

LACKAWANNA TRAIL SD

PO Box 85

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Mission of The Lackawanna Trail School District, in collaboration with our community, is to establish and support a safe and enriching learning environment where all students develop to their fullest potential. Our curricular and extracurricular programs promote a culture of inclusion, diversity, open-mindedness, and mutual respect for each other's ideas and backgrounds. Our students are empowered to develop into productive, responsible, respectful, civic-minded, critical thinking members of a global community who possess the skills to excel in a changing and interconnected world.

VISION STATEMENT

The Vision of The Lackawanna Trail School District is divided into two sections; Elementary Center and Jr.-Sr. High School. The Vision of the Lackawanna Trail Elementary Center is to create a safe atmosphere where all students: Feel confident with their own individual thoughts and opinions, and to provide an educational foundation that reflects the core values from ROAR: respect, organization, acceptance, responsibility. We promote a growth mindset of curiosity, self-discovery, self-awareness, resiliency, perseverance, and the ability to acknowledge others opinions to be valid. We strive to offer experiences that will enable students to have accountability in their education and to be prepared for success in secondary school achievement as measured by state and local assessment results. The Vision of the Lackawanna Trail Jr.-Sr. High School is to create a safe atmosphere where all students: Are nurtured academically, physically, and socially, through a wide variety of challenging courses and extracurricular opportunities that will enable them to become well-rounded, confident, and responsible individuals. They will receive instruction from highly qualified faculty and coaches who will push them to reach their fullest potential and challenge them to form their own opinions through self-discovery. The education they receive will measure their acquired knowledge by achieving proficiency on standardized, as well as teacher created assessments. They will graduate with the ability to effectively collaborate with others, be

technologically literate, resilient and with the agility to adjust to this ever changing world. Upon fulfilling all graduation requirements, students will have mastered the standards-based curriculum, making them fully prepared to enter college, post-secondary vocational school, the armed services, or the workforce. Regardless of their post-secondary choice, they will receive the right educational tools to prepare them to become productive citizens.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The core principles and values all students are expected to maintain to successfully attain the mission and vision of the Lackawanna Trail School District include understanding their community and how to contribute to a democratic society, being fair, consistent and respectful toward their peers, and developing a lifelong desire for knowledge and learning. Participation in extracurricular activities and athletics is encouraged to ensure a well-rounded educational experience.

STAFF

The core principles and values that all staff are expected to maintain to successfully attain the mission and vision of the Lackawanna Trail School District include being fair, consistent, and respectful towards their students and their peers, being a role model to the students by teaching civility and responsibility, and challenging and mentoring students to help them reach their potential. Staff should develop a lifelong desire for knowledge and learning for themselves and their students, stay current in best practice instructional strategies, incorporate current instructional technology to classroom practice and provide experiential learning experiences that can be transferred to real life applications.

ADMINISTRATION

The core principles and values that the members of administration are are expected to maintain to successfully attain the mission and vision of the Lackawanna Trail School District include providing a healthy and safe environment that reaches the intellectual, social emotional and physical needs of the students, motivates students to excel and teaches all students to think critically and constructively.

PARENTS

The core principles and values that parents are expected to maintain to successfully attain the mission and vision of the Lackawanna Trail School District include providing a healthy environment that is safe and conducive to lifelong learning, helping students to reach their full potential and encouraging creativity, curiosity and self-discovery.

COMMUNITY

The core principles and values that the community should maintain to successfully attain the mission and vision of the Lackawanna Trail School District include supporting and preparing students beyond graduation for higher education, vocational-technical school and employment.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Matthew Rakauskas	Administrator	Administration Office
Mark Murphy	Administrator	LTSD Jr./Sr. High School
Shannon Kuchak	Administrator	LTSD Jr./Sr. High School
Brian Kearney	Administrator	LTSD Elementary Center
Amie Talarico	Administrator	Administration Office
Rachel Becchetti	Staff Member	LTSD Elementary Center
Tracy Brundage	Community Member	Keystone College
Erika Chang	Staff Member	LTSD Jr./Sr. High School
Kathy Ewing	Staff Member	LTSD Elementary Center
Mallory Griggs	Parent	private residence
Kelly Hopkins	Staff Member	LTSD Jr./Sr. High School
Meaghan Jones	Staff Member	LTSD Elementary Center
Jaclyn Litwin	Parent	private residence

