

**Lake-Lehman SD**

Comprehensive Plan | 2026 - 2029

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## Profile and Plan Essentials

<b>LEA Type</b>		AUN
School District		118403903
<b>Address 1</b>		
PO Box 38		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lehman	PA	18627
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr James E McGovern		mcgovernj@llsd.org
<b>Single Point of Contact Name</b>		
Tracey Liparela		
<b>Single Point of Contact Email</b>		
liparelat@llsd.org		
<b>Single Point of Contact Phone Number</b>		
5702552798		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracey Liparela	Administrator	LLSD	liparelat@llsd.org
Matthew Nonnenberg	Administrator	JSHS	nonnenbergm@llsd.org
Michael Kostrobala	Administrator	Ross	kostrobalam@llsd.org
Doug Klopp	Administrator	lake-Noxen	kloppd@llsd.org
Tabitha Miscavage-Spagnuolo	Administrator	Lehman-Jackson	miscavaget@llsd.org
Donald James	Administrator	LLSD	jamesd@llsd.org
Tina Antonello	Administrator	LLSD	antonellot@llsd.org
Sarah Saylor-Kashatus	Board Member	LLSD	
Christine Napierkowski	Board Member	LLSD	
Sandra Boyle	Staff Member	JSHS	boyles@llsd.org
Richard Cronin	Staff Member	Lake-Noxen	croninr@llsd.org
Ryan Lindbuchler	Staff Member	JSHS	lindbuchlerr@llsd.org
Christina Woronko	Staff Member	JSHS	woronkoc@llsd.org
Carrie McDonald	Staff Member	Lake-Noxen	mcdonaldc@llsd.org
Sarah Longmore	Staff Member	Lake-Noxen	longmores@llsd.org
Rebecca Scouton	Staff Member	Ross	scoutonr@llsd.org
Rachel Coffee	Parent	Lehman-Jackson	
Courtney Pentka	Parent	Lehman-Jackson	

## **LEA Profile**

**The Lake-Lehman School District is a community-centered public school located in Luzerne County, serving a largely rural area in northeastern Pennsylvania. The district comprises the townships of Lake, Lehman, Jackson, Noxen and Ross and the Borough of Harveys Lake. It emphasizes small-district values, strong relationships between staff, students, and families, and a supportive learning environment. The district focuses on providing a well-rounded education that balances academic achievement with extracurricular opportunities in athletics, arts, and clubs. Attention to student support services, community involvement, and maintaining safe, welcoming schools are key characteristics that shape the district's identity and help meet the diverse needs of its students. Lake-Lehman School District prepares all students to adapt and evolve in the landscape around them, as both students and members of the community.**

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## **Mission and Vision**

### **Mission**

The mission of the Lake-Lehman School District is to inspire students to achieve personal fulfillment through the context of community, independence, generosity and mastery within a safe learning environment.

### **Vision**

Lake-Lehman School District aspires to provide an educational experience in which a child's highest potential is achieved in academics and personal development, preparing them to become ethical decision makers and compassionate, responsible citizens who are capable of adapting in an everchanging world.

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## **Educational Values**

### **Students**

Lake-Lehman School District offers a variety of opportunities for individual student interests which include academic, athletic and extracurricular programs and clubs. Students are expected to uphold the code of conduct and promote a learning environment that is inclusive of all students. Students are encouraged to maintain a healthy manner of living, understanding that their individual mental and physical wellness contributes to the overall educational program, district and community.

### **Staff**

Staff are expected to participate in, uphold and lead by example in the mission of the school district. Staff are encouraged to develop relationships with administration, fellow staff, students and their families that promote the wellbeing of the school, the community and student growth. Staff are hired and assigned to classes based on student need and performance, ensuring that all students have access to high quality instruction.

### **Administration**

Administration is expected to participate in, uphold and lead by example to ensure the mission and vision of the district is being met. Administration is expected to treat all stakeholders fairly, leading alongside their team. They shall maintain open lines of communication with students, parents, staff and fellow administration, and the school community at large.

### **Parents**

Parents are expected to guide their children in upholding the mission and vision of the school district. Active participation by parents is encouraged in the school community by serving on PTOs, committees, volunteering for activities, etc. Parents are encouraged to have open communication with school personnel, expressing opinions and concerns when necessary in order to facilitate the best outcomes possible with respect to their child's school experience. A partnership between parents and the school district is critically important for the success of the child.

### **Community**

Lake-Lehman School District provides the rural communities it serves with a central meeting place where all stakeholders are welcome to participate in the experiences that enrich the lives of students and families, as well as strengthen relationships among all stakeholders. The community is expected to support the school district, to share in its successes and to be of assistance in times of need. Success for all

stakeholders is a direct result of a strong partnership between school and community. The district shall reciprocate its commitment to the community through outreach programs, as well as student and staff led initiatives to assist in times of need.

**Other (Optional)**

Omit selected.

