

NORTHERN LEBANON SD

345 School Dr

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

It is the mission of NLSD to provide a learning environment that empowers our students to discover and pursue their educational interests and prepare them with solid academic skills to achieve their aspirations and make a positive impact in their communities

VISION STATEMENT

“To Inspire Today and Equip for Tomorrow” Our vision statement emphasizes our desire for our students to be inspired to learn and achieve through the instruction they receive, the staff that they encounter, and the experiences they acquire during their time at Northern Lebanon. Furthermore, we will equip our students with the skills needed to investigate, think critically, and communicate effectively so that they can accomplish their goals at NL and beyond. Only then can we say that we have successfully educated and prepared our students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We are a school that grows children who care for one another, are concerned about the suffering of others, and want to act to make a better world. We embrace and encourage thinking critically about the world's problems. We teach students how to learn and be analytical so they can go out into the world as lifelong learners. We recognize that learning is hard but we can reach our learning goals with the guidance of our teachers and the support of our friends.

STAFF

We have growth mindsets. We always believe we can improve and work every day to learn something new. Success doesn't occur without failure. Our teachers create an atmosphere where failure is acceptable so long as we do our best. We have the courage to have a go and accept failure as an opportunity to learn rather than a negative reflection on ourselves.

ADMINISTRATION

We have high expectations of ourselves and believe that we are capable of achieving more than we set out to. We value reflection as a way to achieve improvement. We think about our actions and see how we can improve next time. We're a goal-oriented school. We set ourselves personal goals that are challenging but achievable. We work every day to meet our goals.

PARENTS

We respect one another's right to safety and dignity at school. We will speak to each other with calmness, politeness, and civility. We have a commitment to one another to treat each other with respect. Because we have high expectations of others, we should expect them of ourselves as well. All of us are one team. We work together because we know that we can achieve more as a team than as individuals.

COMMUNITY

Our school is a central hub of our community. We welcome the community to our school to share their skills and knowledge. We also want to

contribute our skills and efforts to improve our local community through knowledge exchange.

STEERING COMMITTEE

Name	Position	Building/Group
Gary Messinger, Jr.	Superintendent	School District
Bradly Reist	Assistant to the Superintendent	School District
Melissa McInerney	Elementary Principal	East Hanover/Lickdale
Benjamin Wenger	Administrator	Northern Lebanon School District
William Vogt	Administrator	Northern Lebanon School District
Kirk Cless	Staff Member	Northern Lebanon School District
Nathaniel Gipe	Student	Northern Lebanon High School
Zachariah Herb	Student	Northern Lebanon High School
Layla Baker	Student	Northern Lebanon Middle School
Stefan Wentling	Staff Member	Northern Lebanon High School
Amy Allen	Staff Member	Northern Lebanon Middle School
Brian Campbell	Staff Member	Jonestown Elementary School
Eve Beamesderfer	Parent	Northern Lebanon High School

Name	Position	Building/Group
Scott Hopkins	Staff Member	Northern Lebanon High School
Eran Willis	Parent	East Hanover Elementary School
Barry Naum	Board Member	Northern Lebanon School District
Melissa McInerney	Administrator	Northern Lebanon School District
Peter Ebert	Administrator	Northern Lebanon School District
Isaac England	Student	Northern Lebanon High School
Lucas Kleisath	Student	Northern Lebanon Middle School
Isabella Hollinger	Student	Northern Lebanon Middle School
Laura Wiest	Staff Member	Northern Lebanon Middle School
Amy Shirk	Staff Member	East Hanover Elementary School
Christina Boltz	Staff Member	Jonestown Elementary School
Erin Marinkov	Parent	Lickdale Elementary School
Sandra Ryan	Parent	Northern Lebanon Middle School
Michelle Bucks	Board Member	Northern Lebanon School District
Glen Gray	Board Member	Northern Lebanon School District

