Comprehensive Plan
Lackawanna Trail School District
2022-2025

Overview and Welcome

Why are Public School Districts Required to implement Comprehensive Plans?

All public schools in Pennsylvania, as per Chapter 4 regulations, are required to implement a Comprehensive Plan every three years in order to set goals and create actions plans which which will yield positive outcomes for our students. Although Comprehensive Plans differ from district to district, common themes overlap.

Lackawanna Trail's three year plan was developed by a diverse and dedicated team of stakeholders from within our school and community.

What follows are the main components of our Comprehensive Plan, our rationale for each concept, and an overview of how we will implement it and report on our progress. If you would like to review the plan in its entirety, it is available in hard copy and digital form.

MISSION & VISION

Mission

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.

MISSION & VISION

Vision

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.

MISSION & VISION

Vision

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.

Goal Setting: Positive Behavior Interventions and Supports (PBIS)

Priority: 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.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	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)	By June of 2023 all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least once annually. Students who are eligible for tier 1 and tier 2 interventions will be provided at least one tiered support in place of a traditional disciplinary action. Office discipline referrals and disciplinary actions will be reduced by 3% or more in each of the behavior focus areas.	By June of 2024 all students in grades K-8 will receive direct instruction on school-wide behavior expectations at least twice annually. Students who are eligible for tier 1 and tier 2 interventions will be provided more than one tiered support in place of a traditional disciplinary action. Office discipline referrals and disciplinary actions will be reduced by 5% or more in each of the behavior focus areas.	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.

Goal Setting: Academic Focus, Math & ELA

Priority: 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.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	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	By July of 2023 grade level and subject areas that did not meet the state average performance for the 2021-2022 school year will show growth of at least 3% over the previous years' achievement or growth measures.	By July of 2024 grade level and subject areas that did not meet the state average performance for the 2021-2022 school year will show growth of at least 5% over the previous years' achievement or growth measures.	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.
English Language Arts	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 July of 2023 grade level and subject areas that did not meet the state average performance for the 2021-2022 school year will show growth of at least 3% over the previous years' achievement or growth measures.	By July of 2024 grade level and subject areas that did not meet the state average performance for the 2021-2022 school year will show growth of at least 5% over the previous years' achievement or growth measures.	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.

Goal Setting: School Safety

Priority: School safety is a priority for the district. We strive to provide a safe and supportive learning environment for all students and staff.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
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	By June of 2023, 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 as demonstrated by a Safe School Committee walkthrough assessment. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 5%.	By June of 2024, 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 as demonstrated by a Safe School Committee walkthrough assessment. Policies and recommendations that were partially implemented or nonexistent in the 2021 report will be reduced by 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%.

Action Plan for: Multi-Tiered System of Support for Academics

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Academic Focus - Math • Academic Focus - ELA	Increase student achievement and growth in ELA and Math.	Differentiated instruction, continual monitoring of effectiveness of intervention programs, annual presentation to the board on academic achievement and growth.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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	Curriculum Director, Principals	DRC Access, PVAAS website, PSSA & Keystone Testing Schedule, Approved LTSD Calendar	No	Yes
Create a centralized warehouse for student data that is accessible to teachers, administrators, and necessary support staff.	09/01/2022	01/15/2023	Superintendent, Curriculum Director	Historical Student Achievement data, DRC website, PVAAS portal	No	No
Establish data collection system.	01/15/2023	06/30/2025	Superintendent, Curriculum Director	Human resources, current assessment data, DRC website, PVAAS website	No	Yes
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	Curriculum director, principals, department chairs/grade level leaders, classroom teachers	Student performance data, internal data warehouse	Yes	Yes
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	Classroom Teachers	Tiered intervention resources, instructional materials, small group & 1:1 scheduling	Yes	Yes

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• 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.	Monthly progress reports to faculty, quarterly reports to Superintendent, annual report to Board of Education

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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	Principals	PBIS materials, historical ODR data	No	Yes
For each of the five expectations, a 20-30 minute lesson plan will be written.	10/30/2022	12/30/2022	Principals, PBIS Committee Leads	PBIS materials, lesson plan template	No	Yes
Tier 2 and Tier 3 supports and related materials will be developed.	01/01/2023	03/30/2022	PBIS Committee Leads	PBIS materials	No	Yes
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	Curriculum Director, Principals	MMS Focus Software	No	Yes

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Action Plan for: Schoolwide Positive Behavior Interventions and Supports						Slide 2
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Students who are eligible for Tier 2 and Tier 3 interventions will be identified.	**12/01/2022**	**06/15/2025**	**Principals**	**MMS Focus Software**	**No**	**Yes**
Classroom teachers will teach at least two school-wide behavior lessons by the end of the year.	**12/01/2022**	**06/15/2023**	**Classroom Teachers**	**Behavior expectation lesson plans**	**Yes**	**Yes**
Develop behavior expectation posters to be used in common areas such as hallways, cafeteria, restrooms, etc.	**09/30/2022**	**12/01/2022**	**Curriculum Director, PBIS Leads**	**Identified behavior focus areas, PBIS materials**	**No**	**Yes**
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**	**Principals, Dean of Students**	**PBIS materials, Intervention plans**	**Yes**	**Yes**
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**	**Principals**	**PBIS Behavior Expectation Posters**	**No**	**Yes**
Teachers will teach at least two behavior expectation lessons per quarter.	**09/01/2023**	**06/15/2025**	**Classroom Teachers**	**PBIS Behavior Expectation Lesson Plans**	**Yes**	**Yes**

Action Plan for: Creating safe, supportive environments — Slide 1

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• 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 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%.	Quarterly Safe Schools Meeting, Annual Assessment, Annual report to Safe Schools team, Annual report to Board of Education

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Complete review, evaluation, and communication of 2021 PSP Risk and Vulnerability Assessment.	09/15/2022	12/01/2022	Superintendent	2021 PSP Risk and Vulnerability Assessment	No	Yes
Review report recommendations with Safe Schools Committee	11/30/2022	06/15/2025	Superintendent	2021 PSP Risk and Vulnerability Assessment	No	Yes
Establish priority items and action plan to address recommendations.	10/15/2022	12/01/2022	Superintendent	2021 PSP Risk and Vulnerability Assessment , Safe School Recommendations and Input	No	Yes
Communicate action plan to school staff.	12/01/2022	02/28/2023	Superintendent	Risk and Vulnerability action plan	No	Yes

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Action Plan for: Creating safe, supportive environments						Slide 2
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Implement action plan to reduce the number of safety recommendations from the 2021 PSP Risk and Vulnerability report.	01/01/2023	06/15/2025	Superintendent	Risk and Vulnerability action plan	No	Yes
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	Superintendent	2021 PSP Risk and Vulnerability Assessment, Risk and Vulnerability action plan, Annual Assessment	No	Yes
Complete annual Risk and Vulnerability Assessment.	06/15/2023	06/15/2025	Principals	Risk and Vulnerability action plan, Annual Assessment	No	Yes

How is progress tracked?

A Comprehensive Plan Timeline chart has been created and shared with the administration so we can note if an area is completed, in progress, or not started. This will be shared periodically with the faculty, board, and public.

Summary & Questions