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## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Spring 2025-The Junior-Senior High School Growth Measure on Keystone Exam Assessments (All subjects) performed well above the Growth Standard on Keystone Exam Assessments over the past 5 years. There is an exception of Algebra both in 2025 where we met the Growth Standard and in 2021 where we were above the Growth Standard.	The JSHS Growth Measures is significantly higher on Keystone Exam Assessments than PSSA's.
Spring 2025- Ross Elementary Primary Grades Math scored 75% proficient/advanced in grades 4 through 6.	
Spring 2025- Lake Noxen All Student Group Meets Interim Goal/Improvement Target - Math 62.4	Math proficiency exceeds state average.
Spring 2025- 2025 PSSA percentage of students scoring proficient/advanced in ELA (52.8%) & math (57.4%) exceed state averages	Lehman-Jackson exceeded the state averages in proficiency in math and ELA but did not meet the interim goals.

#### Challenges

Indicator	Comments/Notable Observations
From 2022 through 2025 the Junior-Senior High School did not meet the of Growth Measures for PSSA Math results in grades 7 and 8.	The JSHS Growth Measures is significantly higher on Keystone Exam Assessments than PSSA's.
Ross Elementary Grades 4-5 did not show growth in math from Spring 2024 to Spring 2025.	
Spring 2025- Lake-Noxen Elementary All Student Group Did Not Meet Interim Goal/Improvement Target for ELA	The Lake-Noxen all student group is well below the state average in ELA performance at 7.5% pro/adv.
At Lehman-Jackson Elementary, ELA percentages for proficient and advanced have declined in each consecutive year from 2023 (60.7%), 2024 (55%), and 2025 (52.8%)	Three of these cohorts were in a virtual or partial virtual setting due to Covid restrictions in grades K, 1, and 2- potentially impacting literacy development.

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

### Strengths

<p><b>Indicator</b> The IEP subgroup at the Junior-Senior High School have met the Growth Measure in at least one category on assessments.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> IEP Subgroup</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> 2025- Ross Elementary Third Grade Scored 83% Pro/Adv in ELA and 75% Pro/Adv in Math</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 3, Ross Elementary</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Spring 2025- Lake-Noxen Elementary All Sub Groups demonstrated growth in Math</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Sub Groups- Economically Disadvantaged &amp; Students With Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Spring 2025 at Lehman-Jackson Sub groups met the interim target in ELA</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Sub Groups- Economically Disadvantaged &amp; Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All student group improved in ELA performance from the previous year but did not meet the interim target.</p>

### Challenges

<p><b>Indicator</b> Spring 2025, 8th grade scored well below their Growth Measure on both Math and ELA PSSA's.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 8 All Student Group</p>	<p><b>Comments/Notable Observations</b> The JSBS only met the Growth Measure two times on the PSSA Math assessments from 2021-2025.</p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

<p>Ross Elementary Spring 2025 no students scored advanced in ELA in grades 4 and 5.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All student Group, Grades 4 and 5</p>	
<p><b>Indicator</b> Spring 2025- Lake-Noxen Elementary- No growth in ELA in sub group populations</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Spring 2025- Lehman-Jackson Significant decrease in ELA proficiency between 3rd Grade (61%) &amp; 4th Grade (39.7%)</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Current Grade 5 Cohort</p>	<p><b>Comments/Notable Observations</b></p>

## Summary

### Strengths

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

Spring 2025- Lake-Noxen Elementary All Sub Groups demonstrated growth in Math
Spring 2025- Ross Elementary Primary Grades Math scored 75% proficient/advanced in grades 4 through 6.

### Challenges

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

From 2022 through 2025 the Junior-Senior High School did not meet the of Growth Measures for PSSA Math results in grades 7 and 8.
Spring 2025- Lake-Noxen Elementary- No growth in ELA in sub group populations

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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
AP English and Composition Exam	More students scored at least a 4 on the English Literature and Composition Exam in the Spring of 2025 than in the previous 4 years.
High number of students with IEPs at Lehman-Jackson Elementary.	There is a disproportionate number of students being identified for Special Education, specifically reading deficits, in grades 1-2 at Lehman-Jackson Elementary School.
Spring 2025 SAT Reading and Writing average score of 580.	Lake-Lehman reading and writing average was significantly high than the state average of 550 and the national average of 519.

### English Language Arts Summary

#### Strengths

13 out of 14 test takers scored a 3 or higher on the AP English Literature and Composition Exam, with 9 scoring at least a 4.
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#### Challenges

Underperformance on ELA measures should improve with state and local assessments with the implementation of Foundations in grades K-2 in 2025-2026 SY and grades 3-5 in the 2026-2027 SY. Structured Literacy professional development and program changes should improve reading deficits.
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### Mathematics

Data	Comments/Notable Observations
CDT Math Performance at Lehman-Jackson Elementary	Y2 of CDT data demonstrates improved predictive scores
AP Calculus AB Exam	More students scored at least a 4 on the AP Calculus AB Exam in the Spring of 2025 than in the previous 4 years.
Lake-Lehman SAT Math average for Spring 2025 was 551.	Lake-Lehman's average score on SAT Math exceeded state (531) and the national average (498).

