

# Comprehensive 2026-2029 Plan

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.

Palisades School District  
39 Thomas Free Drive  
Kintnersville, PA 18930  
(610) 847-5131  
[www.palisd.org](http://www.palisd.org)



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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.

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## Mission

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



## ADMINISTRATORS

Dr. Bridget O'Connell  
Dr. Michael Donnelly  
Rich Heffernan  
Gary Adams  
Dr. Karl Scheibehofer  
Scott Davis

## BOARD MEMBERS

Sylvia LeBlanc  
Cora Landis  
Linda Wenhold

## STAFF MEMBERS

Mark Chilton  
Susan Kozlusk  
Tom Bold  
Pam Young  
Jared Nyce  
Brandon Kook-Whitley  
Diana Santoro

# Steering Committee Members

## COMMUNITY MEMBERS

Michael Hsu  
Bob Musantry  
Donna Holmes

## PARENTS

Cheryl Stevens  
Melony Oestreich  
Jessica Tarby  
Amy Stump  
Jill Williams

## STUDENTS

Mikayla Irvine  
Lily Clifford  
Kaylee Vinciguerra  
Julia Byers



# 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.





### Review of School(s) Level Performance

#### STRENGTHS

- Palisades High School students met the interim goal/improvement target in both literature and algebra
- Palisades Middle School students met the career standards benchmark with 100% completion.
- The all student group at Durham-Nockamixon Elementary exceeded the standard demonstrating growth in both reading/language arts (91%) and math (100%).
- The all student group at Springfield Elementary exceeded the standard demonstrating growth in both reading/language arts (78%) and math (100%).
- At Tinicum Elementary, the all student group exceeded the 2033 Statewide goal in math.

#### CHALLENGES

- Palisades High School students did not meet the annual growth expectations in either literature or algebra.
- Palisades Middle School students did not meet the interim goal/improvement target in either reading/language arts or math.
- The all student group at Durham-Nockamixon Elementary did not meet interim goal/improvement target in reading/language arts.
- The all student group at Springfield Elementary did not meet interim goal/improvement target in reading/language arts.
- At Tinicum Elementary, the all student groups did not meet the standard demonstrating growth in either reading/language arts or math.

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

#### STRENGTHS

- 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

- 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.





### English Language Arts

#### 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

#### 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

#### 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.

#### 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.



### Related Academics

#### *CAREER READINESS; HEALTH, SAFETY & PHYSICAL EDUCATION*

##### STRENGTHS

- 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

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

### Equity Considerations

##### STRENGTHS

- 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 busing has been added to support participation in after-school activities for all students, including those who are considered to be economically disadvantaged.

##### CHALLENGES

- 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.

### Conditions for Leadership, Teaching and Learning

##### STRENGTHS

- 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.