Name	Position	Building/Group
Kayla Perez	Staff Member	Northern Lebanon School District
Jennie Seaton	Staff Member	Northern Lebanon School District
Natasha Goodyear	Student	Northern Lebanon High School
Kaidyn Conley	Student	Northern Lebanon High School
Gavin Kubica	Student	Northern Lebanon High School
Melissa Vogel	Staff Member	Northern Lebanon Middle School
Nicole Long	Staff Member	Fredericksburg Elementary School
Michelle Deitzler	Staff Member	Northern Lebanon Middle School
Michael Humes	Parent	Northern Lebanon High School
Rachel Sekellick	Board Member	Northern Lebanon School District
Jennifer Weneck	Staff Member	Northern Lebanon High School
Lorie Loww	Staff Member	Northern Lebanon Middle School
John Confer	Staff Member	Northern Lebanon School District
Nate Erdman	Board Member	Northern Lebanon School District
Brooke Bomberger	Staff Member	Northern Lebanon Middle School

Name	Position	Building/Group
John Rizzo	Staff Member	Northern Lebanon School District
Kelly Bastek-Jones	Staff Member	Northern Lebanon School District
Mark Opreska	Staff Member	Northern Lebanon Middle School
Natalie Snyder	Staff Member	Northern Lebanon High School
Daniel Hess	Staff Member	Northern Lebanon High School
Leanne Martin	Staff Member	Northern Lebanon School District
Lora Varvel	Staff Member	East Hanover Elementary School
Russell Wallace	Staff Member	Northern Lebanon High School
Josh Wagner	Staff Member	Northern Lebanon Middle School
Linda Kubica	Parent	Northern Lebanon Middle School
Robb Faller	Board Member	Northern Lebanon School District
Mason Brehm	Staff Member	Northern Lebanon School District
Lori Kortright	Staff Member	Lickdale Elementary School
David Lauer	Staff Member	Northern Lebanon School District
Staci Murray	Board Member	Northern Lebanon School District

Name	Position	Building/Group
Mike Marlowe	Board Member	Northern Lebanon School District
Dave Kline	Administrator	Northern Lebanon School District
Cheryl Burt	Community Member	Northern Lebanon School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
To identify and address individual student learning needs in order for all students to achieve their potential on state assessments.	English Language Arts Mathematics
To promote and sustain a school environment where all members feel welcomed, supported and safe in school, socially, emotionally, intellectually, and physically.	Social emotional learning
To establish shared responsibility for student learning through two-way communication and partnerships with families and businesses.	Community Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Using Student Achievement Data to Support Instructional Decision Making:	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Achievement	Throughout the duration of this plan, the ELA curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that

Goal Nickname	Measurable Goal Statement (Smart Goal)
	includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency.
Math Achievement	Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in mathematics proficiency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The use of data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and tailor instruction to the needs of each student. Through the use of quality data, educators will make instructional changes aimed at improving student achievement, such as: <ul style="list-style-type: none"> • prioritizing instructional time • targeting additional individual instruction for students who are struggling with particular topics • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress • gauging the instructional effectiveness of classroom lessons • refining instructional methods • examining school wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses. 	2022-08-01 - 2024-06-30	Principals	EdInsight, Research Based Assessments

Anticipated Outcome
A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps,

and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth.

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via grade level/department meetings and staff meetings that focus on student achievement data. The instructional delivery of the curriculum will be monitored via lesson plans, walk-throughs, data meetings and observations.

Evidence-based Strategy

Implementation of a multi-tiered support system for students and families who have experienced trauma.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student and Family Support	Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 5% per year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of a "warning" system to identify students experiencing trauma followed by a	2022-08-01 - 2024-06-30	Pupil Services Director	Warning system for identification of students experiencing trauma; Professional development opportunities for all stakeholders such as students, parents, staff, school board

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implementation tiered supports for identified students and/or families.			members and community members. Topics may include trauma informed care instructional practices, check-in/check-out, mindfulness, power of relationships, self-awareness and calming techniques, and leadership styles.

Anticipated Outcome
 Development of a structured environment where students’ social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships.

Monitoring/Evaluation
 Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.

Evidence-based Strategy
 Engagement with families and the community to inform, partner, and receive feedback on District programs and initiatives.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Community and Family Engagement	Throughout the duration of this plan, the programming offered by the District will be analyzed and adjusted through the use of student, parent, and community surveys and focus groups. Results of this data as well as

Goal Nickname**Measurable Goal Statement (Smart Goal)**

adjustments being made will be shared publicly on an annual basis.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Continual monitoring and evaluation of programs as they are implemented, seeking feedback from stakeholders. Course development and writing/ implementation of curriculum for new courses.

