

PALMERTON AREA SD

680 Fourth Street

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Palmerton Area School District, in partnership with home and community, is committed to providing resources and opportunities that foster an environment where students can recognize their full potential and become high character citizens in a globally connected society.

VISION STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that each student has the ability to learn and be successful in a safe and nurturing environment. We believe that meeting all students' needs by providing appropriate resources and supports that will allow students to reach their potential and become responsible citizens. We believe that students should have access to technology and relevant learning experiences to be able to access reliable information and communicate in a globally competitive society. We believe that students will be equipped as effective communicators, independent learners, problem solvers and collaborators through rigorous and relevant learning experiences. We believe that all students deserve motivated, adaptable, and well-trained staff to provide a high-quality education.

STAFF

We believe that staff will provide a healthy, safe, and nurturing environment for student learning. We believe that staff should feel valued and supported in a positive and collaborative work environment. We believe that staff with ample training, support, and resources have a profound impact on student development. We believe that all staff should maintain high levels of expectations for all students while respecting their individuality and diversity.

ADMINISTRATION

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

PARENTS

We believe that education is a shared partnership between students, families, and community. We believe that collaboration among home,

school district, and the community positively impacts learning. We believe that the needs and goals of the district should be communicated and accessible to families and the community.

COMMUNITY

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

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jamie Schuler	Administrator	Districtwide
Jodi Frankelli	Administrator	Districtwide
Suzanne Rentschler	Administrator	Districtwide
Paula Husar	Administrator	Senior High
Rich DeSocio	Administrator	Junior High
Christine Steigerwalt	Administrator	Towamensing Elementary
Ralph Andrews	Administrator	Palmer/Parkside Elementary Principal
David Sodl	Administrator	Senior High
Tammy Recker	Board Member	PASD
Jeana Baumgardt	Staff Member	Senior High
Julia Blose	Student	Senior High
Isabella Mujevic	Student	Senior High
Kim Seiler	Staff Member	Junior High

Name	Position	Building/Group
Kelly Beblavy	Staff Member	Towamensing Elementary
Marcia Heinick	Staff Member	Towamensing Elementary
Kristin Heller	Staff Member	Towamensing Elementary
Alexandrea Spalding	Staff Member	Towamensing Elementary
Sharon Hettler	Staff Member	Towamensing Elementary
Kim Nenscel	Staff Member	Palmer Elementary
Kristina Manning	Staff Member	Palmer/Parkside Elementary
Lori Schaffer	Staff Member	Palmer Elementary
Lynn Sutton	Staff Member	Palmer Elementary
Kim Ottinger	Staff Member	Parkside Education Center
Michelle Bisbing	Staff Member	Parkside Education Center
Barb Green	Community Member	Blue Mountain Ski Resort
Cindy Simmons	Community Member	Little Warriors/Hug a Day Child Care
Rachel DeMicco	Community Member	Palmerton Community Library
Kathleen Fallow	Community Member	Former School Board Member

Name	Position	Building/Group
Charles Dinofrio	Community Member	Lehigh Valley Children's Centers
Clare Papay	Parent	Palmer Elementary
Dr. Michael Martinez	Parent	Senior High
Barbara Raub	Parent	Parkside & Senior High
Alyssa Solt	Parent	Towamensing Elementary

ESTABLISHED PRIORITIES

Priority Statement

PASD will ensure that programming and practices are responsive to students' academic, social and emotional needs.

Outcome Category

Career Standards Benchmark

Essential Practices 3: Provide Student-Centered Support Systems

PASD will develop a systemic K-12 approach to proactively address learning gaps, providing all students access to grade level curriculum and standards, and teachers the instructional tools to support all learners.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Continuous Improvement on Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Performance	By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments.
Vertically Aligned Curriculum	By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Acquire and implement the use of a data warehouse system	2022-07-01 - 2023-06-30	Administrative Team (District and Building Level)	ESSER funding Use of professional development days to provide professional development for teachers.
Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA.	2022-09-01 - 2025-06-30	Assistant to the Superintendent	Use of summer compensated days, professional development days, and release time for grade levels and departments.
Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in Math.	2022-09-01 - 2025-06-30	Assistant to the Superintendent	Use of summer compensated days, professional development days, and release time for grade levels and departments.
Implementation of Professional Learning Communities (PLC) to support the use of data analysis to improve instruction and	2023-09-01 - 2025-06-30	Assistant to the Superintendent District Administrators Building	Professional Development for faculty on PLCs Dedicated time during school year and during professional development days

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
student performance.		Administrators	to conduct professional learning communities.
Development of Multi-Tiered System of Support (MTSS)	2024-09-01 - 2025-06-30	Assistant to the Superintendent District Administrators Building Administrators School Psychologists School Counselors	Professional Development on the development of MTSS model Support for schedule development to include MTSS within school schedule

Anticipated Outcome
Improved instruction and student performance.