##### CHALLENGES

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

### PRIORITY STATEMENTS

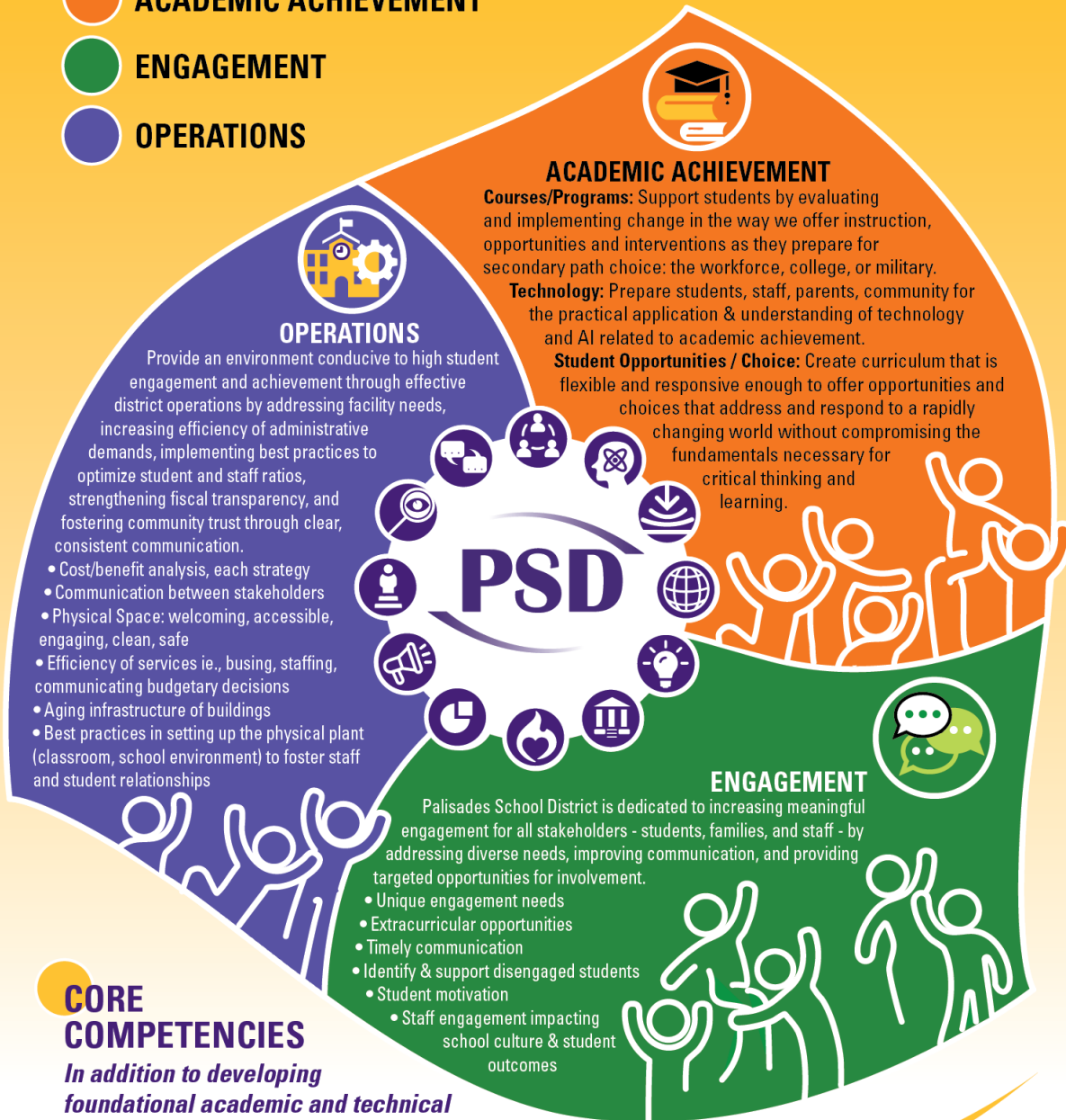
#### *For Challenges*

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.

# 2026-2029 Comprehensive Plan

- **ACADEMIC ACHIEVEMENT**
- **ENGAGEMENT**
- **OPERATIONS**



## CORE COMPETENCIES

*In addition to developing foundational academic and technical skills, our students will be afforded opportunities to strengthen core competencies in these areas:*

- |                                         |                                                                 |
|-----------------------------------------|-----------------------------------------------------------------|
| <b>Advocacy for Self &amp; Others</b>   | <b>Appreciation of Diversity &amp; Cultural Understanding</b>   |
| <b>Effective Communication</b>          | <b>Innovative &amp; Ethical Leadership</b>                      |
| <b>Curiosity &amp; Creativity</b>       | <b>Civic and Global Engagement</b>                              |
| <b>Technological Competency</b>         | <b>Independent Problem Solving and Perseverance</b>             |
| <b>Collaboration</b>                    | <b>Responsible Citizenship &amp; Community Service Oriented</b> |
| <b>Critical Thinking &amp; Analysis</b> | <b>Passion, Ambition, &amp; Flexibility</b>                     |

# **GOAL SETTING**

## PRIORITY:

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

### MEASURABLE GOAL

#### Engagement

By the end of the Comprehensive Plan cycle, all families will have had the opportunity to participate in a family/community engagement survey.

#### TARGET YEAR 1

A survey will be developed to collect data from families regarding engagement in school district programs and activities.

#### TARGET YEAR 2

Based off of the previous year's responses, the survey may be updated to collect additional data from families.