## Mathematics Summary

### Strengths

4th Grade CDT Math Predictive for 2025 significantly exceeded growth standard.
12 out of 14 students scored at least a 4 on the AP Calculus Exam.

### Challenges

Performance on the ALEKs diagnostic in grades 7 and 8 is indicative of math deficiencies in this grade band. An additional math class was added to grades 7 and 8 in order to assist with deficiencies in the grade levels. We see under-performance on the state assessments in Math in grades 7 and 8, but the same 8th grade students perform better on the Keystone Algebra I Exam. We are working on balancing the expectations of both tests through curriculum adjustments and the additional "Math Lab" for all students in that grade band.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
AP Computer Science Principles	In the 3 years the test has been offered, we have had consistent participation (2023- 8 students, 2024-11 students, 2025- 10 students)
AP Biology, Chemistry, Environmental Science	Increased participation in AP Biology and AP Environmental Science in 2025 when compared to the previous year.

## Science, Technology, and Engineering Education Summary

### Strengths

We invest 1.5 times the typical allotted class time for the AP science courses.
We had our first scores of 5 on the AP Chemistry Exam in 5 years.

### Challenges

AP Chemistry performance continues to be the lowest among the available AP Science Exams. Evaluating the course and its curriculum and resources may produce better results, which in turn would align better with our mission statement in the area of mastery.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Counselor hired at Lake-Lehman JSHS	The Career Counselor has created opportunities for job shadowing, internships and career/college fairs.
Participation in Luzerne County Community College certification programs.	We are in year 2 of offering technical training at the collegiate level to high students on our campus after school. These courses will allow student to enter trade programs at LCCC with 2 years of college work already completed upon high school graduation.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**False** Arts and Humanities Omit

Data	Comments/Notable Observations
Increased participation in elementary and junior high music programs in the 2025-2026 school year.	The district began to purchase instruments for students. There are no longer fees for parents to assume. This has helped grow the music program tremendously.

### Environment and Ecology

**False** Environment and Ecology Omit

Data	Comments/Notable Observations
Highest enrollment in AP Environmental Science in 5 years.	AP Environmental Science Students participate in the Environmental/Watershed Program. They attend trips sponsored by Earth Conservancy , EPCAMR and DCNR in order to complete fieldwork on AMD sites and AMD remediation in the Wyoming Valley.
Positive feedback from teachers at the elementary level using Inspire.	Several classrooms are piloting a new program called Inspire to bring STEELS to students in science classes K-6.

### Family and Consumer Sciences

**False** Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Monthly trips taken by Life Skills students to community based experiences.	Life Skills students are traveling to the grocery store, riding the town bus, visiting the bank and other community locations to acquire important adult living skills.

### Health, Safety, and Physical Education

**False** Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
SRO stationed at each school while school is in session.	Climate survey responses indicate satisfaction from parents and staff regarding school safety and security.

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

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

Data	Comments/Notable Observations
2 students scored 100% on the Act 35 Citizenship Exam in 2025.	The history curriculum is notably strong in the areas of depth of understanding and critical thinking as prevalent characteristics of the courses offered.