Name	Position	Building/Group
Lauren McNamara	Parent	Private residence
Michael Mould	Board Member	Private residence
Alexandra Tompkins	Staff Member	LTSD Jr./Sr. High School
Sarah Wright	Staff Member	LTSD Elementary Center
Heather Stage	Staff Member	LTSD Central Office
Eliza Vagni	Other	Intermediate Unit 19

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Creating a supportive and inclusive learning environment is a priority for the district. In an effort to provide distraction-free and academically-focused classrooms, the district will establish fair and equitable intervention programming for behavior infractions.	School climate and culture
School safety is a priority for the district. We strive to provide a safe and supportive learning environment for all students and staff.	School Safety
Achievement in ELA and math is a focus area for the district. All learners will be provided opportunities to achieve proficiency on state standardized assessments.	Mathematics English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Multi-Tiered System of Support for Academics

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Academic Focus - Math By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9.

Academic Focus - ELA By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a centralized warehouse for student data that is accessible to teachers, administrators, and necessary support staff.	2022-09-01 - 2023-01-15	Superintendent, Curriculum Director	Historical Student Achievement data, DRC website, PVAAS portal
Identify existing benchmark assessments and determine appropriate benchmark assessment schedules for each building to be used for the duration of this plan.	2022-08-01 - 2025-09-01	Curriculum Director, Principals	DRC Access, PVAAS website, PSSA & Keystone Testing Schedule, Approved LTSD Calendar
Establish data collection system.	2023-01-15 - 2025-06-30	Superintendent, Curriculum Director	Human resources, current assessment data, DRC website, PVAAS website
Determine cut scores for students to qualify for Tier 2 and Tier 3 supports based on the MTSS model.	2023-01-15 - 2023-02-15	Curriculum director, principals, department	Student performance data, internal data warehouse

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		chairs/grade level leaders, classroom teachers	
Begin implementing interventions that address the needs of students in Tier 2 and Tier 3 in ELA and Math, grades 3-9.	2023-02-15 - 2025-06-15	Classroom Teachers	Tiered intervention resources, instructional materials, small group & 1:1 scheduling

Anticipated Outcome
 Increase student achievement and growth in ELA and Math.

Monitoring/Evaluation
 Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.

Evidence-based Strategy
 Schoolwide Positive Behavior Interventions and Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Positive Behavior Interventions and Supports (PBIS)	By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A PBIS team will develop five specific school-wide behavior expectations for each grade and age level (i.e. early elementary, upper elementary, junior high) based on the existing ROAR acronym.	2022-08-31 - 2022-10-30	Principals	PBIS materials, historical ODR data
For each of the five expectations, a 20-30 minute lesson plan will be written.	2022-10-30 - 2022-12-30	Principals, PBIS Committee Leads	PBIS materials, lesson plan template
Tier 2 and Tier 3 supports and related materials will be developed.	2023-01-01 - 2022-03-30	PBIS Committee Leads	PBIS materials
Separate K-3, 4-6, and 7-8 PBIS data warehouses will be created and shared with faculty, administration, and support staff.	2022-08-01 - 2022-12-01	Curriculum Director, Principals	MMS Focus Software
Students who are eligible for Tier 2 and Tier 3 interventions will be identified.	2022-12-01 - 2025-06-15	Principals	MMS Focus Software

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.	2022-12-01 - 2023-06-15	Classroom Teachers	Behavior expectation lesson plans
Develop behavior expectation posters to be used in common areas such as hallways, cafeteria, restrooms, etc.	2022-09-30 - 2022-12-01	Curriculum Director, PBIS Leads	Identified behavior focus areas, PBIS materials
Students who are eligible for Tier 2 and Tier 3 supports will be provided at least one tiered intervention in place of a traditional disciplinary action (i.e. detention, loss of recess).	2022-09-01 - 2023-06-15	Principals, Dean of Students	PBIS materials, Intervention plans
Each hallway, cafeteria, and lavatory will have at least one behavior expectation poster posted in a highly visible area.	2022-12-01 - 2024-06-15	Principals	PBIS Behavior Expectation Posters
Teachers will teach at least two behavior expectation lessons per quarter.	2023-09-01 - 2025-06-15	Classroom Teachers	PBIS Behavior Expectation Lesson Plans

Anticipated Outcome

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

Monitoring/Evaluation

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education



Evidence-based Strategy

Creating safe, supportive environments

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

School Safety

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Complete review, evaluation, and communication of 2021 PSP Risk and Vulnerability Assessment.

