curriculum cycle	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish data collection systems/procedures for reporting and analyzing local, state, and national assessments		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Performance Matters	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
UDL training for 2027-2028 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days)		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	CAIU UDL Trainers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop plan for embedding UDL supports into Eduplanet/curriculum maps		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Eduplanet consultation CAIU UDL consultation	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop vision for and establish Career Pathways Committee		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum HS Principal	Career pathways committee Repository of surrounding LEA academies	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum research year 1 and prioritized standards for K-12 Math, 6-12 Business, 6-12 FCS, K-12 Health/PE		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Year 1 research brief template	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Development of K-5 STEAM Curriculum		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Summer curriculum hours	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop plan for common assessment development		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Eduplanet consultation	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of MS ELA core program w/ embedded coaching		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum MS Principal K-12 Literacy coach	Instructional resource coaching plan Literacy coach support	Yes	Yes
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Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of K-12 Science core program w/ embedded coaching		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum K-12 Principals Instructional design coaches	Instructional resource coaching plan Instructional design coach support	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
UDL training for 2028-2029 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days)		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	CAIU UDL Trainers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum research year 1 and prioritized standards for K-12 Social Studies, K-12 School Counseling, K-12 Art, K-12 Music		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Year 1 research brief template	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum writing year 2 for K-12 Math, 6-12 Business, 6-12 FCS, K-12 Health/PE		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Eduplanet consultation Instructional coaching support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin development of common assessments for subjects in curriculum writing year 2 (Math, Business, FCS, Health/PE)		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum Content Leads	Common assessments Organized assessment repository	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Career Pathways Committee development and alignment of courses (academies)		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum HS principal	Established career pathways committee	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review, piloting and selection of math core program		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Math program selection committee	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum research year 1 and prioritized standards for K-12 ELA, K-12 ESL, 9-12 World Language, K-12 Library		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Year 1 research brief template	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum writing year 2 for K-12 Social Studies, K-12 School Counseling, K-12 Art, K-12 Music		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Eduplanet consultation Instructional coaching support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
UDL training for 2029-2030 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days)		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	CAIU UDL Trainers	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum implementation year 3 for K-12 Math, 6-12 Business, 6-12 FCS, K-12 Health/PE		2028-07-01	2029-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum K-12 Principals	Core resource supports Instructional look-fors	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Finalize development of common assessments for subjects in curriculum implementation year 3 (Math, Business, FCS, Health/PE)		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Common assessments Organized assessment repository	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin development of common assessments for subjects in curriculum writing year 2 (Social Studies, School Counseling, Art, Music)		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	Common assessments Organized assessment repository	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin overlay of CEW standards into each curriculum content area		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Content Leads	CEW standards Eduplanet consultation	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Roll out academies at HS level for career pathways		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum HS Principal	Career pathways/academies overview	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of math core program		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum K-12 Principals	Embedded coaching Instructional look-fors	Yes	No

Action Step	Anticipated Start Date	Anticipated Completion Date
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Review, piloting and selection of social studies core program/resource		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Social Studies program selection committee	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Districtwide curriculum cycle adopted and published Increase of shared ownership among professional staff Increase differentiation at the core (Tier I/Tier 1.5) Established content areas reviewed at least once within the cycle Common tools used for curriculum audits and revisions Annual documentation of curriculum updates and instructional guidance	Director of Curriculum will monitor progress on goals and report out progress at least semi-annually to administration, staff, and board curriculum committee members through written and/or digital presentation

Action Plan For: Improving and supporting school and district leadership is key to the successful implementation of school reform