2022-08-01 -
2024-06-30

Superintendent

Feedback from stakeholders, including community members, business owners, graduates, students, faculty and staff.

Anticipated Outcome

Increased focus on the skills and competencies necessary for parents and the District to work together as partners for their learners. Increased student engagement, further involve students in active learning, and provide students skills such as communication, problem solving, and collaboration, along with content expertise.

Monitoring/Evaluation

Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives. Throughout the duration of this will provide the District with the opportunity to provide increased academic opportunities, increased technology access, and an increased focus on the skills necessary for our students to be prepared for post-secondary success.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of this plan, the ELA curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency. (ELA Achievement)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making:</p>	<p>The use of data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and tailor instruction to the needs of each student. Through the use of quality data, educators will make instructional changes aimed at improving student achievement, such as:</p> <ul style="list-style-type: none"> • prioritizing instructional time 	<p>08/01/2022 - 06/30/2024</p>
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in mathematics proficiency. (Math Achievement)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

• targeting additional individual instruction for students who are struggling with particular topics • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress • gauging the instructional effectiveness of classroom lessons • refining instructional methods • examining school wide data to

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

consider whether
and how to adapt
the curriculum
based on
information about
students'
strengths and
weaknesses.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 5% per year. (Student and Family Support)	Implementation of a multi-tiered support system for students and families who have experienced trauma.	Development of a "warning" system to identify students experiencing trauma followed by a implementation tiered supports for identified students and/or families.	08/01/2022 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Throughout the duration of this plan, the ELA curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency. (ELA Achievement)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making:</p>	<p>The use of data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and tailor instruction to the needs of each student. Through the use of quality data, educators will make instructional changes aimed at improving student achievement,</p>	<p>08/01/2022 - 06/30/2024</p>
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in mathematics proficiency. (Math Achievement)</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

such as: •
prioritizing
instructional time
• targeting
additional
individual
instruction for
students who are
struggling with
particular topics •
more easily
identifying
individual
students'
strengths and
instructional
interventions that
can help students
continue to
progress •
gauging the
instructional
effectiveness of
classroom lessons
• refining
instructional

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

methods •
examining school
wide data to
consider whether
and how to adapt
the curriculum
based on
information about
students'
strengths and
weaknesses.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Throughout the duration of this plan, the programming offered by the District will be analyzed and adjusted through the use of student, parent, and community surveys and focus groups. Results of this data as well as adjustments being made will be shared publicly on an annual basis. (Community and Family Engagement)</p>	<p>Engagement with families and the community to inform, partner, and receive feedback on District programs and initiatives.</p>	<p>Continual monitoring and evaluation of programs as they are implemented, seeking feedback from stakeholders. Course development and writing/ implementation of curriculum for new courses.</p>	<p>08/01/2022 - 06/30/2024</p>

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.

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

Chief School Administrator

Gary R Messinger Jr

2022-12-13

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA strengths in grades 1 – 5 are Reading Strategies and Grammar and Mechanics as measured using IXL.

ELA strengths in grades 6-8 are E.06.B Informational Text, E.07.A Literature Text, and E.08.B Informational Text as measured on the PSSA.

ELA strength as measured by the Keystone Literature Exam is L.F.1 Reading for Meaning- Fiction.

Math strengths in grade 1 are Statistics, grade 2 and 3 Geometry, grade 4 and 5 Algebra and Measurement as measured using IXL.

Math strengths in grades 6-8 are M.06.A-N.3 Apply and extend previous understanding of numbers to the system of rational numbers as measured on the PSSA, M.07.A-R Ratios and proportional relationships, and M.08.C-G Geometry as measured by the PSSA.

The Algebra I strength as measured on the Algebra I Keystone are A1.1.2 Linear Equation.

The science strength for grade 4 is science S4.D.2 Weather, Climate, and Atmospheric Processes as measured by the 4th

Challenges

ELA challenges in grades 1-5 are Writing Strategies and Vocabulary as measured using IXL.