2022-09-15 -
2022-12-01

Superintendent

2021 PSP Risk and
Vulnerability Assessment

Review report recommendations with Safe Schools Committee

2022-11-30 -
2025-06-15

Superintendent

2021 PSP Risk and
Vulnerability Assessment

Establish priority items and action plan to address recommendations.

2022-10-15 -
2022-12-01

Superintendent

2021 PSP Risk and
Vulnerability Assessment ,
Safe School Recommendations
and Input

Communicate action plan to school staff.

2022-12-01 -
2023-02-28

Superintendent

Risk and Vulnerability action
plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement action plan to reduce the number of safety recommendations from the 2021 PSP Risk and Vulnerability report.	2023-01-01 - 2025-06-15	Superintendent	Risk and Vulnerability action plan
Create a walk through checklist to ensure policies and practices that were fully implemented in the 2021 Risk and Vulnerability report remain in practice.	2023-03-01 - 2023-05-01	Superintendent	2021 PSP Risk and Vulnerability Assessment, Risk and Vulnerability action plan, Annual Assessment
Complete annual Risk and Vulnerability Assessment.	2023-06-15 - 2025-06-15	Principals	Risk and Vulnerability action plan, Annual Assessment

Anticipated Outcome

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

Monitoring/Evaluation

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p>	<p>Multi-Tiered System of Support for Academics</p>	<p>Determine cut scores for students to qualify for Tier 2 and Tier 3 supports based on the MTSS model.</p>	<p>01/15/2023 - 02/15/2023</p>
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			

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<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.	12/01/2022 - 06/15/2023

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p>	<p>Multi-Tiered System of Support for Academics</p>	<p>Identify existing benchmark assessments and determine appropriate benchmark assessment schedules for each building to be used for the duration of this plan.</p>	<p>08/01/2022 - 09/01/2025</p>
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			

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<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			

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<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			

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<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	For each of the five expectations, a 20-30 minute lesson plan will be written.	10/30/2022 - 12/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Tier 2 and Tier 3 supports and related materials will be developed.	01/01/2023 - 03/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Separate K-3, 4-6, and 7-8 PBIS data warehouses will be created and shared with faculty, administration, and support staff.	08/01/2022 - 12/01/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Students who are eligible for Tier 2 and Tier 3 interventions will be identified.	12/01/2022 - 06/15/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

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By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.	12/01/2022 - 06/15/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Students who are eligible for Tier 2 and Tier 3 supports will be provided at least one tiered intervention in place of a traditional disciplinary action (i.e. detention, loss of recess).	09/01/2022 - 06/15/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Each hallway, cafeteria, and lavatory will have at least one behavior expectation poster posted in a highly visible area.	12/01/2022 - 06/15/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Teachers will teach at least two behavior expectation lessons per quarter.	09/01/2023 - 06/15/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Complete review, evaluation, and communication of 2021 PSP Risk and Vulnerability Assessment.	09/15/2022 - 12/01/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Establish priority items and action plan to address recommendations.	10/15/2022 - 12/01/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Communicate action plan to school staff.	12/01/2022 - 02/28/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Implement action plan to reduce the number of safety recommendations from the 2021 PSP Risk and Vulnerability report.	01/01/2023 - 06/15/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Complete annual Risk and Vulnerability Assessment.	06/15/2023 - 06/15/2025

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

2022-06-24

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

Chief School Administrator

Matthew Rakauskas

2022-07-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Lackawanna Trail's proven ability to recruit and retain high quality educators.

The District Mission, Vision, Shared Values, and Goals.

The addition of a third health and physical education teacher is viewed as a positive step for students' physical and mental health.

The return of a spring musical and related performance opportunities for performing arts students has sparked renewed interest in the scholastic ensembles.

As a small rural school we have a tight-knit staff and close community relations. We are accessible to the public and responsive to family and student needs.