### Articulation Agreements

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

### Partnering Institution

Misericordia University

### Agreement Type

Dual Credit

### Program/Course Area

General Education

### Uploaded Files

Misericordia University Dual Enrollment 5 YR 11 20 2023.pdf

**Partnering Institution**

Bloomsburg University

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education

**Uploaded Files**

Bloomsburg University MOU ACE Program 9-16-19 5 yr.pdf

**Partnering Institution**

Commonwealth University of Pennsylvania

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education

**Uploaded Files**

Commonwealth University 2023 2024 Three Years 5 15 2023.pdf

**Partnering Institution**

Keystone College

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education

**Uploaded Files**

Keystone College - Agreement.pdf

**Partnering Institution**

Luzerne County Community College

**Agreement Type**

Other

**Program/Course Area**

Early College Program- Trades

**Uploaded Files**

LCCC Early College Program 2023 2028.pdf

**Partnering Institution**

Kings College

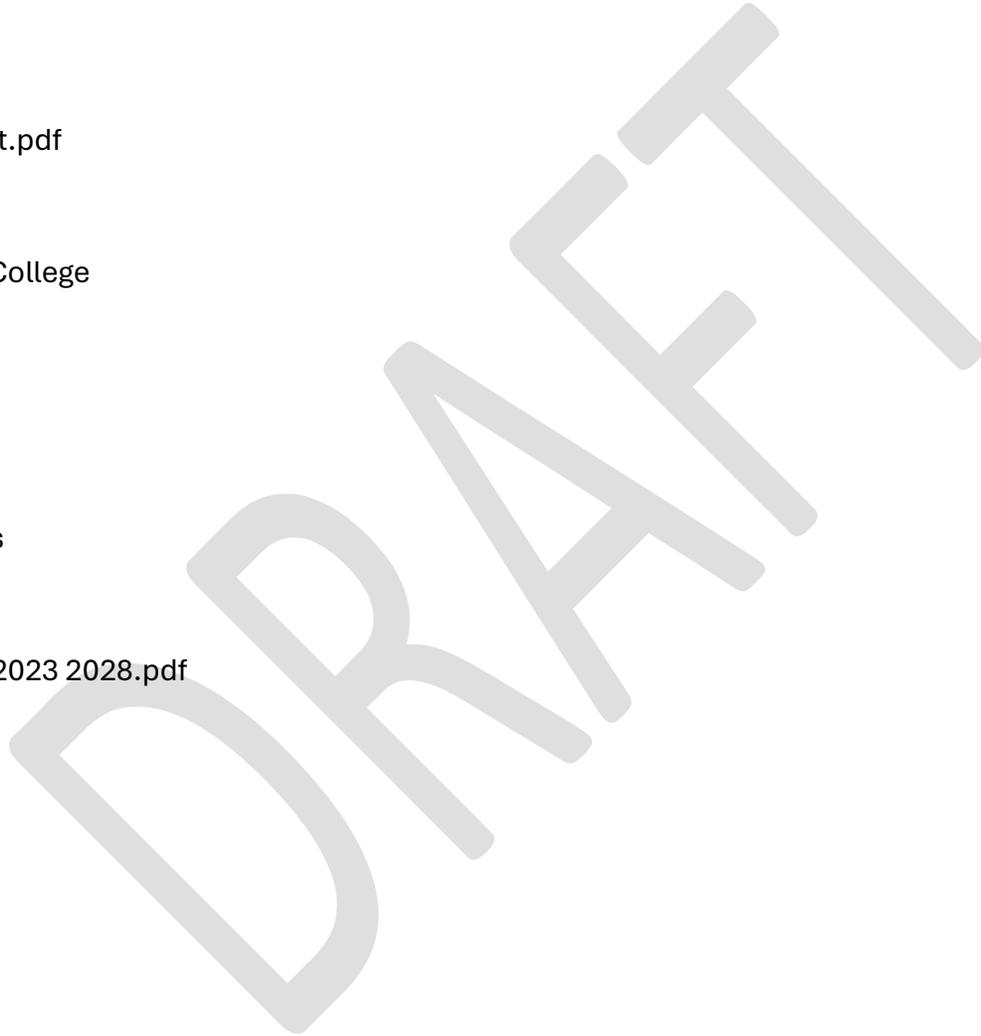
**Agreement Type**

Other

**Program/Course Area**

Young Scholars

**Uploaded Files**



Kings Young Scholars Agreement 11 21 2023 signed.pdf

**Partnering Institution**

Penn State University

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education

**Uploaded Files**

Penn State Dual Credit 9 25 2023 5 Yr.pdf

**Summary**

**Strengths**

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

Adding a Career Counselor to the staff has provided numerous opportunities for the students at the Junior-Senior High School. Already this year there have been opportunities for job shadowing at police departments, fire departments and the electrical union. Students have had the opportunity to meet with college representatives at fairs held on our campus. Military personnel also attend these fairs. We have taken students to job expos hosted off campus at county venues. Having a person dedicated to career awareness, exposure and potential job placement has substantially broadened meaningful opportunities for our students. Our mission speaks directly to preparing students for mastery and independence- two key elements in career advising.

"A safe learning environment" is a key component of our mission statement. Climate survey data indicates parents and staff feel safe sending their children to/working in our schools.

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We need to increase opportunities for career skill awareness. We are in the initial stages after just appointing a career counselor. We have a population of students who will not enroll in a 4 year college post high school. This student group is seeking the most effective route to trades that is not via the CTC route. We will continue to add opportunities through Luzerne County Community College to make this an option.

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## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
The N count is too low for a separate subgroup in PSSA/Keystone data reporting.	The ELL population has increased from 2 students in the beginning of the 2024-2025 SY to 5 in 2025-2026.
Increase in hours of ELD instructional support in 2025-2026 SY- from 2 hours per day in 2024-2025 SY to 4 hours per day. in current school year.	The ELL population has increased from 1 student in the beginning of the 2024-2025 SY to 5 in 2025-2026.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

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

Being able to pair our languages learners for ELL support created an opportunity for the students to not be so isolated. They were able to experience community in this setting, and gain confidence. As they learned more English, their community became larger. In line with our mission, we seek to provide students the opportunity to reach personal fulfillment in several contexts- mastery, community, independence and generosity. Our ELL population grows more independent as they learn/master English and they have become a part of the school community.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

When 3 new ELL students arrived to the district, we were short staffed. The ELD teacher was only available two hours per day for 5 students. Students were also in two different buildings.