#### TARGET YEAR 3

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

#### Academic Achievement: Opportunities

By the end of the Comprehensive Plan cycle, 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).

#### TARGET YEAR 1

A survey will be developed and sent to recent graduates (within four years) to ask for their participation to collect data on perceptions of preparedness for life after high school.

#### TARGET YEAR 2

Use survey results to identify key areas for growth and recommend potential updates to programs and/or opportunities (academic, co-curricular, extra-curricular) that respond to survey results.

#### TARGET YEAR 3

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

#### Academic Achievement: Technology

By the end of this plan students, staff, 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.

#### TARGET YEAR 1

Create opportunities to educate staff and students on the practical application and understanding of technology and AI related to their academic achievement.

#### TARGET YEAR 2

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.

#### TARGET YEAR 3

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.

# **GOAL SETTING**

## 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.*

### MEASURABLE GOAL

#### Community Engagement

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

#### Academic Achievement: Courses/Programs

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

#### Operations

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.

#### TARGET YEAR 1

Establish a committee to discuss current costs and evaluate current technology to determine redundancy and to streamline platforms to enhance the communication experience.

#### TARGET YEAR 2

Given identical financial parameters, explore new technology to be implemented and solidify programs.

#### TARGET YEAR 3

By the end of the plan, surveys will have been conducted and updates to technology to support communication will be in place.

#### TARGET YEAR 1

Develop a survey to collect input from students regarding course interest.

#### TARGET YEAR 2

Potentially implement and/or begin to plan for additional and/or updated courses to meet the wants of the students.

#### TARGET YEAR 3

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.

#### TARGET YEAR 1

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.

#### TARGET YEAR 2

Recommendations from the focus group will be implemented throughout year two of the plan.

#### TARGET YEAR 3

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 PLANS***



# ACTION PLANS: OPERATIONS

## ACTION PLAN FOR



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

### MEASURABLE 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.

#### 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.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 8, 2029

#### ACTION STEP

Identify and evaluate teacher non-instructional duties for the purpose of determining need and/or assignment of such duties.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 1, 2029

#### ACTION STEP

Develop a systematic review of student/staff needs relative to positive relationship building and provide professional development to support the need.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 8, 2029

### ANTICIPATED OUTPUT:

Establishment of focus groups and various surveys that can be used regularly to provide feedback and input for recommendations.

## ACTION PLAN FOR



*Develop a cost-effective plan with action steps to ensure proper cleaning, maintenance, physical comfort, and safety of our buildings for students, staff, and the public.*

### MEASURABLE 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.

#### ACTION STEP

Create a plan to improve building climate control throughout the district. Update and improve outdated systems to ensure student, staff, and public comfort.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 30, 2029

#### ACTION STEP

Ensure proper cleaning and disinfection of our buildings and by addressing the lack of substitute custodial coverage.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

September 30, 2026

#### ACTION STEP

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.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

September 30, 2028

### ANTICIPATED OUTPUT:

Physical plant updates made throughout the district that respond to the specific areas indicated in the plan.

# ACTION PLANS: OPERATIONS

## ACTION PLAN FOR



*Build community understanding of how financial decision align with short- and long-term goals through clear, consistent communication.*

### MEASURABLE 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.

### ACTION STEP

Maintain a dedicated section of the district website with easy-to-locate financial documents, FAQs, and summaries for public view.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029

### ACTION STEP

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.

### EST. START DATE

March 1, 2027

### EST. END DATE

June 30, 2028

### ANTICIPATED OUTPUT:

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.

## ACTION PLAN FOR



*Implement a targeted strategy focused on strengthening bus timing, refining routes, and improving overall transportation flow.*

### MEASURABLE 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.

### ACTION STEP

Review current bus schedules and optimize route design to improve consistency in pick-up and drop-off times and enhance overall transportation effectiveness.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029

### ACTION STEP

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.

### EST. START DATE

July 1, 2027

### EST. END DATE

March 31, 2028

### ANTICIPATED OUTPUT:

Bus routes and schedules will be optimized, given the restraints that accompany a 101-square mile rural district with a smaller student population.