The entire school community shares a commitment to supporting our students' social and emotional well-being. We understand the pressure places on students to perform and the challenges presented by the COVID-19 pandemic and are committed to assisting in every way that we can.

Despite the rising demand for specialized services, the district is widely regarded as serving the academic needs of a diverse

Challenges

Partnering with local businesses, community leaders, and other agencies.

Coordinating Federal, State, and Local fiscal resources to achieve Lackawanna Trail's priorities.

A school-wide data team is required to verify the accuracy of data submitted.

Staffing attrition in fine and performing arts, family and consumer science, and health and physical education.

Declining financial resources caused by students electing cyber schooling for students in grades k-12.

Our annual budget relies heavily on local taxes and the ability to generate revenue in a rural district with fewer landowners and business operators is lower than most of the surrounding area with more industrialized and populated communities.

Access to community counseling resources is limited placing a heavy burden for those services on school staff.

The aging buildings and structures requires a percentage of the

Strengths

student population.

For a small school in rural Pennsylvania, our district is at the cutting edge of technology both in the classroom and through the 1:1 computing initiative.

It is universally accepted that the base curriculum in grades 3-6, the Journey Series, is serving the needs of students and faculty. The curriculum series was highly vetted and has demonstrated effectiveness since implementation.

The district has invested heavily in key intervention programming including Foundations, Just Words, and Wilson Reading programs that are used to provide tiered instruction for struggling learners. School-wide Title I services assist with the intervention system at the elementary level.

An increase in instructional time at the junior high level, as well as the addition of co-teachers in grades 7-8 has contributed to higher growth and achievement scores as well as the implementation of proper benchmarking assessments and data-based instructional decisions.

Pull-out services for students with tier three intervention programs has supported individualized growth for students who qualify.

The base curriculum (My Math) in grades 3-8 is generally accepted

Challenges

budget to be reserved for routine maintenance and upkeep that would otherwise be reserved for instructional purposes.

The needs of the English Language learner program change drastically from year-to-year and do not present an opportunity to routinely budget for consistent staffing and commitment of resources.

The district serves a diverse population of learners all of which have suffered some form of learning loss as a result of the COVID-19 pandemic.

The district routinely budgets up to one million dollars of cyber tuition monies for students who choose to attend cyber charter school. Those costs could be more wisely spent on intervention programming.

A universal approach to data-informed instructional delivery in math is needed in grades 5-8, and Algebra.

Greater community involvement and understanding of state standardized assessments is needed in order to create buy-in and support for student performance on the exams.

Instructional priorities necessitate a greater commitment of resources (i.e. instructional time, budget, staffing) for ELA, Math, and Electives.

Strengths

as an appropriate math curriculum that is aligned with state standards.

An increase in instructional time at the junior high level, as well as the addition of co-teachers in grades 7-8 has contributed to higher growth and, historically, greater achievement scores. The implementation of routine benchmarking assessments and data-based instructional decisions has had a positive effect on the teachers' ability to instruct students at their current level of performance.

Pull-out services for students with tier three intervention programs has supported individualized growth for students who qualify. Students in the lowest grouping of regular education and specialized instruction have shown the greatest growth scores.

The implementation of instructional supports, such as IXL, has been viewed as a positive step for test preparation and individualized practice of mathematical skills in the junior-senior high school.

Science faculty in grades 3-8 demonstrate strong understanding of state standards and the ability to backward design learning experiences that lead to strong retention of key science concepts and principles.

The district has invested in a new Biology text series to support faculty in preparing students for the Keystone Biology exam.

Challenges

Science is not viewed as an area that requires cross-curricular attention in order to garner improved results.

There are limited opportunities for ongoing and sustainable community-based counseling.

The district will not be replacing a paraeducator who was chiefly responsible for career counseling.

The percentage of students who are qualifying for specialized services is increasing rapidly after the return from the COVID pandemic and varying participation in virtual schooling.

The district routinely budgets up to \$1million dollars for cyber education tuition to students who leave the district for cyber charter schools.

Students and staff have varying levels of access to reliable home internet.

Achievement (Proficient/Advanced) rate in Math grade 3-8, and Keystone Algebra.

Declining proficiency rate from third grade to Keystone exams in all subject areas.

Inconsistent achievement results for ELA in grades 3-8, including Keystone Literature.

