

Profile and Plan Essentials

LEA Type		AUN
School District		122098003
Address 1		
39 Thomas Free Dr		
Address 2		
City	State	Zip Code
Kintnersville	PA	18930
Chief School Administrator		Chief School Administrator Email
Dr Bridget O'Connell		boconnell@palisadessd.org
Single Point of Contact Name		
Dr. Michael Donnelly		
Single Point of Contact Email		
mdonnelly@palisadessd.org		
Single Point of Contact Phone Number		
6108475131		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Bridget O'Connell	Administrator	Superintendent	boconnell@palisadesd.org
Dr. Michael Donnelly	Administrator	Assistant to the Superintendent for Educational Services	mdonnelly@palisadesd.org
Rich Heffernan	Administrator	PHS Principal	rheffernan@palisadesd.org
Gary Adams	Administrator	Director of Technology	gadams@palisadesd.org
Dr. Karl Scheibehofer	Administrator	PALMS Principal	kscheibehofer@palisadesd.org
Scott Davis	Administrator	Springfield ES Principal	sdavis@palisadesd.org
Sylvia LeBlanc	Board Member	School Board President	sleblanc@palisadesd.org
Cora Landis	Board Member	School Board Member	clandis@palisadesd.org
Linda Wenhold	Board Member	School Board Member	lwenhold@palisadesd.org
Mark Chilton	Staff Member	PHS Science Teacher	mchilton@palisadesd.org
Susan Kozlusk	Staff Member	Tinicum 2nd grade Teacher	skozlusk@palisadesd.org
Tom Bold	Staff Member	PALMS FCS Teacher	tbold@palisadesd.org
Pam Young	Staff Member	Dur-Nox Crew Chief	pyoung@palisadesd.org
Jared Nyce	Staff Member	PALMS Crew Chief	jnyce@palisadesd.org
Brandon Kook-Whitley	Staff Member	Maintenance	bkookwhitley@palisadesd.org
Diana Santoro	Staff Member	Community Relations	dsantoro@palisadesd.org
Mikayla Irvine	Student	PHS Student	20556@palisadesd.net
Lily Clifford	Student	PHS Student	10616@palisadesd.net
Melony Oestreich	Parent	Springfield Parent	melony.oestreich@gmail.com
Kaylee Vinciguerra	Student	PHS Student	10597@palisadesd.net
Julia Byers	Student	PHS Student	11143@palisadesd.net
Michael Hsu	Community Member	PCF President	michaelhsu@peonyland.com
Cheryl Stevens	Parent	PHS Parent	OddnCher@msn.com
Bob Musantry	Community Member	PCF Board Member	rsmusantry@gmail.com
Jessica Tarby	Parent	Tinicum Parent	jatarby@gmail.com
Amy Stump	Parent	PALMS Parent	amypstump@gmail.com
Donna Holmes	Community Member	PCF Board Member	donna Holmes@gmail.com
Jill Williams	Parent	Durham Nockamixon Parent	jillwilliams411@gmail.com

LEA Profile

The Palisades School District serves a rural community of five townships and one borough in northern Bucks County, encompassing an area of 101 square miles, and is situated ten miles north of Doylestown, Pennsylvania, which is the county seat. Although Palisades is rural in nature, its economy is not fully agricultural. Many residents work outside of the district in New York, New Jersey, Allentown, Quakertown, and Doylestown areas. Our proximity to neighboring cities permits educational field trips to museums, theaters, and businesses. Students and their families have easy access to Philadelphia, New York City, and Washington, D.C. In addition, local area recreational activities such as hunting, fishing, hiking, camping, skiing, and participation in school and community sports programs and other club activities provide many options and opportunities for the youth and families in our community. All of these experiences not only offer a wide range of choice and involvement, but also add to the diversity of the Palisades community.

As for student performance, this District has high aspirations for all of its students. Our students achieve high levels of academic success as evidenced by student performance on various local, state, and national measures. Many of our students participate and excel in other areas such as sports, art, music, and theater; many of our students go on to perform at the state, regional and national levels, experiencing a high rate of success.

In pursuit of excellence, collaboration is the key to our students' achievements. Parents and families hold their children's curricular and extra curricular activities in high regard. Working together as a community, we strive to help our students be the best they can be. We are fortunate to have the support of our parent volunteer groups, as well as other community organizations and educational partners. Every day, our commitment to students is clear. We abide by our mission statement in all daily decisions that are made to strengthen this commitment, and we use the work done through the Comprehensive Planning Process to support our mission and vision. Because this Plan and the work is developed by stakeholders representing the various sectors in our school community, there is a tremendous amount of support to fulfill the Action Plans set forth.

Mission and Vision

Mission

Palisades School District inspires passion, shapes purpose, and champions potential in every learner.

Vision

The Palisades School District will awaken passion and purpose for learning, and nurture a perspective that serves others in the pursuit of excellence ensuring all students are prepared for success.

Educational Values

Students

Students are represented on our Steering Committee for this Comprehensive Plan process, as well as on action planning teams. Throughout the duration of this plan, student voices will be elevated to support the work being done in an effort to meet the goals for the next three years.

Staff

Staff are represented on our Steering Committee for this Comprehensive Plan process, as well as on action planning teams. Action planning team goals will be reviewed, annually, and the support of staff to work collectively to attain those goals will be embedded throughout the professional learning calendar each year over the next three years.

Administration

Administrators are represented on our Steering Committee for this Comprehensive Plan process, as well as on action planning teams. Additionally, each year for the next three years, each administrator will work towards three goals that are assigned to them by the Superintendent, as they are related to the Superintendent's goals from the Board of School Directors; all of which are directly correlated to the Comprehensive Plan.

Parents

Parents from all five school district buildings are represented on our Steering Committee for this Comprehensive Plan process, as well as on action planning teams. Throughout the duration of this plan, a variety of parents and/or parent groups will be engaged in supporting the various goals and task items in order to support the forward momentum set out within the 2026-2029 Comprehensive Plan.