Monitoring/Evaluation
Data analysis of district and state assessments. Classroom walkthroughs and teacher evaluations. Notes from PLC meetings

Evidence-based Strategy
Student-Centered Support System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student and Family Centered Supports	By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase career readiness opportunities for students K-12.	2022-09-01 - 2025-06-30	Assistant to the Superintendent Building Principals School Counselors	Relationships with community businesses and resources
Provide professional development for staff focusing on inclusive and supportive environments for all students and families.	2023-01-02 - 2025-06-30	Assistant to the Superintendent District Administrators Building Principals	Monetary supports to provide professional development Supports from the Intermediate Unit
Increase diversity of course offerings at the secondary level (AP courses, Dual enrollment courses, Technology courses, etc.)	2023-09-01 - 2025-06-30	Assistant to the Superintendent Building Principals School Counselors Teachers	Working relationship with higher education to offer dual enrollment courses. Financial support to train faculty to teach AP courses. Department collaboration time to develop new courses.
Increase the number and strengthen the existing relationships between the school district and community entities.	2022-09-01 - 2025-06-30	Assistant to the Superintendent District Administrators Building Principals	Community Development committee

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.	2022-09-01 - 2025-06-30	Assistant to the Superintendent District Administrators Building Administrators Building Administrators Secondary Librarian / Media Specialist	STEM/STEAM related professional development Funding to purchase STEM/STEAM related resources

Anticipated Outcome

The number of student opportunities offered for students will increase at all levels (elementary, Jr. High, and Sr. High)

Monitoring/Evaluation

Documentation of learning opportunities offered to all students. Student surveys



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA.	09/01/2022 - 06/30/2025
By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Acquire and implement the use of a data warehouse system	07/01/2022 - 06/30/2023
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Development of Multi-Tiered System of Support (MTSS)	09/01/2024 - 06/30/2025
By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)	Student-Centered Support System	Increase career readiness opportunities for students K-12.	09/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)	Student-Centered Support System	Provide professional development for staff focusing on inclusive and supportive environments for all students and families.	01/02/2023 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)	Student-Centered Support System	Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.	09/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Acquire and implement the use of a data warehouse system	07/01/2022 - 06/30/2023
By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Development of Multi-Tiered System of Support (MTSS)	09/01/2024 - 06/30/2025
By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)	Student-Centered Support System	Increase the number and strengthen the existing relationships between the school district and community entities.	09/01/2022 - 06/30/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Three out of four buildings met or exceeded annual academic growth expectations (PVAAS) in English Language Arts (ELA).

Students are performing above the state average at all levels (Elementary, Jr. High, and Sr. High) on the Science assessments.

All buildings have met or exceeded statewide goal and interim target for attendance.

Three out of four buildings have demonstrated performance above the state average on ELA assessments

Three out of four buildings met or exceeded annual academic growth expectations (PVAAS) in English Language Arts (ELA).

Student performance has increased in all four buildings.

All four buildings have met or exceeded the interim target or statewide goal for meeting the annual academic growth expectations (PVAAS).

Students are performing above the state average in three out of four buildings on the Science assessments.

Challenges

Achievement scores are not equitable between elementary buildings.

Lack of consistent performance by all subgroups on state assessments.

The COVID pandemic negatively impacted achievement scores on state assessments.

The number of students demonstrating advanced proficiency on the Keystone Literature Exam has decreased substantially.

Student performance on the Literature Keystone Exam have decreased over the past several years

The number of students achieving Advanced proficiency is lower than the state average in three out of four buildings.

Student performance in all buildings is not meeting or exceeding the statewide average.

Students are performing below the statewide average on the Biology Keystone Exam.

Strengths

Collaboration among faculty members contributed to student success at both the elementary and secondary levels.

Strong curriculum within established courses at the secondary level has also contributed to student success.

Students with Disabilities are meeting or exceeding the statewide goal/interim target for regular attendance at the Elementary and Jr. High levels.

Students Considered Economically Disadvantaged are meeting or exceeding the statewide goal/interim targets for regular attendance at the elementary level.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

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

Challenges

Students are not meeting the interim targets for the Biology Keystone Exam.

Increased course offerings would be beneficial to all levels of students at the secondary level.

Increased instructional time at the elementary level to improve foundation for elementary students (Science and Social Studies).

Students with Disabilities at the HS level are not meeting or exceeding statewide goal/interim target for regular attendance.

Students considered Economically Disadvantaged are not meeting or exceeding statewide goals/interim targets for attendance at the secondary level.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning .

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Partner with local businesses, community organizations, and other

Challenges

agencies to meet the needs of the district

Ensure effective, standards-aligned curriculum and assessment

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Achievement scores are not equitable between elementary buildings.

Lack of consistent performance by all subgroups on state assessments.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning .

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Ensure effective, standards-aligned curriculum and assessment

ADDENDUM B: ACTION PLAN

Action Plan: Continuous Improvement on Instruction

Action Steps	Anticipated Start/Completion Date	
Acquire and implement the use of a data warehouse system	07/01/2022 - 06/30/2023	
Monitoring/Evaluation	Anticipated Output	
Data analysis of district and state assessments. Classroom walkthroughs and teacher evaluations. Notes from PLC meetings	Improved instruction and student performance.	
Material/Resources/Supports Needed	PD Step	Comm Step
ESSER funding Use of professional development days to provide professional development for teachers.	yes	yes



Action Steps**Anticipated Start/Completion Date**

Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Data analysis of district and state assessments.
Classroom walkthroughs and teacher evaluations.
Notes from PLC meetings

Improved instruction and student performance.

Material/Resources/Supports Needed**PD
Step****Comm
Step**

Use of summer compensated days, professional development days, and release time for grade levels and departments.

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in Math.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Data analysis of district and state assessments.
Classroom walkthroughs and teacher evaluations.
Notes from PLC meetings

Improved instruction and student performance.

Material/Resources/Supports Needed**PD
Step****Comm
Step**

Use of summer compensated days, professional development days, and release time for grade levels and departments.

yes

no



Action Steps	Anticipated Start/Completion Date	
Implementation of Professional Learning Communities (PLC) to support the use of data analysis to improve instruction and student performance.	09/01/2023 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Data analysis of district and state assessments. Classroom walkthroughs and teacher evaluations. Notes from PLC meetings	Improved instruction and student performance.	
Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development for faculty on PLCs Dedicated time during school year and during professional development days to conduct professional learning communities.	yes	no

Action Steps**Anticipated Start/Completion Date**

Development of Multi-Tiered System of Support (MTSS)

09/01/2024 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Data analysis of district and state assessments.
Classroom walkthroughs and teacher evaluations.
Notes from PLC meetings

Improved instruction and student performance.

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Professional Development on the development of MTSS model Support for schedule development to include MTSS within school schedule

yes

yes

Action Plan: Student-Centered Support System

Action Steps**Anticipated Start/Completion Date**

Increase career readiness opportunities for students K-12.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Documentation of learning opportunities offered to all students. Student surveys

The number of student opportunities offered for students will increase at all levels (elementary, Jr. High, and Sr. High)

Material/Resources/Supports Needed**PD Step****Comm Step**

Relationships with community businesses and resources

yes

no



Action Steps**Anticipated Start/Completion Date**

Provide professional development for staff focusing on inclusive and supportive environments for all students and families.

01/02/2023 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Documentation of learning opportunities offered to all students. Student surveys

The number of student opportunities offered for students will increase at all levels (elementary, Jr. High, and Sr. High)

Material/Resources/Supports Needed**PD Step****Comm Step**

Monetary supports to provide professional development Supports from the Intermediate Unit

yes

no



Action Steps**Anticipated Start/Completion Date**

Increase diversity of course offerings at the secondary level (AP courses, Dual enrollment courses, Technology courses, etc.)

09/01/2023 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Documentation of learning opportunities offered to all students. Student surveys

The number of student opportunities offered for students will increase at all levels (elementary, Jr. High, and Sr. High)

Material/Resources/Supports Needed

PD Step **Comm Step**

Working relationship with higher education to offer dual enrollment courses. Financial support to train faculty to teach AP courses. Department collaboration time to develop new courses.

no no



Action Steps**Anticipated Start/Completion Date**

Increase the number and strengthen the existing relationships between the school district and community entities.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Documentation of learning opportunities offered to all students. Student surveys

The number of student opportunities offered for students will increase at all levels (elementary, Jr. High, and Sr. High)

Material/Resources/Supports Needed**PD Step****Comm Step**

Community Development committee

no

yes



Action Steps**Anticipated Start/Completion Date**

Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Documentation of learning opportunities offered to all students. Student surveys

The number of student opportunities offered for students will increase at all levels (elementary, Jr. High, and Sr. High)

Material/Resources/Supports Needed**PD Step****Comm Step**

STEM/STEAM related professional development Funding to purchase STEM/STEAM related resources