Strengths

The 1:1 computer initiative has provided opportunities for individualized skill-building, equal access to benchmarking assessments, and academic remediation and has been widely viewed as a positive for our district.

We have an adequately staffed student services (i.e. counseling) department in grades K-12 available to all students.

The percentage of students performing above the stage average in science is not affected by economic status or disability category.

Students routinely out-perform the state average on both the SAT and ACT exams.

Graduates report a high level of acceptance to their first choice post-secondary institution.

ELA Growth scores for grades 3-8.

Attendance rates, as well as participation rate on state assessments, are routinely above 90%.

Challenges

Keystone Algebra achievement results.

Most Notable Observations/Patterns

Consistent and flexible communication with parents and students (key stakeholders) is a continual challenge.

Challenges

**Discussion
Point**

Priority for Planning

The district serves a diverse population of learners all of which have suffered some form of learning loss as a result of the COVID-19 pandemic.

A universal approach to data-informed instructional delivery in math is needed in grades 5-8, and Algebra.

The aging buildings and structures requires a percentage of the budget to be reserved for routine maintenance and upkeep that would otherwise be reserved for instructional purposes.

ADDENDUM B: ACTION PLAN

Action Plan: Multi-Tiered System of Support for Academics

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Create a centralized warehouse for student data that is accessible to teachers, administrators, and necessary support staff.	09/01/2022 - 01/15/2023	no	no
Monitoring/Evaluation	Anticipated Output		
Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.	Increase student achievement and growth in ELA and Math.		
Material/Resources/Supports Needed		PD Step	Comm Step
Historical Student Achievement data, DRC website, PVAAS portal		no	no

Action Steps**Anticipated Start/Completion Date**

Identify existing benchmark assessments and determine appropriate benchmark assessment schedules for each building to be used for the duration of this plan.

08/01/2022 - 09/01/2025

Monitoring/Evaluation**Anticipated Output**

Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.

Increase student achievement and growth in ELA and Math.

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

DRC Access, PVAAS website, PSSA & Keystone Testing Schedule, Approved LTSD Calendar

no

yes



Action Steps**Anticipated Start/Completion Date**

Establish data collection system.

01/15/2023 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.

Increase student achievement and growth in ELA and Math.

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

Human resources, current assessment data, DRC website, PVAAS website

no

yes

Action Steps**Anticipated Start/Completion Date**

Determine cut scores for students to qualify for Tier 2 and Tier 3 supports based on the MTSS model.

01/15/2023 - 02/15/2023

Monitoring/Evaluation**Anticipated Output**

Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.

Increase student achievement and growth in ELA and Math.

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

Student performance data, internal data warehouse

yes

yes



Action Steps**Anticipated Start/Completion Date**

Begin implementing interventions that address the needs of students in Tier 2 and Tier 3 in ELA and Math, grades 3-9.

02/15/2023 - 06/15/2025

Monitoring/Evaluation**Anticipated Output**

Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.

Increase student achievement and growth in ELA and Math.

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

Tiered intervention resources, instructional materials, small group & 1:1 scheduling

yes

yes

Action Plan: Schoolwide Positive Behavior Interventions and Supports

Action Steps**Anticipated Start/Completion Date**

A PBIS team will develop five specific school-wide behavior expectations for each grade and age level (i.e. early elementary, upper elementary, junior high) based on the existing ROAR acronym.

08/31/2022 - 10/30/2022

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

PBIS materials, historical ODR data

no

yes



Action Steps**Anticipated Start/Completion Date**

For each of the five expectations, a 20-30 minute lesson plan will be written.

10/30/2022 - 12/30/2022

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

PBIS materials, lesson plan template

no

yes



Action Steps**Anticipated Start/Completion Date**

Tier 2 and Tier 3 supports and related materials will be developed.

01/01/2023 - 03/30/2022

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

PBIS materials

no

yes



Action Steps**Anticipated Start/Completion Date**

Separate K-3, 4-6, and 7-8 PBIS data warehouses will be created and shared with faculty, administration, and support staff.

08/01/2022 - 12/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

MMS Focus Software

no

yes



Action Steps**Anticipated Start/Completion Date**

Students who are eligible for Tier 2 and Tier 3 interventions will be identified.