Measurable Goals:
By June 30, 2029, LDSO will implement and evaluate a differentiated supervision framework that includes clear expectations, consistent observation practices, and structured feedback cycles so that 100% of instructional staff receive regular, actionable feedback aligned to instructional priorities.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop Differentiated Supervision framework/plan		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of curriculum	DS committee Mode of supervision spreadsheet	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Recalibrate Act 13 with principals/supervisors and teachers		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent	Act 13 training slides & repository	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Development of effective leadership plan		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent of Schools Assistant to the Superintendent Director of Curriculum	Leadership development plan Vision for leadership professional learning	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop feedback loop on PAETEP data with principals from year 1.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent	PAETEP trends Annual EE report Building goal development	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Training for administrators on supervising science classrooms aligned to STEELS		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Instructional look-fors CAIU consultation	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establishing effective methods for the supervision process (prioritizing teacher growth and continuous improvement)		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	PASCD supervision academy	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a plan for years 2 and 3 for grade level collaboration opportunities		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	School calendar	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop feedback loop on PAETEP data with principals from year 2.		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent	PAETEP trends Annual EE report Building goal development	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Rollout, train, and implement Differentiated Supervision Plan		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum Assistant to the Superintendent	DS plan/framework	Yes	Yes
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Action Step		Anticipated Start Date	Anticipated Completion Date
Develop personalized learning academy with CAIU		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent	CAIU consultation	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish PPG/admin evaluation process		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent of Schools Assistant to the Superintendent Director of Curriculum	Admin evaluation plan	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Establishing effective methods for evidence-based evaluation, performance improvement plans, and developing a district plan for professional remediation		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	PASCD evaluation academy	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Protect time in next year's school calendar for teacher directed/grade level planning		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	School calendar	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop feedback loop on PAETEP data with principals from year 3.		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent	PAETEP trends Annual EE report Building goal development	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Rollout and implement personalized learning academy		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Personalized learning plan	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop principal and supervisor entry/induction plan		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent	Admin induction/onboarding plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Training for admin on supervising math classrooms		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Instructional look-fors CAIU consultation	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Protect time in next year's school calendar for teacher directed/grade level planning		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	School calendar	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of instructional staff engaged in ongoing supervision cycles Consistent instructional leadership and collaborative improvement of supervisors	Director of Curriculum will monitor progress on goals and report out progress at least semi-annually to administration, staff, and board curriculum committee members through written and/or digital presentation

Action Plan For: Provide research based professional learning for teachers

Measurable Goals:
By June 30, 2029, LDSO will develop and sustain a shared vision for embedded professional learning.

Action Step	Anticipated Start Date	Anticipated Completion Date
Visioning quality PD with Act 48/PL committee	2026-07-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	PL Committee	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Developing coaching plans for 1st and 2nd year teachers		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent K-12 Instructional Coaches	Comprehensive coaching plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Prioritization of professional learning budget (external workshops) for subjects in Year 1 research (Math, FCS, Business, Health/PE)		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Business Manager	Curriculum budget Subject specific workshops	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Rollout of Vector PL platform for digital access, organization, and reporting of professional learning for staff		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Vector PL platform	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Review previous year's supervision data with principals to drive DS plan and PD plan		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	PAETEP data EE report data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Developing coaching plans for tenured staff		2027-07-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Assistant to the Superintendent K-12 Instructional Coaches	Comprehensive coaching plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Prioritization of professional learning budget (external workshops) for subjects in Year 1 research (SS, School Counseling, Art, Music)		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Business Manager	Curriculum budget Subject specific workshops	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Align Vector PL platform to PD goals for professional staff		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Vector PL platform PD goals	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Prioritization of professional learning budget (external workshops) for subjects in Year 1 research (ELA, World Language, ESL, Library)		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum Business Manager	Curriculum budget Subject specific workshops	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review previous year's supervision data with principals to drive DS plan and PD plan		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	PAETEP data EE report data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Align Vector PL platform to Teacher Choice day (up to 1 day of "teachers teaching teachers" during the approved PD calendar)		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum PL Committee	PL Committee Staff input survey	No	No
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase instructional efficacy Increase student success in achievement and growth	Director of Curriculum will monitor progress on goals and report out progress at least semi-annually to administration, staff, and board curriculum committee members through written and/or digital presentation

Action Plan For: Motivating teachers to maintain commitment to transforming the school