Community

Community members are represented on our Steering Committee for this Comprehensive Plan process, as well as on action planning teams. In Palisades, community involvement is important to the overall process of educating our students. Throughout the next three years, various community members and/or groups will be called upon to participate in the work that will be identified to support the progress towards each of the goals that have been identified as part of the 2026-2029 Comprehensive Plan.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Palisades High School students met the interim goal/improvement target in both literature and algebra	Scores were significantly higher than the state average.
Palisades Middle School students met the career standards benchmark with 100% completion.	The school counselors at each level coordinate the artifact collection for students and they strive to ensure every student completes their tasks.
The all student group at Durham-Nockamixon Elementary exceeded the standard demonstrating growth in both reading/language arts (91%) and math (100%).	These scores are significantly higher than the state average.
The all student group at Springfield Elementary exceeded the standard demonstrating growth in both reading/language arts (78%) and math (100%).	Math growth is significantly higher than the state average.
At Tinicum Elementary, the all student group exceeded the 2033 Statewide goal in math.	Based on PA Future Ready Index data

Challenges

Indicator	Comments/Notable Observations
Palisades High School students did not meet the annual growth expectations in either literature or algebra.	Based on PA Future Ready Index data
Palisades Middle School students did not meet the interim goal/improvement target in either reading/language arts or math.	Continued work on goal setting and core curriculum review are a focus at the middle level.
The all student group at Durham-Nockamixon Elementary did not meet interim goal/improvement target in reading/language arts.	A new tier I core program was implemented in the 25-26 school year, which will be reflected on scores in the spring of 2026.
The all student group at Springfield Elementary did not meet interim goal/improvement target in reading/language arts.	A new tier I core program was implemented in the 25-26 school year, which will be reflected on scores in the spring of 2026.
At Tinicum Elementary, the all student group did not meet the standard demonstrating growth in either reading/language arts or math.	Additional focus on growth data will be integrated into MTSS conversations.

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

Strengths

Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) K - 8 / all student group	Comments/Notable Observations 100% of students in grades K - 8 met the career standards benchmark.
Indicator Interim Target / Math Grade Level(s) and/or Student Group(s) 9 - 12 / economically disadvantaged	Comments/Notable Observations Future Ready Index indicates that there was a 16.7% increase from the previous year in performance of students identified as economically disadvantaged specific to meeting the math interim/target goal.
Indicator Mathematics / Percent Advanced Grade Level(s) and/or Student Group(s) 3 - 5 / Tinicum Elementary School	Comments/Notable Observations 46.4% of students scored an advanced on the math PSSA, compared to a state average of 16.3%.

Challenges

Indicator Regular attendance Grade Level(s) and/or Student Group(s) 6 - 8 / Economically disadvantaged	Comments/Notable Observations The Future Ready Index shows that students identified as economically disadvantaged are meeting regular attendance at 69.9%.
Indicator Regular attendance Grade Level(s) and/or Student Group(s)	Comments/Notable Observations The Future Ready Index shows that students with disabilities at the high school realized 59.9% as meeting regular attendance.

9 - 12 / special education	
Indicator PSSA Math performance Grade Level(s) and/or Student Group(s) 6 - 8 / all students	Comments/Notable Observations The Future Ready Index shows that the all student group did not meet the interim goal/improvement target, performing at 38.2\$ proficient/advanced.

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.

Overall, the district does a nice job in ensuring students complete their required artifacts to fulfill the Career Education standards.
Elementary students continue to perform significantly higher than the state average on math standardized testing.

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.

Daily, regular attendance is an area of focus to improve, particularly at the secondary level.
Middle level performance on math PSSA testing remains an area of concern and focus.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PHS students participate in CDT assessments.	Teacher leaders meet regularly with the principal to review the data and inform interventions.
PALMS students participate in NWEA MAP testing three times/year.	Data is reviewed to support student growth.
PALMS students participate in Firefly testing twice/year.	Data is reviewed to inform interventions to support student performance on the PSSA.
Elementary students participate in NWEA MAP testing three times/year.	Data is reviewed to support student growth.

English Language Arts Summary

Strengths

Local data is regularly reviewed at data meetings.
Professional learning sessions are offered at the high school from the teachers in the English Department to help teachers in other departments understand their work to support the teaching of reading.

Challenges

The middle school is undergoing a review of a new core curriculum for reading/language arts for an implementation in 26-27 school year.
The elementary schools just adopted a new core curriculum for reading/language arts in the 25-26 school year.

Mathematics

Data	Comments/Notable Observations
PHS students participate in CDT assessments.	Teacher leaders meet regularly with the principal to review the data and inform interventions.
PALMS students participate in NWEA MAP testing three times/year.	Data is reviewed to support student growth.
PALMS students participate in Firefly testing twice/year.	Data is reviewed to inform interventions to support student performance on the PSSA.
Elementary students participate in NWEA MAP testing three times/year.	Data is reviewed to support student growth.

Mathematics Summary

Strengths

Elementary students continue to perform significantly above the state average on testing. In the 25-26 school year, a new ancillary was adopted to support the core curriculum.
The middle school implemented the use of Firefly in the 25-26 school year to receive immediate feedback on standards directly correlated to performance bands with the PSSA testing.

Challenges

Curriculum alignment continues at the middle school level to support student access to standards.
Additional 6 - 12 vertical articulation conversations will help to focus on gaps and areas of focus.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PHS students participate in CDT assessments.	Teacher leaders meet regularly with the principal to review the data and inform interventions.
PALMS students participate in NWEA MAP testing three times/year.	Data is reviewed to support student growth.
PALMS students participate in Firefly testing twice/year.	Data is reviewed to inform interventions to support student performance on the PSSA.
Elementary students participate in NWEA MAP testing three times/year.	Data is reviewed to support student growth.