12/01/2022 - 06/15/2025

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

MMS Focus Software

no

yes



Action Steps**Anticipated Start/Completion Date**

Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.

12/01/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

Behavior expectation lesson plans

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop behavior expectation posters to be used in common areas such as hallways, cafeteria, restrooms, etc.

09/30/2022 - 12/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

Identified behavior focus areas, PBIS materials

no

yes



Action Steps**Anticipated Start/Completion Date**

Students who are eligible for Tier 2 and Tier 3 supports will be provided at least one tiered intervention in place of a traditional disciplinary action (i.e. detention, loss of recess).

09/01/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

PBIS materials, Intervention plans

yes

yes



Action Steps**Anticipated Start/Completion Date**

Each hallway, cafeteria, and lavatory will have at least one behavior expectation poster posted in a highly visible area.

12/01/2022 - 06/15/2024

Monitoring/Evaluation**Anticipated Output**

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

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

PBIS Behavior Expectation Posters

no

yes



Action Steps

Anticipated Start/Completion Date

Teachers will teach at least two behavior expectation lessons per quarter.

09/01/2023 - 06/15/2025

Monitoring/Evaluation

Anticipated Output

Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.

Material/Resources/Supports Needed

PD Step

Comm Step

PBIS Behavior Expectation Lesson Plans

yes

yes

Action Plan: Creating safe, supportive environments

Action Steps**Anticipated Start/Completion Date**

Complete review, evaluation, and communication of 2021 PSP Risk and Vulnerabilty Assessment.

09/15/2022 - 12/01/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

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

2021 PSP Risk and Vulnerability Assessment

no

yes



Action Steps	Anticipated Start/Completion Date
Review report recommendations with Safe Schools Committee	11/30/2022 - 06/15/2025

Monitoring/Evaluation	Anticipated Output
Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education	By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

Material/Resources/Supports Needed	PD Step	Comm Step
2021 PSP Risk and Vulnerability Assessment	no	yes



Action Steps**Anticipated Start/Completion Date**

Establish priority items and action plan to address recommendations.

10/15/2022 - 12/01/2022

Monitoring/Evaluation**Anticipated Output**

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

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

2021 PSP Risk and Vulnerability Assessment , Safe School Recommendations and Input

no

yes

Action Steps**Anticipated Start/Completion Date**

Communicate action plan to school staff.

12/01/2022 - 02/28/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

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

Risk and Vulnerability action plan

no

yes



Action Steps**Anticipated Start/Completion Date**

Implement action plan to reduce the number of safety recommendations from the 2021 PSP Risk and Vulnerability report.

01/01/2023 - 06/15/2025

Monitoring/Evaluation**Anticipated Output**

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

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

Risk and Vulnerability action plan

no

yes



Action Steps**Anticipated Start/Completion Date**

Create a walk through checklist to ensure policies and practices that were fully implemented in the 2021 Risk and Vulnerability report remain in practice.

03/01/2023 - 05/01/2023

Monitoring/Evaluation**Anticipated Output**

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

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

2021 PSP Risk and Vulnerability Assessment, Risk and Vulnerability action plan, Annual Assessment

no

yes



Action Steps**Anticipated Start/Completion Date**

Complete annual Risk and Vulnerability Assessment.

06/15/2023 - 06/15/2025

Monitoring/Evaluation**Anticipated Output**

Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe School Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%.

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

Risk and Vulnerability action plan, Annual Assessment

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p>	<p>Multi-Tiered System of Support for Academics</p>	<p>Determine cut scores for students to qualify for Tier 2 and Tier 3 supports based on the MTSS model.</p>	<p>01/15/2023 - 02/15/2023</p>
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			<p>Multi-Tiered System of Support for Academics</p>
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in</p>	<p>Multi-Tiered System of Support for Academics</p>	<p>Begin implementing interventions that address the needs of students in Tier 2 and Tier 3 in ELA and Math, grades 3-9.</p>	
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in</p>			<p>Multi-Tiered System of Support for Academics</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
reading and math for grades 3-9. (Academic Focus - ELA)			
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.	12/01/2022 - 06/15/2023
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Students who are eligible for Tier 2 and Tier 3 supports will be provided at least one tiered intervention in place of a traditional disciplinary action (i.e. detention, loss of recess).	09/01/2022 - 06/15/2023
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive	Schoolwide Positive Behavior	Teachers will teach at least two behavior	09/01/2023 - 06/15/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Behavior Interventions and Supports (PBIS))	Interventions and Supports	expectation lessons per quarter.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Train the Trainer in-service	Curriculum Director, Building Principals, Grade Level Team leaders, Dept. Chairs, Classroom Teachers	Student Achievement Data, Homogenous Grouping, Differentiated Instruction, MTSS Intervention Materials