# ACTION PLANS: ENGAGEMENT

## ACTION PLAN FOR



*Strengthen engagement opportunities for students.*



### MEASURABLE GOAL:

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

Conduct a student climate survey (including PAYS)

#### EST. START DATE

July 1, 2026

#### EST. END DATE

April 30, 2027



#### ACTION STEP

Inventory extracurricular and during/after school programs. Analyze student participation and who may be underrepresented.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

March 5, 2027



#### ACTION STEP

Review and strengthen the Multi-Tiered System of Support (MTSS) program and implement a districtwide MTSS Team.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 30, 2027



### ANTICIPATED OUTPUT:

A districtwide MTSS team will be established to review current MTSS practices, monitor program fidelity, and coordinate academic and behavioral supports across schools.

## ACTION PLAN FOR



*Improve communication with families and community members.*



### MEASURABLE GOAL:

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

Improve communication efficacy/streamline platforms to foster a positive and supportive environment.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 30, 2029



#### ACTION STEP

Develop/purchase smartphone app for school information and calendar of events to maintain and better inform the public of district events and activities.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 30, 2027



#### ACTION STEP

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.

#### EST. START DATE

July 1, 2026

#### EST. END DATE

March 31, 2028



#### ACTION STEP

Conduct an annual Family/Community Engagement Survey

#### EST. START DATE

July 1, 2026

#### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

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.

# ACTION PLANS: ENGAGEMENT

ACTION PLAN FOR



*Enhance staff engagement and school culture.*



## MEASURABLE GOAL:

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

Principal Liaisons will provide regular feedback on meetings with building principals.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ACTION STEP

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.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ACTION STEP

Provide structured opportunities for teachers, specialists, and administrators to collaborate across departments and grade levels, share instructional best practices, and leverage specialist expertise (Departmental and Grade-Level PLCs)

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ACTION STEP

Optimize meetings to increase teacher planning and collaboration time by streamlining, consolidating, or eliminating unnecessary meetings and improving communication.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



## ANTICIPATED OUTPUT:

With the implementation of various opportunities, increased engagement and collaboration will enhance school climate and culture.

# ACTION PLANS: ACADEMIC ACHIEVEMENT

## ACTION PLAN FOR



*Explore project-based learning opportunities for students K-12.*



### MEASURABLE 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).



### ACTION STEP

Investigate what grade levels currently have a capstone or project-based learning opportunities.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ACTION STEP

Allow teachers the opportunity to explore which subjects lend themselves best to projects to their grade level content.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ACTION STEP

Establish which grades would lend themselves best to incorporating a capstone type of project (ie: 5th/8th)

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ANTICIPATED OUTPUT:

Rubrics will be created to align with identified projects that correspond to grade-level standards.

## 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 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).



### ACTION STEP

establish grade levels to be surveyed including time of year and frequency (every other year).

### EST. START DATE

July 1, 2026

### EST. END DATE

January 31, 2027



### ACTION STEP

Utilize survey data to guide course offerings including student course threshold, online feasibility, and collaborative opportunities with neighboring districts.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ACTION STEP

Design course proposals relative to student survey.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2027



### ANTICIPATED OUTPUT:

Academic interest surveys will be administered and, based on results, courses will be recommended.

# ACTION PLANS: ACADEMIC ACHIEVEMENT

ACTION PLAN FOR



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



**MEASURABLE 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).



ACTION STEP

Develop a survey to send to recent graduates Consider up to four years post graduation from college or tech school and include information in The Patch.

EST. START DATE

July 1, 2026

EST. END DATE

June 30, 2027



ACTION STEP

Contact graduates who indicate willingness or interest from both college/tech school.

EST. START DATE

July 1, 2026

EST. END DATE

June 30, 2027



**ANTICIPATED OUTPUT:**

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.



# ACTION PLANS: ACADEMIC ACHIEVEMENT

## 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 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.



### ACTION STEP

Instruct all students the responsible, appropriate, and ethical use of technology to participate in society (digital citizenship).

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ACTION STEP

Instruct all students on the ability to find, evaluate, create, and communicate information using digital technology effectively (digital literacy).