Science, Technology, and Engineering Education Summary

Strengths

The middle school implemented the use of Firefly in the 25-26 school year to receive immediate feedback on standards directly correlated to performance bands with the PSSA testing.
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Challenges

With new State standards, the middle school science department is working to determine the right programs to support the instruction of the new standards and recommended delivery model of science.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness artifacts	Nearly 100% of students complete their artifacts.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PAYS data	Student mental health and wellness continue to be of focus to support student success

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

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

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

Bucks County Community College

Agreement Type

Dual Credit

Program/Course Area

Multiple Courses

Uploaded Files

MOU Dual Enrollment Partnership Agreement 2025-26.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.

Each department conducts an extensive process to review their curriculum and course offerings every five years.

New curriculum is being implemented at all levels in an effort to support student growth.

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.

Psychological safety is important so that students can access the curriculum and do their best academically.
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Exploration into additional dual enrollment opportunities is warranted.

Equity Considerations

English Learners

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

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.

The Journeys program at the high school provides real-world experiences for our low incidence students who are educated with us until the age of 21.
Additional after school bussing has been added to support participation in after-school activities for all students, including those who are

considered to be economically disadvantaged.

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.

Ensuring all of our students are prepared to be global citizens is important.
Continuing to provide opportunities for students identified as receiving special education services, particularly students in low incidence programs, will support student growth and opportunity for graduation and post-secondary success.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

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.

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	Operational
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	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

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	Operational
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.

Continue to foster a vision and culture of high expectations for success for all students, educators, and families.

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

Continue to develop working relationships with local businesses to enhance opportunities for our students.
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Continue to engage a variety of stakeholders in support of district operations and decisions.

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
Overall, the district does a nice job in ensuring students complete their required artifacts to fulfill the Career Education standards.	False
Elementary students continue to perform significantly higher than the state average on math standardized testing.	False
Local data is regularly reviewed at data meetings.	False
Professional learning sessions are offered at the high school from the teachers in the English Department to help teachers in other departments understand their work to support the teaching of reading.	False
Elementary students continue to perform significantly above the state average on testing. In the 25-26 school year, a new ancillary was adopted to support the core curriculum.	False
The middle school implemented the use of Firefly in the 25-26 school year to receive immediate feedback on standards directly correlated to performance bands with the PSSA testing.	False
The middle school implemented the use of Firefly in the 25-26 school year to receive immediate feedback on standards directly correlated to performance bands with the PSSA testing.	False
Each department conducts an extensive process to review their curriculum and course offerings every five years.	False
New curriculum is being implemented at all levels in an effort to support student growth.	False
The Journeys program at the high school provides real-world experiences for our low incidence students who are educated with us until the age of 21.	False
Continue to foster a vision and culture of high expectations for success for all students, educators, and families.	True
Continue to build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
Additional after school bussing has been added to support participation in after-school activities for all students, including those who are considered to be economically disadvantaged.	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
Daily, regular attendance is an area of focus to improve, particularly at the secondary level.	False
Middle level performance on math PSSA testing remains an area of concern and focus.	False
The middle school is undergoing a review of a new core curriculum for reading/language arts for an implementation in 26-27 school year.	False
The elementary schools just adopted a new core curriculum for reading/language arts in the 25-26 school year.	False
Curriculum alignment continues at the middle school level to support student access to standards.	False
Additional 6 - 12 vertical articulation conversations will help to focus on gaps and areas of focus.	False
With new State standards, the middle school science department is working to determine the right programs to support the instruction of the new standards and recommended delivery model of science.	False
Psychological safety is important so that students can access the curriculum and do their best academically.	False
Exploration into additional dual enrollment opportunities is warranted.	False
Ensuring all of our students are prepared to be global citizens is important.	False
Continue to develop working relationships with local businesses to enhance opportunities for our students.	True
Continue to engage a variety of stakeholders in support of district operations and decisions.	True
Continuing to provide opportunities for students identified as receiving special education services, particularly students in low incidence programs, will support student growth and opportunity for graduation and post-secondary success.	False

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
Continue to develop working relationships with local businesses to enhance opportunities for our students.	As a rural district, it is imperative that we seek to provide myriad opportunities for our students to access activities and opportunities of interest, as well as provide real-world applicable experiences.	True
Continue to engage a variety of stakeholders in support of district operations and decisions.	Support from the community and stakeholders is imperative to enhance programming for students both in the classroom and within the greater community.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continue to foster a vision and culture of high expectations for success for all students, educators, and families.	Our faculty, staff, and administration participate in a multitude of professional learning activities in order to grow as educators. A continued emphasis on trends and best practices will remain as a focus area.
Continue to build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	Providing opportunities for district and school leaders to grow their knowledge of best practices is important so they can, in turn, coach and model for teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improve communication efficacy/streamline platforms to foster a positive and supportive environment, having put into practice selected programs and the technology to support them.
	Through the use of surveys and meetings, the district will leverage support and partnership with stakeholders from throughout the community in an effort to enhance opportunities for students.

Goal Setting

Priority: Improve communication efficacy/streamline platforms to foster a positive and supportive environment, having put into practice selected programs and the technology to support them.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the comprehensive plan cycle, all families will have had the opportunity to participate in a family/community engagement survey.		
Measurable Goal Nickname (35 Character Max)		
Engagement		
Target Year 1	Target Year 2	Target Year 3
A survey will be developed to collect data from families regarding engagement in school district programs and activities.	Based off of the previous year's responses, the survey may be updated to collect additional data from families.	By the end of the comprehensive plan cycle, all families will have had the opportunity to participate in a family/community engagement survey.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
By the end of the comprehensive plan, a survey will have been developed, implemented, and utilized to gather data from recent graduates so that they may share their experiences in transitioning from high school to post-secondary (school, military, or work).		
Measurable Goal Nickname (35 Character Max)		
Academic Achievement - Opportunities		
Target Year 1	Target Year 2	Target Year 3
A survey will be developed and sent to recent graduates (within 4 years) to ask their participation to collect data on perceptions of preparedness for life after high school.	Use survey results to identify key areas for growth and recommended potential updates to programs and/or opportunities (academic, co-curricular, extra-curricular) that respond to survey results.	By the end of the comprehensive plan, a survey will have been developed, implemented, and utilized to gather data from recent graduates so that they may share their experiences in transitioning from high school to post-secondary (school, military, or work).