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will be able to articulate tiered intervention groups and the sources of data used to create those groups. Participants will also be able to articulate the growth goal for all students using the shared data warehouse.	10/15/2022 - 06/15/2023	Curriculum Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

Professional Development Step

Audience

Topics of Prof. Dev

MTSS Intervention Programming in-service

Classroom teachers, building principals

Data-driven instruction, differentiated instruction, differentiated assessment, individual growth projections, 1:1 student conferencing

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Participants will be able to articulate the specific intervention materials needed/used for each tiered intervention group and discuss the effectiveness of the programming when applied to student achievement and growth results.

02/01/2022 - 06/15/2025

Curriculum Director, Building Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

3e: Demonstrating Flexibility and Responsiveness

Professional Development Step

Audience

Topics of Prof. Dev

PBIS In-Service

Classroom Teachers

PBIS Model, Benefits of School-wide positive behavior support, how to implement school-wide positive behavior

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Participants will be able to articulate the benefits of school-wide positive behavior support systems, identify their role in the PBIS model, demonstrate knowledge of where to acquire resources needed to teach the behavior expectation lessons.

10/15/2022 - 06/15/2023

Building Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Trauma Informed Training (Act 18)

4d: Participating in a Professional Community

2d: Managing Student Behavior

4f: Showing Professionalism

Professional Development Step

Audience

Topics of Prof. Dev

PBIS Workshop for Administrators

Building Administration

School discipline, restorative practices, trauma-informed practices

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Participants will be able to identify tiered interventions and alternatives to traditional disciplinary action that are directly correlated with the underlying cause of the behavior of concern.

09/15/2022 - 09/15/2024

Building Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

Trauma Informed Training (Act 18)

Professional Development Step**Audience****Topics of Prof. Dev**

PBIS Team Meetings

Principals, Classroom Teachers

PBIS Intervention Model, Alternatives to Classroom Discipline, Effectiveness of Programming

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Participants will be able to cite specific data to indicate the success of the school-wide behavior model.

09/15/2023 - 05/15/2025

Building Principals

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

4e: Growing and Developing Professionally

Trauma Informed Training (Act 18)