## Designated Schools

There are no Designated Schools.

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## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The special education population has increased in our district. We have hired an additional staff member this past school year in order to meet the demand of our students with IEPs. In addition to the new hire, we have implemented a new literacy program in grades K-3 which may reduce the number of students identified due to the fact that the program is addressing both Tier 1 and 2 students before they move into Tier 3. The new level/type of intervention may reduce early elementary over identification of reading deficiencies.
Title 1 Program	Continued use of both push in and pull out reading support across the district.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	Our ELL population has doubled in size. Although still small, we are evolving as we continue to support more students than we have ever done before. We have implemented increased hours for ESL support during the school day, added more professional development for teachers, and provided our students and teachers with new resources (translation earbuds) to assist with English Language Development.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Additional hours for the ELD teacher has helped students and staff learn the skills needed to communicate successfully as a language barrier is being eliminated.
Addition of Foundations in all Regular Education Classrooms K-2, and Special Education classrooms K-5 as well.
An additional reading support teaching was hired at one elementary school for students identified with reading deficiencies on the DIBELS screener.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Providing more support to classroom teachers in the area of ELD support.
Scheduling the reading support and "double dose" of Foundations is challenging. But the additional reading teacher has helped.

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## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The continued use of CDT and Firefly will help us prepare students for the expectations on PSSA and Keystone Assessments.

The continued use of CDT and Firefly will assist teachers in creating custom learning paths for individual students and whole group instruction.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

We are still working to create more business and community partnerships. This will provide more job shadow and internship experiences. The Career Counselor has started to create partnerships and affiliations with local police and fire departments. Students were able to job shadow with electrical union workers. Career and job fairs have been accessible to students both on and off campus. We are in year one of new opportunities and will continue to grow them as the needs and demands of the job market evolve.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Spring 2025- Lake-Noxen Elementary All Sub Groups demonstrated growth in Math	True
Spring 2025- Ross Elementary Primary Grades Math scored 75% proficient/advanced in grades 4 through 6.	False
13 out of 14 test takers scored a 3 or higher on the AP English Literature and Composition Exam, with 9 scoring at least a 4.	False
4th Grade CDT Math Predictive for 2025 significantly exceeded growth standard.	False
12 out of 14 students scored at least a 4 on the AP Calculus Exam.	True
Being able to pair our languages learners for ELL support created an opportunity for the students to not be so isolated. They were able to experience community in this setting, and gain confidence. As they learned more English, their community became larger. In line with our mission, we seek to provide students the opportunity to reach personal fulfillment in several contexts- mastery, community, independence and generosity. Our ELL population grows more independent as they learn/master English and they have become a part of the school community.	False
Additional hours for the ELD teacher has helped students and staff learn the skills needed to communicate successfully as a language barrier is being eliminated.	False
Addition of Foundations in all Regular Education Classrooms K-2, and Special Education classrooms K-5 as well.	True
An additional reading support teaching was hired at one elementary school for students identified with reading deficiencies on the DIBELS screener.	True
The continued use of CDT and Firefly will help us prepare students for the expectations on PSSA and Keystone Assessments.	False
We invest 1.5 times the typical allotted class time for the AP science courses.	False
We had our first scores of 5 on the AP Chemistry Exam in 5 years.	False
Adding a Career Counselor to the staff has provided numerous opportunities for the students at the Junior-Senior High School. Already this year there have been opportunities for job shadowing at police departments, fire departments and the electrical union. Students have had the opportunity to meet with college	True

representatives at fairs held on our campus. Military personnel also attend these fairs. We have taken students to job expos hosted off campus at county venues. Having a person dedicated to career awareness, exposure and potential job placement has substantially broadened meaningful opportunities for our students. Our mission speaks directly to preparing students for mastery and independence- two key elements in career advising.	
"A safe learning environment" is a key component of our mission statement. Climate survey data indicates parents and staff feel safe sending their children to/working in our schools.	True
The continued use of CDT and Firefly will assist teachers in creating custom learning paths for individual students and whole group instruction.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
From 2022 through 2025 the Junior-Senior High School did not meet the of Growth Measures for PSSA Math results in grades 7 and 8.	True
Spring 2025- Lake-Noxen Elementary- No growth in ELA in sub group populations	False
Underperformance on ELA measures should improve with state and local assessments with the implementation of Foundations in grades K-2 in 2025-2026 SY and grades 3-5 in the 2026-2027 SY. Structured Literacy professional development and program changes should improve reading deficits.	True
When 3 new ELL students arrived to the district, we were short staffed. The ELD teacher was only available two hours per day for 5 students. Students were also in two different buildings.	False
Providing more support to classroom teachers in the area of ELD support.	False
Scheduling the reading support and "double dose" of Foundations is challenging. But the additional reading teacher has helped.	False
We are still working to create more business and community partnerships. This will provide more job shadow and internship experiences. The Career Counselor has started to created partnerships and affiliations with local police and fire departments. Students were able to job shadow with electrical union workers. Career and job fairs have been accessible to students both on and off campus. We are in year one of new opportunities and will continue to grow them as the needs and demands of the job market evolve.	False