Measurable Goals:
By June 30, 2029, LDSO will be fully staffed (excluding recently vacated positions) in all professional positions and excluding retirements, achieve a 90% annual staff retention rate.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop teacher satisfaction survey		2026-07-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Teacher survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer teacher satisfaction survey annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent	Teacher survey	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze teacher satisfaction survey data annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Aggregate and disaggregate survey data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan and implement changes based on teacher satisfaction survey data annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Superintendent	Aggregate and disaggregate survey data Cabinet member input, Union leadership collaboration	Yes	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Identify high demand positions annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of HR	Retention data analysis	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide communication/feedback to every applicant through various modes		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of HR	Research-based modalities of communication	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Exit interviews for every departing staff member		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of HR	Exit interview questions	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for alternative recruiting strategies annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of HR	Research based recruiting strategies Recruiting software	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop, review, and utilize a marketing document that compares our compensation package to surrounding districts annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Communications	Documentation template Competitive compensation package data	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increase professional staff input on workplace supports Increase retention of staff Understanding of exiting staff concerns for increased staff retention Increase access to resources for student teachers	Director of Human Resources will monitor progress on goals and report out progress at least semi-annually to administration, cabinet members, and board members through written and/or digital presentation
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Action Plan For: Building Capacity

Measurable Goals:
By June 30, 2029, LDSO will improve school and district leadership retention.

Action Step		Anticipated Start Date	Anticipated Completion Date
Determine succession planning / build from within to promote longevity in administrative positions		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Longevity plan	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Research and finalize incentives for administrative transition period		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent Business Manager	Admin incentives	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Support professional growth of all staff following second year of induction		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Post induction plan	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Determine need for and feasibility of administrative department leads		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Local LEA administrative lead policy/procedures	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increase leadership self-efficacy Increase retention of administrators at the district and school level Increase school improvement efforts	Assistant to the Superintendent will monitor progress on goals and report out progress at least semi-annually to administration, cabinet members, and board members through written and/or digital presentation
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Action Plan For: Provide a tiered system of instructional and behavioral supports and interventions

Measurable Goals:
By June 30, 2029, LDSO will revise, implement, and monitor its instructional and operational data systems to strengthen alignment to the district's vision, promote organizational achievement, and ensure organizational coherence.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and refine a K-12 MTSS Framework (district level) with quarterly meetings annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	District MTSS committee	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and refine a K-12 MTSS Framework (building level) with trimester meetings (building level team) and consistent data meetings (monthly)		2027-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	Building level team Data meeting schedule	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Evaluate and determine annual K-12 assessment calendar		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Assessment plan District approved calendar	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish common data analysis templates and response protocols (for grade level/team meetings at each level)		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Data protocols (by grade band/building)	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase shared ownership among professional staff Increase differentiation at the core (Tier I) Adoption and adherence to coherent meeting and data protocols Robust, diverse data sources K-12 alignment to support district vision	Superintendent will monitor progress on goals and report out progress at least semi-annually to administration, cabinet members, and board members through written and/or digital presentation

Action Plan For: Align district improvement processes and supports with a clear district vision and direction

Measurable Goals:
By June 30, 2029, LDSO will develop and implement a communication framework to increase transparency and understanding of district-level data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop unified district vision and mission through branding and stakeholder knowledge		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Vision and mission statement	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and deploy Portrait of a Falcon		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Covey coaching (LiM) LiM crosswalk	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Annually disperse of of qualitative surveys for all stakeholders and review with administrative council		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Qualitative survey	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate with stakeholders in easy-to-understand formats (i.e., District Fast Facts Template) annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Communications	Fast facts template	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer and analyze the MRA or a similar assessment to gather student voice annually		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	LiM MRA survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Alignment of expectations written into policy/ARs		2028-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Applicable Policies Applicable ARs	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase focus on improvement of internal and external communication strategies for stakeholder engagement Increase connectivity of programs with Portrait of a Falcon Increase leadership efficacy in the areas of supervision, curriculum, and data Increased time during PD days to analyze data and generate applicable action plans for students	Superintendent will monitor progress on goals and report out progress at least semi-annually to administration, cabinet members, and board members through written and/or digital presentation

Professional Development Activities

UDL Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- UDL training for 2027-2028 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days) - UDL training for 2028-2029 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days) - UDL training for 2029-2030 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days)	K-12 teachers	UDL	Integration of UDL practices in curriculum development	Director of Curriculum	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Monthly		1b: Demonstrating Knowledge of Students			