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ACTION STEP

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.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029

**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.



### ACTION STEP

Procuring the services of local business leaders to provide input on technology skills needed in the workforce.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

A structure for the use of Artificial Intelligence and prepared lessons to instruct students will be created.

# ACTION PLANS: ACADEMIC ACHIEVEMENT

## 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 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.



### ACTION STEP

Training staff on digital citizenship, cyber security, and the ethical use of technology.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ACTION STEP

Training staff on digital literacy and the innovative use of Artificial Intelligence to support their profession.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

Staff will increase their acumen for the use of Artificial Intelligence in education.

## ACTION PLAN FOR



*Preparing parents and the community 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 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.



### ACTION STEP

Provide in person and remote technology training sessions (ie. Artificial Intelligence, digital citizenship, digital literacy, social media, Canvas, PowerSchool).

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

Training sessions will be provided for community members.



# ACTION PLANS: ACADEMIC ACHIEVEMENT

## ACTION PLAN FOR



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



### MEASURABLE 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.



### ACTION STEP

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.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

Action plans will be created to support the expansion of student opportunities.

## ACTION PLAN FOR



*Support students by staffing intervention and enrichment programs as they progress K-12.*



### MEASURABLE 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.



### ACTION STEP

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.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

Training sessions will be provided for community members.

## ACTION PLAN FOR



*Further develop curriculum where meaningful and engaging opportunities could be implemented, as well as opportunities for cross-cultural development, and career-based skills.*



### MEASURABLE 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.



### ACTION STEP

Provide a framework and time for teachers to collaborate and develop strategies to increase engagement, create cross-cultural content, and support career-based skills.

### EST. START DATE

July 1, 2026

### EST. END DATE

June 30, 2029



### ANTICIPATED OUTPUT:

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.



# 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 real world technology based skills.                         | Instruct all students on the responsible, appropriate, and ethical use of technology to participate in society (digital citizenship).                         |



# PROFESSIONAL DEVELOPMENT ACTION STEPS

| EVIDENCE-BASED STRATEGY                                                                                                                                                                                    | ACTION STEPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 52 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 careerbased 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



# COMMUNICATIONS ACTIVITIES



## BUILD COMMUNITY UNDERSTANDING

### ACTION STEP

Provide in-person and remote technology training sessions (i.e. Artificial Intelligence, digital citizenship, digital literacy, social media, Canvas, PowerSchool).

### AUDIENCE

- Parents/families
- Community members

### TOPICS INCLUDED

Artificial Intelligence, digital citizenship, social media, and other technology uses in schools for educational purposes.

### TYPE OF COMMUNICATION

- Presentation
- Email
- Posting on District website

## FISCAL TRANSPARENCY AND AWARENESS

### ACTION STEP

Maintain a dedicated section of the District website with easy-to-locate financial documents, FAQs, and summaries for public view.

### AUDIENCE

- Faculty/staff
- Parents/community

### TOPICS INCLUDED

Financial documents, FAQs, budget planning information, etc.

### TYPE OF COMMUNICATION

- Posting on district website
- Newsletter

## OPPORTUNITY FOR FEEDBACK

### ACTION STEP

- Seek community feedback to assess the clarity and effectiveness of communication 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

### AUDIENCE

Parents/community

### TOPICS INCLUDED

Perception data, climate data

### TYPE OF COMMUNICATION

- Email
- Posting on district website

ANTICIPATED  
START DATE

JULY 1, 2026

ANTICIPATED  
END DATE

JUNE 30, 2029

FREQUENCY

MULTIPLE OPPORTUNITIES  
THROUGHOUT THE SCHOOL  
YEAR.

ANTICIPATED  
START DATE

JULY 1, 2026

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THROUGHOUT THE SCHOOL  
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FREQUENCY

MULTIPLE OPPORTUNITIES  
THROUGHOUT THE SCHOOL  
YEAR.

# **Comprehensive** **2026-2029 Plan**

*Thank  
You!*

**Palisades School District**  
**39 Thomas Free Drive**  
**Kintnersville, PA 18930**  
**(610) 847-5131**  
**[www.palisd.org](http://www.palisd.org)**