Performance on the ALEKs diagnostic in grades 7 and 8 is indicative of math deficiencies in this grade band. An additional math class was added to grades 7 and 8 in order to assist with deficiencies in the grade levels. We see under-performance on the state assessments in Math in grades 7 and 8, but the same 8th grade students perform better on the Keystone Algebra I Exam. We are working on balancing the expectations of both tests through curriculum adjustments and the additional "Math Lab" for all students in that grade band.	True
AP Chemistry performance continues to be the lowest among the available AP Science Exams. Evaluating the course and its curriculum and resources may produce better results, which in turn would align better with our mission statement in the area of mastery.	False
We need to increase opportunities for career skill awareness. We are in the initial stages after just appointing a career counselor. We have a population of students who will not enroll in a 4 year college post high school. This student group is seeking the most effective route to trades that is not via the CTC route. We will continue to add opportunities through Luzerne County Community College to make this an option.	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>From 2022 through 2025 the Junior-Senior High School did not meet the of Growth Measures for PSSA Math results in grades 7 and 8.</p>	<p>The elementary math program (Go Math) is different than the 7th and 8th grade program (Reveal). There could possibly be a disconnect between the two programs or gaps that exist that we are not seeing until grade 7. We are also working with a cohort of students who had a chaotic school experience during the Covid closure in school years that are essential to the foundations of math learning. We saw improvement in proficiency from 2024 to 2025, however we are still not meeting the growth measure. The addition of a Math Lab course for all grade 7 and 8 students should yield improved performance and growth. We will continue to monitor the data from CDT, Firefly and ALEKS as well</p>	<p>True</p>
<p>Underperformance on ELA measures should improve with state and local assessments with the implementation of Foundations in grades K-2 in 2025-2026 SY and grades 3-5 in the 2026-2027 SY. Structured Literacy professional development and program changes should improve reading deficits.</p>	<p>We have seen a decline in PSSA performance in ELA in intermediate grades. We have also experienced an over-identification/disproportionate number of students with reading deficiencies in one of our elementary schools. We have taken two steps thus far to address these issues: 1. Implement Foundations as part of the core ELA curriculum. 2. Add an additional remedial reading teacher at the elementary with the highest reading needs. Foundations will be whole group (Tier 1), pull out/push in (Tier 2) and intensive Tier 3 for students with an IEP who qualify for the intervention/service.</p>	<p>True</p>
<p>Performance on the ALEKs diagnostic in grades 7 and 8 is indicative of math deficiencies in this grade band. An additional math class was added to grades 7 and 8 in order to assist with deficiencies in the grade levels. We see under-performance on the state assessments in Math in grades 7 and 8, but the same 8th grade students</p>		<p>False</p>

<p>perform better on the Keystone Algebra I Exam. We are working on balancing the expectations of both tests through curriculum adjustments and the additional "Math Lab" for all students in that grade band.</p>		
<p>We need to increase opportunities for career skill awareness. We are in the initial stages after just appointing a career counselor. We have a population of students who will not enroll in a 4 year college post high school. This student group is seeking the most effective route to trades that is not via the CTC route. We will continue to add opportunities through Luzerne County Community College to make this an option.</p>	<p>The focus needs to shift to career skills. Students are exposed to types of jobs, but more emphasis must be placed on the skills required to perform the job, specifically adaptability and the ability to evolve with careers that are constantly shifting and changing. Students need universal skills that create opportunities for success no matter what line of work they choose.</p>	<p>True</p>

### Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Addition of Foundations in all Regular Education Classrooms K-2, and Special Education classrooms K-5 as well.</p>	<p>Foundations will expose ALL students to the required Structured Literacy approach to ELA instruction. We should see less students indentified with reading deficiencies if we build a better foundation at the primary grade levels. We should experience growth in the IEP subgroup in ELA and possibly Math and Science as well, due to the addition of Foundations. We may experience students exiting from Reading Support/Title Reading as well.</p>
<p>An additional reading support teaching was hired at one elementary school for students identified with reading deficiencies on the DIBELS screener.</p>	<p>The number of reading staff is now proportionate to the number of students needing service at each elementary school. This is year 1 of a fully staffed reading support department at Lehman-Jackson Elementary School. Data from the next three years should show improvement in reading performance.</p>
<p>Spring 2025- Lake-Noxen Elementary All Sub Groups demonstrated growth in Math</p>	<p>Continuing this trend will impact performance in grades 7 and 8. The district must review what is working in math in certain grade levels at our elementary school and bridge the gap between grades 4-6 math performance and that of grades 7 and 8.</p>