Curriculum Research Year Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Curriculum research year 1 and prioritized standards for K-12 Math, 6-12 Business, 6-12 FCS, K-12 Health/PE - Curriculum research year 1 and prioritized standards for K-12 Social Studies, K-12 School Counseling, K-12 Art, K-12 Music	K-12 content leads	Conducting and leading curriculum research, unpacking and prioritizing standards	Completion of curriculum research brief	Director of Curriculum Content leads	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	Monthly		4e: Growing and Developing Professionally			

MS ELA Core Program Rollout						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Implementation of MS ELA core program w/ embedded coaching	6-8 ELA teachers	Adolescent structured literacy Core program instructional methodology	Implementation fidelity to program	Director of Curriculum	07/01/2026	06/30/2027
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly		4e: Growing and Developing Professionally			
Learning walk	Quarterly		1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally			

Science Core Program Rollout						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implementation of K-12 Science core program w/ embedded coaching - Training for administrators on supervising science classrooms aligned to STEELS	K-12 science teachers	STEELS alignment Core program instructional methodology	Implementation fidelity to program	Director of Curriculum	07/01/2026	06/30/2027
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly		4e: Growing and Developing Professionally			
Learning walk	Quarterly		4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources			

Math Core Program Rollout						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implementation of math core program - Training for admin on supervising math classrooms	K-12 math teachers	Standards of mathematical practice Core program instructional methodology	Implementation fidelity to program	Director of Curriculum	07/01/2028	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly		1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally			
Learning walk	Quarterly		4e: Growing and Developing Professionally			

Supervision Academy						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Establishing effective methods for the supervision process (prioritizing teacher growth and continuous improvement)	K-12 principals and supervisors	Best supervision practices	Consistent supervision practices	Director of Curriculum Assistant to the Superintendent	07/01/2026	06/30/2027
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Quarterly		4e: Growing and Developing Professionally			

Evaluation Academy						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Establishing effective methods for evidence-based evaluation, performance improvement plans, and developing a district plan for professional remediation	K-12 principals and supervisors	Effective evaluation practices	Consistent evaluation measures, consistent performance improvement plan/remediation procedures	Director of Curriculum Assistant to the Superintendent	07/01/2027	06/30/2028
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Quarterly		4e: Growing and Developing Professionally			

Differentiated Supervision Plan						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Rollout, train, and implement Differentiated Supervision Plan	K-12 professional staff	Redesigned differentiated supervision plan DS plan cycle	Engagement in DS plan	Director of Curriculum	07/01/2027	06/30/2028
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	Once		4e: Growing and Developing Professionally			

Act 13 Recalibration						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Recalibrate Act 13 with principals/supervisors and teachers	K-12 professional staff, K-12 principals and supervisors	Act 13 best practices and compliance measures	Compliance in Act 13 legislation, formal completion of all PAETEP forms annually	Director of Curriculum	07/01/2026	06/30/2027
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	No more than two		4e: Growing and Developing Professionally			

Personalized Learning Academy						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Rollout and implement personalized learning academy	K-12 professional staff	Personalized learning academy	Engagement in personalized learning academy relative to DS plan	Director of Curriculum	07/01/2028	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	No more than two		4e: Growing and Developing Professionally 4d: Participating in a Professional Community			

Employee Experience & Retention						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Plan, inform and implement changes based on teacher satisfaction survey data annually	K-12 professional and support staff	Employee Experience to Inform Culture & Climate	Annual survey data	Assistant to the Superintendent	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Other	Annually					

CBA education sessions						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Plan for alternative recruiting strategies annually	K-12 professional staff (new and anticipated)	CBA	Increased recruiting/hiring	Director of HR	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Other	Annually (as new hires are brought on board)					

Onboarding training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Develop, review, and utilize a marketing document that compares our compensation package to surrounding districts annually	K-12 newly hired staff	Onboarding items	Increased retention of employees	Director of HR	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Other	Annually (as new staff are hired)					

Executive Coaching						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Determine succession planning / build from within to promote longevity in administrative positions	Act 93 employees	Executive coaching	Increased retention of administrative staff	Superintendent	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Annually (as identified by superintendent)		4e: Growing and Developing Professionally			