Outcome Category
Other

Measurable Goal Statement (Smart Goal)		
By the end of this plan, students, staff, parents, and the community will have been offered opportunities to better understand the practical application of technology and artificial intelligence related to academic achievement with an emphasis on real world technology based skills.		
Measurable Goal Nickname (35 Character Max)		
Academic Achievement - Technology		
Target Year 1	Target Year 2	Target Year 3
Create opportunities to educate staff and students on the practical application and understanding of technology and AI related to their academic achievement.	Create opportunities to prepare parents and the community for the practical application and understanding of technology and AI and how they are being used with students to promote academic success.	By the end of this plan, students, staff, parents, and the community will have been offered opportunities to better understand the practical application of technology and artificial intelligence related to academic achievement with an emphasis on real world technology based skills.

Priority: Through the use of surveys and meetings, the district will leverage support and partnership with stakeholders from throughout the community in an effort to enhance opportunities for students.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Palisades School District is dedicated to increasing meaningful engagement for all stakeholders - students, families, and staff - by addressing diverse needs, improving communication, and providing targeted opportunities for involvement. By the end of the plan, surveys will have been conducted and updates to technology to support communication will be in place.		
Measurable Goal Nickname (35 Character Max)		
Updates to tech/communication		
Target Year 1	Target Year 2	Target Year 3
Establish a committee to discuss current costs and evaluate current technology to determine redundancy and to streamline platforms to enhance the communication experience.	Given identified financial parameters, explore new technology to be implemented and solidify programs.	Palisades School District is dedicated to increasing meaningful engagement for all stakeholders - students, families, and staff - by addressing diverse needs, improving communication, and providing targeted opportunities for involvement. By the end of the plan, surveys will have been conducted and updates to technology to support communication will be in place.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of this plan, a survey for students will have been developed and implemented to gather information regarding current interests in courses that are offered at the high school level.		
Measurable Goal Nickname (35 Character Max)		
Academic Achievement : Courses/Programs		
Target Year 1	Target Year 2	Target Year 3
Develop a survey to collect input from students regarding course interest.	Potentially implement and/or begin to plan for additional and/or updated courses to meet the wants of the students.	By the end of this plan, a survey for students will have been developed and implemented to gather information regarding current interests in courses that are offered at the high school level.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of this plan, the district will have developed a plan to take action on ensuring updates are made to provide an environment conducive to high student engagement and achievement through effective district operations by addressing facility needs, increasing efficiency of administrative demands, implementing best practices to optimize student and staff ratios, strengthening fiscal transparency, and fostering community trust through clear and consistent communication.		
Measurable Goal Nickname (35 Character Max)		
Operations		
Target Year 1	Target Year 2	Target Year 3
A focus group will be engaged to review and discuss qualitative and quantitative data relative to class size, staff needs, and the needs of students.	Recommendations from the focus group will be implemented throughout year 2 of the plan.	By the end of this plan, the district will have developed a plan to take action on ensuring updates are made to provide an environment conducive to high student engagement and achievement through effective district operations by addressing facility needs, increasing efficiency of administrative demands, implementing best practices to optimize student and staff ratios, strengthening fiscal transparency, and fostering community trust through clear and consistent communication.

Action Plan

Measurable Goals

Engagement	Updates to tech/communication
Academic Achievement - Opportunities	Academic Achievement - Technology
Operations	Academic Achievement : Courses/Programs

Action Plan For: Improve the efficiency of staff (administrative, teacher, paraeducator) workload through a process of evaluation of best practices relative to staff to student ratios and relationships, scheduling, and non-instructional duties

Measurable Goals:

- By the end of this plan, the district will have developed a plan to take action on ensuring updates are made to provide an environment conducive to high student engagement and achievement through effective district operations by addressing facility needs, increasing efficiency of administrative demands, implementing best practices to optimize student and staff ratios, strengthening fiscal transparency, and fostering community trust through clear and consistent communication.

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a focus group to review and discuss qualitative and quantitative data relative to class size, staff needs, and the needs of students.		2026-07-01	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Operations subcommittee chairpersons (or designee)	Meeting space, refreshments	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify and evaluate teacher non-instructional duties for the purpose of determining need and/or assignment of such duties.		2026-07-01	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Operations subcommittee chairpersons (or designee)	Google Forms	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a systematic review of student/staff needs relative to positive relationship building and provide professional development to support the need.		2026-07-01	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Operations subcommittee chairpersons (or designee)	Meeting space, refreshments	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Establishment of focus groups and various surveys that can be used regularly to provide feedback and input for recommendations.	Leadership team meetings will review survey results and recommendations annually.

Action Plan For: Develop a cost effective plan with action steps to ensure proper cleaning, maintenance, physical comfort, and safety of our bulidings for students, staff, and the public.

Measurable Goals:
By the end of this plan, the district will have developed a plan to take action on ensuring updates are made to provide an environment conducive to high student engagement and achievement through effective district operations by addressing facility needs, increasing efficiency of administrative demands, implementing best practices to optimize student and staff ratios, strengthening fiscal transparency, and fostering community trust through clear and consistent communication.