12 out of 14 students scored at least a 4 on the AP Calculus Exam.	This strength is aligned with the mission with respect to mastery. Data show we perform better at the early and later grades in math than we do in the middle. The cause for this must be determined.
Adding a Career Counselor to the staff has provided numerous opportunities for the students at the Junior-Senior High School. Already this year there have been opportunities for job shadowing at police departments, fire departments and the electrical union. Students have had the opportunity to meet with college representatives at fairs held on our campus. Military personnel also attend these fairs. We have taken students to job expos hosted off campus at county venues. Having a person dedicated to career awareness, exposure and potential job placement has substantially broadened meaningful opportunities for our students. Our mission speaks directly to preparing students for mastery and independence- two key elements in career advising.	Continuing to provide opportunities for job related experiences, as well as skill development that is universal in all professions is essential in order to graduate career ready students.
"A safe learning environment" is a key component of our mission statement. Climate survey data indicates parents and staff feel safe sending their children to/working in our schools.	The district will continue to provide a safe learning environment with respect to physical security, health and wellness opportunities with support from the state and PCCD.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will evaluate the math curriculum in grades 7 and 8 to determine gaps and/or overlap. We will analyze CDT and FF data, in conjunction with ALEKs and state assessment data in order to determine a student's individual math diagnosis. Progress monitoring will occur in the math lab for all students. Implementing the use of a universal math screener will assist in the effective use of data to drive instruction.
	Foundations professional development will be offered annually for new and returning staff. All students in grades K-5 will receive Foundations whole group instruction based on Structured Literacy.
	recruit more students for the Luzerne County Community College Early College Program. Develop additional relationships that allow students to shadow and intern specific occupations/careers. Focus on high demand and high occupancy job market.

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## Goal Setting

**Priority:** We will evaluate the math curriculum in grades 7 and 8 to determine gaps and/or overlap. We will analyze CDT and FF data, in conjunction with ALEKs and state assessment data in order to determine a student's individual math diagnosis. Progress monitoring will occur in the math lab for all students. Implementing the use of a universal math screener will assist in the effective use of data to drive instruction.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
All Student Group in the JSHS will meet Interim Target Goal		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Interim Target		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
All Student Group will improve interim target goal by 5%	All Student Group will meet Interim Target goal by 10%	All Student Group in the JSHS will meet Interim Target Goal

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
All Student Group in the JSHS will meet state average Growth Score		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Growth		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
All Student Group will improve Growth score by 10%	All Student Group will improve Growth score by 15%	All Student Group in the JSHS will meet state average Growth Score

**Priority:** Foundations professional development will be offered annually for new and returning staff. All students in grades K-5 will receive Foundations whole group instruction based on Structured Literacy.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		

Foundations Professional Development will be completed by all K-5 ELA and Title teachers annually		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Foundations PD		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Initial training completed by grade 3 teachers, with K-2 completing refresher training.	Initial training completed by grade 4 teachers, with K-3 completing refresher training.	Foundations Professional Development will be completed by all K-5 ELA and Title teachers annually

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
All students in grades K-5 will participate in whole group Foundations as a component of ELA instruction		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Structured Literacy K-5		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
All students in grades K-3 will participate in whole group Foundations as a component of ELA instruction	All students in grades K-4 will participate in whole group Foundations as a component of ELA instruction	All students in grades K-5 will participate in whole group Foundations as a component of ELA instruction

**Priority: recruit more students for the Luzerne County Community College Early College Program. Develop additional relationships that allow students to shadow and intern specific occupations/careers. Focus on high demand and high occupancy job market.**

<b>Outcome Category</b>		
Post-secondary transition to school, military, or work		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increased participation in LCCC Early College Program		
<b>Measurable Goal Nickname (35 Character Max)</b>		
LCCC Early College Program		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Recruit 5% more students for participation in the LCCC Early College Program starting in Grade 10	Recruit 10% more students for participation in the LCCC Early College Program starting in Grade 10	Increased participation in LCCC Early College Program

<b>Outcome Category</b>		
Industry-Based Learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase job shadow and experience opportunities in high demand occupations		
<b>Measurable Goal Nickname (35 Character Max)</b>		
High Demand Occupations		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Establish affiliation agreements with local workforce development partners in Luzerne County.	15% of students in grades 10-12 will have at least 1 job shadow or experience by Fall of 12th grade year.	Increase job shadow and experience opportunities in high demand occupations

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## Action Plan

### Measurable Goals

Math Interim Target	Math Growth
Foundations PD	Structured Literacy K-5
LCCC Early College Program	High Demand Occupations

### Action Plan For: Universal Math Screener

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All Student Group in the JSHS will meet Interim Target Goal</li> <li>All Student Group in the JSHS will meet state average Growth Score</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
Select Universal Screener for Math in Grades 7 and 8		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Department Chair	Universal Screener	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Universal Math Screener in Grades 7 and 8		2026-09-08	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Department Chair	Screener, Testing Schedule	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Analysis		2026-09-08	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department Chair, Teachers, Principal	time allotted for team data analysis	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Adjustment in Instruction based on student test performance. Revisions to curriculum based on student test performance.	Teacher- daily observation, data analysis post screener Department Chair- Monthly at department meeting Principal- Weekly at Transition Meetings