ELA challenges in grades 6-8 are E.06.E, E.07.E, and E.08.E text dependent analysis as measured by the PSSA.

ELA challenges as measured by the Keystone Literature Exam is Literature Constructed Response.

Math challenges in grades 1-5 are Fractions, and Number and Operations as measured using IXL.

Math challenges in grades 6-8 are M.06.C-G Geometry, M.07.D-S Statistics and Probability, and M.08.D-S Statistics and Probability as measured by the PSSA.

The Algebra I weakness as measure on the Algebra I Keystone exam is Algebra Constructed Responses.

The science weakness for grade 4 is science S4.B.2 Continuity of Life as measured by the 4th grade science PSSA.

The science weakness for grade 8 is science S8.B.3 Ecological Behavior and Systems as measured by the 8th grade science

Strengths

grade science PSSA.

The science strength for grade 8 is science S8.C.3 Principles of Motion and Force as measured by the 8th grade science PSSA.

The science strength on the Biology Keystone Exam is BIO.A.2 The Chemical Basis for Life.

College and Career measures at the Elementary level

High School Graduation Rate

Science Achievement

Attendance

Curriculum has been a priority and is in a good place in terms of being current and also constant evaluation in our newly established curriculum cycle.

Recruitment has been a focus for the District. Human Resources has gone to job fairs and is establishing good connections with colleges/universities seeking out potential employees.

Elementary career standards instruction

Industry Based Learning

Challenges

PSSA.

The science weakness on the Biology Keystone Exam is Biology Constructed Responses.

Language Arts/Literature Keystone Data- Students with IEPs have a 16% reduction in achievement in this area. 2.6% of all students achieved an advanced score on Literature. The statewide average is 17.8%.

Biology Keystone Data All student achievement is 41.7% proficient or advanced, falling short of the state average 66%

Student Achievement

Student Supports (social/emotional)

Community Partnerships

COVID presented some challenges to our regular career standards instruction at the secondary level. This will be corrected for future years.

NOCTI/NIMS

Percent of special education students.

Economic disadvantaged students in MS are progressing toward their growth target in science.

Strengths

Economic disadvantaged students in MS are not progressing toward their growth target in ELA and math.

Challenges

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *

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

Most Notable Observations/Patterns

While there are a lot of challenges, we have already begun planning to address them. We need to be careful to build a strong foundation and not move too quickly.

Challenges	Discussion Point	Priority for Planning
Student Achievement	Curriculum development has been a strength of the district, but the measurement of student growth toward mastery of standards is a missing component to successfully increasing student achievement.	
Student Supports (social/emotional)	Staff is responsive to student social and emotional needs, however, further development of identification and proactive programs are needed.	
Community Partnerships	The District is seeking to evolve our practices in order to best prepare our students for an ever-changing job market. In order to accomplish this, feedback and partnerships are critical for us to provide the best opportunities possible for our students.	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	As we continue to look for academic achievement, we need to provide learning opportunities for our administration and allow them creatively address our achievement scores.	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *		

ADDENDUM B: ACTION PLAN

Action Plan: Using Student Achievement Data to Support Instructional Decision Making:

Action Steps	Anticipated Start/Completion Date
<p>The use of data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and tailor instruction to the needs of each student. Through the use of quality data, educators will make instructional changes aimed at improving student achievement, such as:</p> <ul style="list-style-type: none">• prioritizing instructional time• targeting additional individual instruction for students who are struggling with particular topics• more easily identifying individual students' strengths and instructional interventions that can help students continue to progress• gauging the instructional effectiveness of classroom lessons• refining instructional methods• examining school wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.	08/01/2022 - 06/30/2024

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via grade level/department meetings and staff meetings that focus on student achievement data. The instructional delivery of the curriculum will be monitored via lesson plans, walk-throughs, data meetings and observations.

Anticipated Output

A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth.

Material/Resources/Supports Needed

PD Step

Comm Step

EdInsight, Research Based Assessments

yes

yes



Action Plan: Implementation of a multi-tiered support system for students and families who have experienced trauma.

Action Steps	Anticipated Start/Completion Date
Development of a "warning" system to identify students experiencing trauma followed by a implementation tiered supports for identified students and/or families.	08/01/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.	Development of a structured environment where students’ social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships.