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a plan to improve building climate control throughout the district. Update and improve current outdated systems to ensure student, staff, and public comfort.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Facilities (or designee)	Capital projects and grants, if available	No	No

Action Step	Anticipated Start	Anticipated
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		Date	Completion Date
Ensure proper cleaning and disinfection of our buildings and by addressing the lack of substitute custodial coverage.		2026-07-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Facilities, HR Associate, (or designee)	Advertising costs and support	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Enhance the building environment for staff and students by: enforcing the use of the maintenance/IT ticket systems, upgrading cafeteria setups, upgrading staff common areas, installing privacy partitions in bathrooms and eliminate sight lines for privacy as needed.		2026-07-01	2028-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Facilities, Director of Technology, Principals, (or designee)	Materials to conduct enhancements and upgrades, technology, grants (if possible)	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Physical plant updates made throughout the district that respond to the specific areas indicated in the plan.	Director of Facilities will provide regular updates to the Leadership Team during their monthly meetings to report on progress and additional needs to support the progress of the projects.

Action Plan For: Build community understanding of how financial decisions align with short- and long-term goals through clear, consistent communication.

Measurable Goals:
By the end of this plan, the district will have developed a plan to take action on ensuring updates are made to provide an environment conducive to high student engagement and achievement through effective district operations by addressing facility needs, increasing efficiency of administrative demands, implementing best practices to optimize student and staff ratios, strengthening fiscal transparency, and fostering community trust through clear and consistent communication.

Action Step		Anticipated Start Date	Anticipated Completion Date
Maintain a dedicated section of the district website with easy-to-locate financial documents, FAQs, and summaries for public view.		2027-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Administrator (or designee)	Technology (website)	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Seek community feedback to assess the clarity and effectiveness of communications regarding major financial decisions utilizing various methods of communication such as emails, public notices, and mailings to ensure stakeholders have access to the survey.		2027-03-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Business Administrator (or designee)	Survey	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The website will be updated and a communication will be made to alert the community to the information, as well as the use of a community survey to elicit feedback and input.	The Business Administrator will provide regular updates to the Leadership Team during monthly meetings regarding the progress towards the goals, as well as results of surveys and actionable steps that result.

Action Plan For: Implement a targeted strategy focused on strengthening bus timing, refining routes, and improving overall transportation flow.

Measurable Goals:
By the end of this plan, the district will have developed a plan to take action on ensuring updates are made to provide an environment conducive to high student engagement and achievement through effective district operations by addressing facility needs, increasing efficiency of administrative demands, implementing best practices to optimize student and staff ratios, strengthening fiscal transparency, and fostering community trust through clear and consistent communication.

Action Step		Anticipated Start Date	Anticipated Completion Date
Review current bus schedules and optimize route design to improve consistency in pick-up and drop-off times and enhance overall transportation effectiveness.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Fiscal Affairs, Bus Contractor, (or designee)	Longitudinal data, technology/software	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold two meetings during the course of the year to review performance data and stakeholder feedback in an effort to support continuous improvements throughout the year.		2027-07-01	2028-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Fiscal Affairs (or designee)	Meeting space, refreshments	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Bus routes and schedules will be optimized, given the restraints that accompany a 101-square mile, rural district with a smaller student population.	The Director of Fiscal Affairs will provide a regular update to the Leadership Team regarding progress towards the goal during monthly meetings, as well as share recommended updates and software changes with the Board and families.

Action Plan For: Strengthen engagement opportunities for students

Measurable Goals:
By the end of the comprehensive plan cycle, all families will have had the opportunity to participate in a family/community engagement survey.

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct a student climate survey (including PAYS)		2026-07-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Principals, School counselors, MTSS teams, (or designee)	Survey, technology	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Inventory extracurricular and during/after school programs. Analyze student participation and who may be underrepresented.		2026-07-01	2027-03-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Athletic Director, Club Advisors, (or designee)	Participation data, rosters, demographic information	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review and strengthen the MTSS program and implement a districtwide MTSS Team.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Director of Student Services, School counselors, MTSS coordinators, (or designee)	Training support	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A districtwide MTSS team will be established to review current MTSS practices, monitor program fidelity, and coordinate academic and behavioral supports across schools.	Administrators involved in the process will provide regular updates to the Leadership Team during monthly meetings to review progress towards goals and to discuss any additional needs that remain to support this work.

Action Plan For: Improve communication with families and community members

Measurable Goals:
By the end of the comprehensive plan cycle, all families will have had the opportunity to participate in a family/community engagement survey.

Action Step		Anticipated Start Date	Anticipated Completion Date
Improve communication efficacy/streamline platforms to foster a positive and supportive environment.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Technology, Principals, Athletic Director, (or designee)	Technology	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop/purchase Smartphone App for school information and calendar of events to maintain and better inform the public of district events and activities.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Technology, Principals, Athletic Director, (or designee)	Technology	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Welcome Packet with consistent and centralized language (including Code-of-Conduct, student handbooks, etc.) to increase connections and a sense of belonging to the school community.		2026-07-01	2028-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, Principals, (or designee)	Supplies to produce printed copies of identified items	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct an annual Family/Community Engagement Survey		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals (or designee)	Survey, technology	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increased communication feedback loop will be established both from the perspective of the district providing additional information to families/community and from feedback provided to the district from families/community.	Administrators supporting this goal will report regularly to the Leadership Team regarding progress with various components and request additional supports where needed.
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Action Plan For: Enhance staff engagement and school culture

Measurable Goals:
By the end of the comprehensive plan cycle, all families will have had the opportunity to participate in a family/community engagement survey.

Action Step		Anticipated Start Date	Anticipated Completion Date
Principal Liaisons will provide regular feedback on meetings with building principals.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Meeting space	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide an anonymous feedback system for teachers and staff to give constructive input to building and district administration through the use of 360 degree feedback loop.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, Building Principals, (or designee)	Technology for survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide structured opportunities for teachers, specialists, and administrators to collaborate across		2026-07-01	2027-06-30

departments and grade levels, share instructional best practices, and leverage specialist expertise (Departmental and Grade-Level PLCs)			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals, (or designee)	Meeting space, technology, professional literature	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Optimize meetings to increase teacher planning and collaboration time by streamlining, consolidating, or eliminating unnecessary meetings and improving communication.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals, (or designee)	None.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With the implementation of various feedback opportunities, increased engagement and collaboration will enhance school climate and culture.	Building principals will share their work through monthly Leadership Team meetings, as well as other scheduled meetings throughout the year.