MTSS						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop and refine a K-12 MTSS Framework (district level) with quarterly meetings annually - Develop and refine a K-12 MTSS Framework (building level) with trimester meetings (building level team) and consistent data meetings (monthly)	K-12 building teams K-12 district team	I-MTSS framework	IMFR results and comparative results annually	Director of Curriculum	07/01/2026	06/30/2029
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	3 times per year (Building teams) 4 times per year (District team)		1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4e: Growing and Developing Professionally			

Communications Activities

Curriculum cycle					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Rollout curriculum cycle and articulate prioritization per year for each stage of the cycle	K-12 professional staff, administrative staff	Curriculum cycle	Director of Curriculum	07/01/2026	06/30/2027
Communications					
Type of Communication			Frequency		
Email			Once		

Core Program Coaching					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implementation of MS ELA core program w/ embedded coaching - Implementation of K-12 Science core program w/ embedded coaching	K-12 staff	Job embedded coaching support	Director of Curriculum	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Presentation			Annually (and as needed)		

Career Pathways/Academies					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Roll out academies at HS level for career pathways	K-12 staff	Career pathways	Director of Curriculum High School Principal	07/01/2028	06/30/2029
Communications					
Type of Communication			Frequency		
Presentation			Once annually		

Common assessments					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Develop plan for common assessment development	K-12 staff	Common assessment plan	Director of Curriculum	07/01/2027	06/30/2028
Communications					
Type of Communication			Frequency		
Newsletter			Once		

Act 13 Recalibration					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Recalibrate Act 13 with principals/supervisors and teachers	K-12 professional staff K-12 principals and supervisors	Act 13	Director of Curriculum Building Principals	07/01/2026	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Once		

Differentiated Supervision Plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop Differentiated Supervision framework/plan - Develop a plan for years 2 and 3 for grade level collaboration opportunities - Rollout, train, and implement Differentiated Supervision Plan - Rollout and implement personalized learning academy	K-12 professional staff	Differentiated supervision plan, teacher directed/Act 13/grade level planning time, personalized learning academy	Director of Curriculum Building Principals	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Presentation			Annually		

PAETEP Data Feedback Loop					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop feedback loop on PAETEP data with principals from year 1. - Develop feedback loop on PAETEP data with principals from year 2. - Develop feedback loop on PAETEP data with principals from year 3.	K-12 principals	PAETEP observation and supervision data	Director of Curriculum Assistant to the Superintendent	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Presentation			Annually		

Admin Evaluation Process					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Establish PPG/admin evaluation process	K-12 administrators	Admin evaluation plan	Superintendent	07/01/2027	06/30/2029
Communications					
Type of Communication			Frequency		
Presentation			Annually (as needed)		

PL Committee Visioning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Visioning quality PD with Act 48/PL committee	PL Committee K-12 staff	PD visioning	Director of Curriculum	07/01/2026	06/30/2027
Communications					
Type of Communication			Frequency		
Email			Once (as needed)		

Vector PL Solutions					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Rollout of Vector PL platform for digital access, organization, and reporting of professional learning for staff - Align Vector PL platform to PD goals for professional staff	K-12 staff	Use of Vector PL platform	Director of Curriculum	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Webinar			Once (as needed)		
Email			Annually		

Staff Retention Survey					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Administer teacher satisfaction survey annually	K-12 professional staff	Satisfaction survey	Assistant to the Superintendent Director of Human Resources	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Email			Annually		

K-12 assessment calendar					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Evaluate and determine annual K-12 assessment calendar	K-12 staff	K-12 assessment calendar	Director of Curriculum	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Email			Annually		

Mission/Vision					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop unified district vision and mission through branding and stakeholder knowledge - Develop and deploy Portrait of a Falcon - Communicate with stakeholders in easy-to-understand formats (i.e., District Fast Facts Template) annually	K-12 staff LDS community	Mission and vision (and connection of yearly priorities to mission/vision) Connection to Portrait of a Falcon	Superintendent Director of Communications	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Presentation			Annually (to staff)		
Posting on district website			Annually		
Newsletter			Annually (to community)		

Stakeholder Voice					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Annually disperse of of qualitative surveys for all stakeholders and review with administrative council	All LDSD community	Qualitative survey	Director of Communications	07/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Posting on district website			Annually		
Public service announcement			Annually		