Material/Resources/Supports Needed	PD Step	Comm Step
Warning system for identification of students experiencing trauma; Professional development opportunities for all stakeholders such as students, parents, staff, school board members and community members. Topics may include trauma informed care instructional practices, check-in/check-out, mindfulness, power of relationships, self-awareness and calming techniques, and leadership styles.	yes	no



Action Plan: Engagement with families and the community to inform, partner, and receive feedback on District programs and initiatives.

Action Steps**Anticipated Start/Completion Date**

Continual monitoring and evaluation of programs as they are implemented, seeking feedback from stakeholders. Course development and writing/ implementation of curriculum for new courses.

08/01/2022 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives. Throughout the duration of this will provide the District with the opportunity to provide increased academic opportunities, increased technology access, and an increased focus on the skills necessary for our students to be prepared for post-secondary success.

Increased focus on the skills and competencies necessary for parents and the District to work together as partners for their learners. Increased student engagement, further involve students in active learning, and provide students skills such as communication, problem solving, and collaboration, along with content expertise.

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

Feedback from stakeholders, including community members, business owners, graduates, students, faculty and staff.

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of this plan, the ELA curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency. (ELA Achievement)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making:</p>	<p>The use of data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and tailor instruction to the needs of each student. Through the use of quality data, educators will make instructional changes aimed at improving student achievement, such as:</p> <ul style="list-style-type: none"> • prioritizing instructional time 	<p>08/01/2022 - 06/30/2024</p>
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in mathematics proficiency. (Math Achievement)</p>			

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

• targeting additional individual instruction for students who are struggling with particular topics • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress • gauging the instructional effectiveness of classroom lessons • refining instructional methods • examining school wide data to

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.	
Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 5% per year. (Student and Family Support)	Implementation of a multi-tiered support system for students and families who have experienced trauma.	Development of a "warning" system to identify students experiencing trauma followed by a implementation tiered supports for identified students and/or families.	08/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional development on assessment and data analysis.	Teachers	Assessment, Data Analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of information in grade level meetings and discussion with admin throughout the year.	08/01/2022 - 07/30/2024	Principal

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Social/Emotional identification and interventions	Staff	Student warning system, Toolbox of responses/interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Grade level identification of at-risk students. Use of a "toolbox" of interventions leading to higher attendance rates and less discipline referrals.	08/01/2023 - 06/30/2024	Pupil Services, Admin

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Throughout the duration of this plan, the ELA curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency. (ELA Achievement)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making:</p>	<p>The use of data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and tailor instruction to the needs of each student. Through the use of quality data, educators will make instructional changes aimed at improving student achievement, such as:</p> <ul style="list-style-type: none"> • prioritizing instructional time 	<p>2022-08-01 - 2024-06-30</p>
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via District assessment and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in mathematics proficiency. (Math Achievement)</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

• targeting additional individual instruction for students who are struggling with particular topics • more easily identifying individual students' strengths and instructional interventions that can help students continue to progress • gauging the instructional effectiveness of classroom lessons • refining instructional methods • examining school wide data to

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.	
Throughout the duration of this plan, the programming offered by the District will be analyzed and adjusted through the use of student, parent, and community surveys and focus groups. Results of this data as well as adjustments being made will be shared publicly on an annual basis. (Community and Family Engagement)	Engagement with families and the community to inform, partner, and receive feedback on District programs and initiatives.	Continual monitoring and evaluation of programs as they are implemented, seeking feedback from stakeholders. Course development and writing/ implementation of curriculum for new courses.	2022-08-01 - 2024-06-30



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Annual Board Report	School Board, Community	Progress on assessments both local and State

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 08/30/2024	Annually	Presentation

Lead Person/Position
Superintendent

Communication Step	Audience	Topics/Message of Communication
Newsletter	Community, Parents, Students, School Board, Staff	Updates on feedback and programmatic changes.

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/30/2024	Twice annually	Newsletter

Lead Person/Position

Superintendent, Admin



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Discussion at School Board Meeting followed by Community Newsletter	Communication of NL Vision and Goals	Community Newsletter	All Northern Lebanon Residences	Sept 2022