Action Plan For: Explore project based learning opportunities for students K - 12

Measurable Goals:
By the end of the comprehensive plan, a survey will have been developed, implemented, and utilized to gather data from recent graduates so that they may share their experiences in transitioning from high school to post-secondary (school, military, or work).

Action Step		Anticipated Start Date	Anticipated Completion Date
Investigate what grade levels currently have a capstone or project based learning opportunities.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Professional literature / resources, consultation with other educational leaders	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Allow teachers the opportunity to explore which subjects lend themselves best to projects relative to their grade level content.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Professional literature / resources, consultation with other educational leaders	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish which grades would lend themselves best to incorporating a capstone type of project (ie 5th/8th).		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Professional literature / resources, consultation with other educational leaders	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Rubrics will be created to align with identified projects that correspond to grade-level standards.	The Assistant to the Superintendent for Educational Services will provide regular updates to building principals and teachers as the work is being done to design projects and the associated rubrics.

Action Plan For: Explore opportunities for students seeking courses not currently offered and continue with the survey of students regarding elective opportunities in an effort to determine emerging interests of students.

Measurable Goals:
By the end of the comprehensive plan, a survey will have been developed, implemented, and utilized to gather data from recent graduates so that they may share their experiences in transitioning from high school to post-secondary (school, military, or work).

Action Step	Anticipated Start Date	Anticipated Completion Date
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Establish grade levels to be surveyed including time of year and frequency (every other year).		2026-07-01	2027-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Technology to prepare survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize survey data to guide course offerings including student course threshold, online feasibility and collaborative opportunities with neighboring school districts.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Professional literature / resources, consultation with other educational leaders	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Design course proposals relative to student survey.		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Input and support from department chairpersons	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Academic interest surveys will be administered and, based on results, courses will be recommended.	Assistant to the Superintendent will provide updates to Leadership Team during monthly meetings about the progress regarding survey results, as well as an agenda item during Department Chair meetings at various times throughout the year.

Action Plan For: Contact recent graduates so that they may share their experiences in transitioning from high school to college and college to work force. Graduates may be able to provide feedback in new course development.

Measurable Goals:
By the end of the comprehensive plan, a survey will have been developed, implemented, and utilized to gather data from recent graduates so that they may share their experiences in transitioning from high school to post-secondary (school, military, or work).

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a survey to send to recent graduates. Consider up to four years post graduation from college or tech school and include the information in the Patch.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Technology to develop survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Contact graduates who indicate willingness or interest from both college/tech school.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Contact information/data for recent graduates and technology resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Responses from recent graduates will inform suggestions for adaptations to programming and/or reaffirm that which is offered in high school to prepare our students for their lives post graduation.	The Assistant to the Superintendent of Educational Services will provide an update to the Leadership Team during monthly meetings and will work with a team to make additional recommendations to the board, should course/program adjustments be warranted.

Action Plan For: Preparing students for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.

Measurable Goals:

- By the end of this plan, students, staff, parents, and the community will have been offered opportunities to better understand the practical application of technology and artificial intelligence related to academic achievement with an emphasis on real world technology based skills.

Action Step		Anticipated Start Date	Anticipated Completion Date
Instruct all students the responsible, appropriate, and ethical use of technology to participate in society (digital citizenship).		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Materials to support the teaching and learning process, technology, and Board policy	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Instruct all students on the ability to find, evaluate, create, and communicate information using digital technology effectively (digital literacy)		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Materials to support the teaching and learning process, technology, and Board policy	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Set parameters and standards for the age level appropriate use/interest of AI following the District's AI Policy and the ISTE and ASCD readiness guidelines: Learner: Students utilize AI for setting goals, creating learning plans, overcoming challenges, and obtaining specific feedback to improve performance. Researcher: Students use AI to systematically investigate topics, evaluate claims, compare sources, and identify patterns. Synthesizer: Students combine information from various sources and use AI to refine		2026-07-01	2029-06-30

content into suitable formats and complexity levels for understanding or audience needs. Ideator: Students use AI as a partner for brainstorming, overcoming creative blocks, exploring perspectives, and generating new ideas. Connector: Students leverage AI to improve human connections and collaboration, such as using translation for language barriers or algorithms to find common ground. Storyteller: Students use AI to customize messages and communicate effectively through various media like text, pictures, audio, and video, choosing the best medium for the message.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, Director of Technology, (or designee)	Materials to support the teaching and learning process, technology, and Board policy	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Procuring the services of local business leaders to provide input on technology skills needed in the workforce.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Data for contact information, meeting space, possible grants	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A structure for the use of Artificial Intelligence and prepared lessons to instruct students will be created.	The Assistant to the Superintendent for Educational Services will work with department chairpersons at regularly scheduled meetings, along with the Director of Technology, as well as review progress through regular meetings with building principals.

Action Plan For: Preparing staff for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.

Measurable Goals:
By the end of this plan, students, staff, parents, and the community will have been offered opportunities to better understand the practical application of technology and artificial intelligence related to academic achievement with an emphasis on real world technology based skills.

Action Step		Anticipated Start Date	Anticipated Completion Date
Training staff on digital citizenship, cyber security, and the ethical use of technology.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, Director of Technology, (or designee)	Use of consultants, academic literature, materials to support professional learning	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Training staff on digital literacy and the innovative use of Artificial Intelligence to support their profession.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, Director of Technology, (or designee)	Use of consultants, academic literature, materials to support professional learning	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will increase their acumen for the use of Artificial Intelligence in education.	The Assistant to the Superintendent for Educational Services and the Director of Technology will provide regular updates to the Leadership Team and to the Department Chairpersons regarding ongoing training sessions.