4d: Participating in a Professional Community

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p>	<p>Multi-Tiered System of Support for Academics</p>	<p>Identify existing benchmark assessments and determine appropriate benchmark assessment schedules for each building to be used for the duration of this plan.</p>	<p>2022-08-01 - 2025-09-01</p>
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>			
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p>	<p>Multi-Tiered System of Support for Academics</p>	<p>Establish data collection system.</p>	<p>2023-01-15 - 2025-06-30</p>
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)			
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p> <p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - ELA)</p>	Multi-Tiered System of Support for Academics	Determine cut scores for students to qualify for Tier 2 and Tier 3 supports based on the MTSS model.	2023-01-15 - 2023-02-15
<p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in reading and math for grades 3-9. (Academic Focus - Math)</p> <p>By 2025, student performance on state standardized assessments in ELA and Math will reach or exceed the state average performance in achievement and/or growth. The district will ensure that 100% of students receive data-driven instruction that is supported by valid benchmarking assessments and tiered invention programming in</p>	Multi-Tiered System of Support for Academics	Begin implementing interventions that address the needs of students in Tier 2 and Tier 3 in ELA and Math, grades 3-9.	2023-02-15 - 2025-06-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
reading and math for grades 3-9. (Academic Focus - ELA)			
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	A PBIS team will develop five specific school-wide behavior expectations for each grade and age level (i.e. early elementary, upper elementary, junior high) based on the existing ROAR acronym.	2022-08-31 - 2022-10-30
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	For each of the five expectations, a 20-30 minute lesson plan will be written.	2022-10-30 - 2022-12-30
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Tier 2 and Tier 3 supports and related materials will be developed.	2023-01-01 - 2022-03-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Separate K-3, 4-6, and 7-8 PBIS data warehouses will be created and shared with faculty, administration, and support staff.	2022-08-01 - 2022-12-01
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Students who are eligible for Tier 2 and Tier 3 interventions will be identified.	2022-12-01 - 2025-06-15
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.	2022-12-01 - 2023-06-15
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and	Schoolwide Positive	Develop behavior expectation	2022-09-30 - 2022-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Behavior Interventions and Supports	posters to be used in common areas such as hallways, cafeteria, restrooms, etc.	12-01
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Students who are eligible for Tier 2 and Tier 3 supports will be provided at least one tiered intervention in place of a traditional disciplinary action (i.e. detention, loss of recess).	2022-09-01 - 2023-06-15
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	Each hallway, cafeteria, and lavatory will have at least one behavior expectation poster posted in a	2022-12-01 - 2024-06-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once quarterly. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas. (Positive Behavior Interventions and Supports (PBIS))	Schoolwide Positive Behavior Interventions and Supports	highly visible area. Teachers will teach at least two behavior expectation lessons per quarter.	2023-09-01 - 2025-06-15
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Complete review, evaluation, and communication of 2021 PSP Risk and Vulnerability Assessment.	2022-09-15 - 2022-12-01
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Review report recommendations with Safe Schools Committee	2022-11-30 - 2025-06-15
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented	Creating safe, supportive environments	Establish priority items and action plan to address recommendations.	2022-10-15 - 2022-12-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
or nonexistent in the 2021 report will be reduced by 20%. (School Safety)			
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Communicate action plan to school staff.	2022-12-01 - 2023-02-28
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Implement action plan to reduce the number of safety recommendations from the 2021 PSP Risk and Vulnerability report.	2023-01-01 - 2025-06-15
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Create a walk through checklist to ensure policies and practices that were fully implemented in the 2021 Risk and Vulnerability	2023-03-01 - 2023-05-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		report remain in practice.	
By June of 2025, 100% of the 2021 Pennsylvania State Police Risk and Vulnerability Assessment will be communicated, reviewed, and evaluated by the Safe Schools Committee. Fully implemented policies and recommendations will be evaluated for ongoing compliance. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 20%. (School Safety)	Creating safe, supportive environments	Complete annual Risk and Vulnerability Assessment.	2023-06-15 - 2025-06-15

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Academic Committee Meeting	Committee members, parents, school board	Academic performance, growth and mastery, MTSS interventions
Anticipated Timeframe	Frequency	Delivery Method
01/01/2023 - 06/15/2025	Twice Annually	Other Posting on district website

Lead Person/Position

Superintendent, Curriculum Director

Communication Step

Audience

Topics/Message of Communication

SWPBS/PBIS Committee Meeting

Committee Members, School Staff

PBIS model, School-Wide Behavior Expectations, Student data

Anticipated Timeframe

Frequency

Delivery Method

09/30/2022 - 06/15/2025

Quarterly

Other

Lead Person/Position

Building Principals

Communication Step

Audience

Topics/Message of Communication

SWPBS/PBIS Annual Report

School Staff

PBIS, Behavior Interventions, Student Data

Anticipated Timeframe**Frequency****Delivery Method**

06/15/2023 - 06/15/2025

Quarterly

Memorandum
Presentation**Lead Person/Position**

Building Principals

Communication Step**Audience****Topics/Message of Communication**

Safe School Committee Meeting

Committee Members, School Staff

School safety, PSP Risk and Vulnerability
Report (2021)**Anticipated Timeframe****Frequency****Delivery Method**

08/01/2022 - 06/30/2025

Quarterly

Other

Lead Person/Position

Superintendent

Communication Step	Audience	Topics/Message of Communication
Annual Report on School Safety	Staff, Board of Education, Community Members	School Safety, Buildings and Facilities, PSP Risk and Vulnerability Action Plan

Anticipated Timeframe	Frequency	Delivery Method
06/30/2023 - 06/30/2025	Annually for three years.	Presentation Posting on district website

Lead Person/Position
Superintendent

Communication Step	Audience	Topics/Message of Communication
School Safety Test		

Anticipated Timeframe	Frequency	Delivery Method
01/01/0001 - 01/01/0001		

Lead Person/Position

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