### Action Plan For: Structured Literacy Implementation

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All students in grades K-5 will participate in whole group Foundations as a component of ELA instruction</li> <li>Foundations Professional Development will be completed by all K-5 ELA and Title teachers annually</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development for Grade 3 ELA Teachers		2026-07-01	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Department Chair, Principals	Foundations Professional Development	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development for Grades 4 and 5 ELA Teachers		2027-07-01	2027-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Department Chair, Principals	Foundations Professional Development	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Data analysis		2026-10-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Classroom teachers Reading Specialists Principals	time allotted for meetings	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improvement in Literacy Skills K-5	Classroom Teacher- daily observation, benchmarking, diagnostic testing Reading Specialists- DIBELS assessment Principal- Classroom Observation

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## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Universal Math Screener	Administer Universal Math Screener in Grades 7 and 8
Structured Literacy Implementation	Professional Development for Grade 3 ELA Teachers
Structured Literacy Implementation	Professional Development for Grades 4 and 5 ELA Teachers

### Fundations Professional Development Grade 3

Action Step		
<ul style="list-style-type: none"> <li>Professional Development for Grade 3 ELA Teachers</li> </ul>		
Audience		
Grade 3 ELA Teachers		
Topics to be Included		
Use of Foundations as Whole Group Instruction for Structured Literacy		
Evidence of Learning		
Student Performance on Reading Assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELA Department Chair Principals	2026-07-01	2026-08-31

### Learning Format

Type of Activities	Frequency
Workshop(s)	5 hours during in-service dates
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>4e: Growing and Developing Professionally</li> </ul>	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

## Fundations Professional Development Grades 4 and 5

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development for Grades 4 and 5 ELA Teachers</li> </ul>		
<b>Audience</b>		
Grades 4 and 5 ELA Teachers		
<b>Topics to be Included</b>		
Use of Fundations as whole group instruction for Structured Literacy		
<b>Evidence of Learning</b>		
Student Performance on Reading Assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
ELA Department Chair Principals	2027-07-01	2027-08-31

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	5 hours during in-service dates
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Universal Math Screener Professional Development

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Administer Universal Math Screener in Grades 7 and 8</li> </ul>
<b>Audience</b>
Math Teachers Grades 7 and 8
<b>Topics to be Included</b>
facilitation of Universal Screener Access to data How to use data to inform instruction

<b>Evidence of Learning</b>		
Student test performance in math grades 7 and 8		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Math Department Chair Principals	2026-07-01	2026-08-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	2 in-service dates prior to the opening of school 2026-2027
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

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## Communications Activities

Structured Literacy Expectations Grade 3					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development for Grade 3 ELA Teachers</li> </ul>	Grade 3 teachers	Expectation for Implementation of Foundations	Assistant to the Superintendent ELA Department Chair	09/08/2026	06/30/2029

## Communications

Type of Communication	Frequency
Other	Zoom Meetings During Inservice Dates
Other	Google forms to solicit feedback from teachers
Other	Google Classroom to post information for teachers

## Structured Literacy Expectations Grades 4 and 5

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development for Grades 4 and 5 ELA Teachers</li> </ul>	ELA Teachers Grades 4 and 5	Expectation for Implementation of Foundations	Assistant to the Superintendent ELA Department Chair	09/07/2027	06/30/2029

### Communications

Type of Communication	Frequency
Other	Zoom meetings during inservice prior to the start of the 2027-2028 school year
Other	Google Forms to solicit feedback from teachers
Other	Google Classroom to share resources with teachers

Math Universal Screener					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Select Universal Screener for Math in Grades 7 and 8</li> </ul>	Math Teachers Grades 7 and 8	Selection of Math Screener	Math Department Chair	04/01/2026	06/05/2026

**Communications**

Type of Communication	Frequency
Email	once
Other	Zoom with Math Teachers, Dept Chair and Assistant to the Superintendent

## Math Screener Professional Development

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math Teachers Grades 7 and 8	Professional development opportunities Administration Dates	Math Department Chair Assistant to the Superintendent Principal	07/01/2026	08/31/2026

### Communications

Type of Communication	Frequency
Presentation	2 hours of one inservice day prior to the start of school year 2026-2027
Other	Google Classroom for resources
Email	Reminders on test windows

Parent Notification					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Administer Universal Math Screener in Grades 7 and 8</li> </ul>	parents/guardians of students in grades 7 and 8	Notice to inform of use of universal math screener	Principal	09/08/2026	09/11/2026

**Communications**

Type of Communication	Frequency
Letter	once

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**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>

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