Action Plan For: Preparing parents and the community for the practical application and understanding of technology and Artificial Intelligence and how it's being used with students to promote academic success.

Measurable Goals:
By the end of this plan, students, staff, parents, and the community will have been offered opportunities to better understand the practical application of technology and artificial intelligence related to academic achievement with an emphasis on real world technology based skills.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide in person and remote technology training sessions (ie. Artificial Intelligence, digital citizenship, digital literacy, social media, Canvas, PowerSchool).		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, Director of Technology, (or designee)	Technology, meeting space, refreshments, communications	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Training sessions will be provided for community members.	The Assistant to the Superintendent and the Director of Technology will provide updates to the Leadership Team regarding participation in training events.

Action Plan For: Expand student opportunities for course work and programming offerings based on interest, needs, ability, and possible post-secondary goals.

Measurable Goals:
By the end of this plan, a survey for students will have been developed and implemented to gather information regarding current interests in courses that are offered at the high school level.

Action Step		Anticipated Start Date	Anticipated Completion Date
Evaluate current programs and course offerings. Choose focus areas based on interest, needs, ability, and possible post-secondary goals. (e.g. interventions, enrichment, college preparedness, university partnerships, career preparedness). Develop specific action plans for each focus area.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Longitudinal data of course selection, survey data, and other methods of informing decisions on programs and staffing	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Action plans will be created to support the expansion of student opportunities.	The Assistant to the Superintendent will provide regular updates to the Leadership Team and to the Educational Programs & Services Committee as to the work being done in this area.

Action Plan For: Support students by staffing intervention and enrichment programs as they progress K - 12

Measurable Goals:
By the end of this plan, a survey for students will have been developed and implemented to gather information regarding current interests in courses that are offered at the high school level.

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify areas of student needs (interventions, enrichment, etc.) and utilizing current staff as well as additional staff to meet those needs. Consideration should be made for individuals such as counselors that can match students with available opportunities.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Professional learning materials to support educators to provide the interventions and enrichment.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A comprehensive review of programs and support services will be made to provide adequate opportunities for intervention and enrichment for students.	The Assistant to the Superintendent for Educational Services will provide regular updates at various meetings (Leadership Team, Educational Programs & Services, etc.) regarding progress towards goals.

Action Plan For: Further develop curriculum where meaningful and engaging opportunities could be implemented, as well as opportunities for cross-curricular development, and career-based skills

Measurable Goals:
By the end of this plan, a survey for students will have been developed and implemented to gather information regarding current

interests in courses that are offered at the high school level.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide a framework and time for teachers to collaborate and develop strategies to increase engagement, create cross-curricular content, and support career based skills.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Educational Services, (or designee)	Research strategies for best practices in designing program review and development.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will have engaged with multiple opportunities for strategic and specific allocated time to engage in both horizontal and vertical articulation to further develop curriculum.	The Assistant to the Superintendent for Educational Services will provide regular updates at various meetings (Leadership Team, Educational Programs & Services, etc.) regarding progress towards goals.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improve the efficiency of staff (administrative, teacher, paraeducator) workload through a process of evaluation of best practices relative to staff to student ratios and relationships, scheduling, and non-instructional duties	Create a focus group to review and discuss qualitative and quantitative data relative to class size, staff needs, and the needs of students.
Improve the efficiency of staff (administrative, teacher, paraeducator) workload through a process of evaluation of best practices relative to staff to student ratios and relationships, scheduling, and non-instructional duties	Identify and evaluate teacher non-instructional duties for the purpose of determining need and/or assignment of such duties.
Improve the efficiency of staff (administrative, teacher, paraeducator) workload through a process of evaluation of best practices relative to staff to student ratios and relationships, scheduling, and non-instructional duties	Develop a systematic review of student/staff needs relative to positive relationship building and provide professional development to support the need.
Implement a targeted strategy focused on strengthening bus timing, refining routes, and improving overall transportation flow.	Review current bus schedules and optimize route design to improve consistency in pick-up and drop-off times and enhance overall transportation effectiveness.
Strengthen engagement opportunities for students	Review and strengthen the MTSS program and implement a districtwide MTSS Team.
Explore project based learning opportunities for students K - 12	Investigate what grade levels currently have a capstone or project based learning opportunities.
Explore project based learning opportunities for students K - 12	Allow teachers the opportunity to explore which subjects lend themselves best to projects relative to their grade level content.
Explore project based learning opportunities for students K - 12	Establish which grades would lend themselves best to incorporating a capstone type of project (ie 5th/8th).
Explore opportunities for students seeking courses not currently offered and continue with the survey of students regarding elective opportunities in an effort to determine emerging interests of students.	Design course proposals relative to student survey.
Preparing students for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on	Instruct all students the responsible, appropriate, and ethical use of technology to participate in society (digital citizenship).