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)</p> <p>By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)</p>	<p>Continuous Improvement on Instruction</p>	<p>Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA.</p>	<p>09/01/2022 - 06/30/2025</p>
<p>By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)</p> <p>By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)</p>	<p>Continuous Improvement on Instruction</p>	<p>Acquire and implement the use of a data warehouse system</p>	<p>07/01/2022 - 06/30/2023</p>
<p>By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)</p> <p>By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)</p>	<p>Continuous Improvement on Instruction</p>	<p>Develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in Math.</p>	<p>09/01/2022 - 06/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)</p> <p>By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)</p>	Continuous Improvement Instruction	Implementation of Professional Learning Communities (PLC) to support the use of data analysis to improve instruction and student performance.	09/01/2023 - 06/30/2025
<p>By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)</p> <p>By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)</p>	Continuous Improvement Instruction	Development of Multi-Tiered System of Support (MTSS)	09/01/2024 - 06/30/2025
<p>By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)</p>	Student-Centered Support System	Increase career readiness opportunities for students K-12.	09/01/2022 - 06/30/2025
<p>By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)</p>	Student-Centered	Provide professional	01/02/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Support System	development for staff focusing on inclusive and supportive environments for all students and families.	06/30/2025
By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)	Student-Centered Support System	Increase STEM/STEAM related resources and opportunities for all grade levels and content areas.	09/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Development	K-12 teachers	Curriculum Development for standards aligned curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed curriculum mapped that is aligned to the PA Standards	09/01/2022 - 06/30/2025	Assistant to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of PLCs and MTSS	K-12 Teachers	The development and implementation of Professional Learning Communities (PLCs). The development and implementation of Multi-Tiered System of Support (MTSS)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Documentation and Implementation of PLCs and MTSS	09/01/2023 - 06/30/2025	Assistant to the Superintendent District Administrators Building Administrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

Professional Development Step

Audience

Topics of Prof. Dev

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

All staff Families Community Members

How to provide inclusive and supportive environments for all students and families

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Consistent supports available to students and families

09/01/2023 - 06/30/2025

Assistant to the Superintendent District Administrators Building Administrators Teachers / Counselors / School Social Worker Community partners Community members

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

Professional Development Step

Audience

Topics of Prof. Dev

Providing career readiness opportunities

K-12 Teachers

Career Readiness opportunities and partnerships

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Establishment of learning opportunities for students and community partnerships

01/01/2023 - 06/30/2025

Assistant to the Superintendent District Administrators Building Administrators School Counselors Community Partners

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

1d: Demonstrating Knowledge of Resources



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Acquire and implement the use of a data warehouse system	2022-07-01 - 2023-06-30
By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)			
By June 2025, PASD will decrease performance gaps between school buildings and increase proficient and advanced outcomes on standardized assessments. (Student Performance)	Continuous Improvement on Instruction	Development of Multi-Tiered System of Support (MTSS)	2024-09-01 - 2025-06-30
By June 2025, PASD will develop a vertically aligned curriculum (including a scope and sequence) accessible for all staff in ELA and Math. (Vertically Aligned Curriculum)			
By June 2025, PASD will increase availability and use of student and family centered supports provided by the school district. (Student and Family Centered Supports)	Student-Centered Support System	Increase the number and strengthen the existing relationships between the school district and community entities.	2022-09-01 - 2025-06-30



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Data Warehouse	Administrative Team Teachers School Board Parents	Capabilities of data warehouse system

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2023	Introductory presentation for each stakeholder group	Presentation

Lead Person/Position
Assistant to the Superintendent Technology Director

Communication Step	Audience	Topics/Message of Communication
Introduction/Development of Multi-Tiered System of Support	K-12 Staff School Board Families	Definition of MTSS Implementation plan for MTSS

Anticipated Timeframe	Frequency	Delivery Method
09/01/2024 - 06/30/2025	Once at onset of implementation	Presentation Posting on district website Newsletter

Lead Person/Position
Assistant to the Superintendent District Administrators Building Administrators

Communication Step	Audience	Topics/Message of Communication
Strengthen relationship between school district and community	All district stakeholders	New and existing partnerships between school district and community

Anticipated Timeframe	Frequency	Delivery Method
09/01/2022 - 06/30/2025	Continuous	Posting on district website

Lead Person/Position
Assistant to the Superintendent District Administrators Building Administrators Community partners

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Presentation of comprehensive plan	Presentation of goals and components of the plan	Face to face presentations Plan posted on the district website	All district stakeholder groups	Fall 2022
Progress Meetings	Progress towards district goals	Face to face meetings to discuss district progress Stakeholder surveys	District stakeholder groups	One time per year (spring)
Progress reports to school board	Progress that district is making towards goals in comprehensive plan. Notification of adjustments that need to make to the plan to ensure progress to meet the set goals.	Presentation at school board workshop meetings.	School Board members	Once per semester (December and June)