real world technology based skills.	
Preparing students for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.	Instruct all students on the ability to find, evaluate, create, and communicate information using digital technology effectively (digital literacy)
Preparing students for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.	Set parameters and standards for the age level appropriate use/interest of AI following the District's AI Policy and the ISTE and ASCD readiness guidelines: Learner: Students utilize AI for setting goals, creating learning plans, overcoming challenges, and obtaining specific feedback to improve performance. Researcher: Students use AI to systematically investigate topics, evaluate claims, compare sources, and identify patterns. Synthesizer: Students combine information from various sources and use AI to refine content into suitable formats and complexity levels for understanding or audience needs. Ideator: Students use AI as a partner for brainstorming, overcoming creative blocks, exploring perspectives, and generating new ideas. Connector: Students leverage AI to improve human connections and collaboration, such as using translation for language barriers or algorithms to find common ground. Storyteller: Students use AI to customize messages and communicate effectively through various media like text, pictures, audio, and video, choosing the best medium for the message.
Preparing students for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.	Procuring the services of local business leaders to provide input on technology skills needed in the workforce.
Preparing staff for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.	Training staff on digital citizenship, cyber security, and the ethical use of technology.
Preparing staff for the practical application and understanding of technology and Artificial Intelligence related to their academic achievement with an emphasis on real world technology based skills.	Training staff on digital literacy and the innovative use of Artificial Intelligence to support their profession.
Support students by staffing intervention and enrichment programs as they progress K - 12	Identify areas of student needs (interventions, enrichment, etc.) and utilizing current staff as well as additional staff to meet those needs. Consideration

	should be made for individuals such as counselors that can match students with available opportunities.
Further develop curriculum where meaningful and engaging opportunities could be implemented, as well as opportunities for cross-curricular development, and career-based skills	Provide a framework and time for teachers to collaborate and develop strategies to increase engagement, create cross-curricular content, and support career based skills.

Inclusion of Technology and Artificial Intelligence

Action Step		
- Instruct all students the responsible, appropriate, and ethical use of technology to participate in society (digital citizenship). - Training staff on digital citizenship, cyber security, and the ethical use of technology. - Instruct all students on the ability to find, evaluate, create, and communicate information using digital technology effectively (digital literacy) - Training staff on digital literacy and the innovative use of Artificial Intelligence to support their profession. - Set parameters and standards for the age level appropriate use/interest of AI following the District's AI Policy and the ISTE and ASCD readiness guidelines: Learner: Students utilize AI for setting goals, creating learning plans, overcoming challenges, and obtaining specific feedback to improve performance. Researcher: Students use AI to systematically investigate topics, evaluate claims, compare sources, and identify patterns. Synthesizer: Students combine information from various sources and use AI to refine content into suitable formats and complexity levels for understanding or audience needs. Ideator: Students use AI as a partner for brainstorming, overcoming creative blocks, exploring perspectives, and generating new ideas. Connector: Students leverage AI to improve human connections and collaboration, such as using translation for language barriers or algorithms to find common ground. Storyteller: Students use AI to customize messages and communicate effectively through various media like text, pictures, audio, and video, choosing the best medium for the message.		
Audience		
Students Faculty/Staff Parents/Community		
Topics to be Included		
Ethics and appropriate use of Artificial Intelligence in educational settings		
Evidence of Learning		
Students will produce products that demonstrate their understanding of the use of AI in their educational setting. Faculty/staff will participate in modules, both face-to-face and asynchronous. Parents/community may participate in modules, both face-to-face and/or asynchronous.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent for Educational Services Director of Technology	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Other	Multiple times per year
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 4c: Communicating with Families 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Project-based learning

Action Step		
- Investigate what grade levels currently have a capstone or project based learning opportunities. - Allow teachers the opportunity to explore which subjects lend themselves best to projects relative to their grade level content. - Establish which grades would lend themselves best to incorporating a capstone type of project (ie 5th/8th).		
Audience		
Teachers, K - 12		
Topics to be Included		
Review of Career Education and Work standards Best practices in design of rubrics Inter-rater reliability training Project design		
Evidence of Learning		
Teachers will have developed project-based learning activities that are accompanied with rubrics		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent for Educational Services	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Multiple opportunities throughout each school year during professional learning time
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Trauma-Informed Training

Action Step		
Develop a systematic review of student/staff needs relative to positive relationship building and provide professional development to support the need.		
Audience		
All staff		
Topics to be Included		
Trauma-informed training Restorative Practices		
Evidence of Learning		
All new teachers will participate in a workshop on restorative practices, which will be reviewed throughout their 2-year induction process. All staff will complete a module for the state required trauma-informed training that is of at least one hour in length.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent for Educational Services	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Annually
Observation and Practice Framework Met in this Plan	
4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Multi-Tiered Systems of Support

Action Step
- Create a focus group to review and discuss qualitative and quantitative data relative to class size, staff needs, and the needs of students. - Review and strengthen the MTSS program and implement a districtwide MTSS Team.
Audience
Principals, Teachers
Topics to be Included
Best practices in Multi-Tiered Systems of Support Inclusive Practices
Evidence of Learning
Student outcomes for all, as well as progress towards goals for students with individualized education plans and/or identified as an English

language learner		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent for Educational Services Director of Student Services Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Multiple opportunities throughout each school year of this plan
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Inservice day	Multiple opportunities throughout each school year of this plan
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Build community understanding

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Provide in person and remote technology training sessions (ie. Artificial Intelligence, digital citizenship, digital literacy, social media, Canvas, PowerSchool).	Parents/Families and Community Members	Artificial Intelligence, digital citizenship, social media, and other technology uses in schools for educational purposes	Assistant to the Superintendent for Educational Services Director of Technology	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	Multiple opportunities throughout the school year
Email	Multiple opportunities throughout the school year
Posting on district website	Multiple opportunities throughout the school year

Fiscal Transparency and Awareness

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Maintain a dedicated section of the district website with easy-to-locate financial documents, FAQs, and summaries for public view.	Faculty/staff Parents/community	Financial documents, FAQs, budget planning information, etc.	Business Administrator Director of Fiscal Affairs	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Posting on district website	Multiple opportunities throughout the school year
Newsletter	Multiple opportunities throughout the school year

Opportunity for Feedback

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Seek community feedback to assess the clarity and effectiveness of communications regarding major financial decisions utilizing various methods of communication such as emails, public notices, and mailings to ensure stakeholders have access to the survey. - Conduct an annual Family/Community Engagement Survey	Parents/community	Perception data Climate data	Assistant to the Superintendent for Educational Services (or designee)	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Multiple opportunities throughout the plan's cycle
Posting on district website	Multiple opportunities throughout the plan's cycle

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date