

SAUCON VALLEY SD

2097 Polk Valley Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Saucon Valley School District, in partnership with the community, will empower growth, inspire creativity, and embrace diversity through an engaging and challenging educational experience, locally and globally for every student every day within it's available ways and means.

VISION STATEMENT

Saucon Valley School District: A model of innovation, willing to take educational risks in a safe, supportive environment to continuously enhance learning.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Each student is unique and deserves respect. All students, from diverse and varied cultural, social, socioeconomic, racial, and family backgrounds are valued and make our learning community stronger. All students are entitled to a safe, healthy, and positive school environment. All students can achieve their full potential when provided with opportunities and resources that target their individual learning needs. All students are entitled to a rigorous, relevant, compelling curriculum and instruction that improves college and/or career readiness skills or employment skills following their secondary education. All students are entitled to curricular and extracurricular experiences that promote a positive self-concept and contribute to improved individual, as well as team performance. All students can learn successfully when student and staff alike are held accountable to academic and behavioral standards. All students benefit from the partnership between families and the school-community. All students are entitled to an inclusive learning environment that values, respects, and appreciates the unique, diverse, and individual needs of the learner.

STAFF

Each staff member is unique and deserves respect. Each staff member is entitled to a safe, healthy, and positive school environment. Each staff member ensures two-way, meaningful communication between school and home. Each staff member will treat each student with dignity and respect. Each staff member will collaborate to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet challenging state academic standards.

ADMINISTRATION

Administration will support staff members in upholding the values and mission of the schools and district. Administration believes that all members of the school district community play an important role in each child's education. Administration will support each school to ensure it is a unifying resource for our community.

PARENTS

Parents will support their child's learning. Parents will send their children to school regularly, on time, well-rested, and ready to participate. Parents will encourage their children to demonstrate respect for school personnel, classmates, and school property. Parents will instill in their children a love of learning and the belief that school plays an important role in their child's lifetime trajectory.

COMMUNITY

The community is entitled to a District that unifies all resources. The community is entitled to a District that values home/school communication and positive relationships.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Create and implement benchmark assessments for mathematics K-12.	Mathematics Mathematics
Align mathematics curriculum and instruction K-12.	Mathematics
Access and opportunity to dual enrollment	Rigorous Courses of Study Section
Increase open enrollment in AP courses and/or revise enrollment criteria to increase enrollment.	Rigorous Courses of Study Section

ACTION PLAN AND STEPS

Evidence-based Strategy	
Rigorous Coursework	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Rigorous Coursework	60% participation in rigorous courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate to analyze and understand the root cause(s) for lower than state average student participation in rigorous coursework.	2023-01-03 - 2025-06-30	High School Principal and College/Career Guidance	Root Cause Analysis Documents and "The AP Lever for Boosting Access, Success, and Equity," from Kappan, 2016.
Communicate with stakeholders about increasing participation in rigorous coursework.	2023-01-01 - 2025-06-30	High School Principal	Content specific training resources, presenters, platform for virtual trainings option.

Anticipated Outcome

Well-developed set of action items that address the reason(s) for lower than state average student participation in rigorous coursework.

Monitoring/Evaluation

High School Administration will monitor and evaluate changes to enrollment in rigorous coursework.

Evidence-based Strategy

Root Cause Analysis

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze and understand the root cause(s) for lower achievement in mathematics.	2023-01-03 - 2023-06-30	Jaime L. Vlasaty/Superintendent	Root Causes Documentation and Data Reports from Emetric, PVAAS, MAP, and CDTs
Review the Math Pathways in K-12.	2023-01-03 - 2023-06-30	Jaime L. Vlasaty/Superintendent	Math Pathways Documentation

Anticipated Outcome
 Well-developed set of action items that address the reason(s) for lower achievement in mathematics.

Monitoring/Evaluation
 Building administrators, department chairs, and team leaders will ensure a thorough analysis is completed and action steps developed to address the root cause(s).

Evidence-based Strategy
 Standards Mapping

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics Courses of	Create and/or revise mathematics courses of study K-12.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Study

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

Map common core math standards across grade levels within Schoology and tag standards to assessments to inform mastery learning.

2023-07-03 -
2024-06-30

Instructional
Technology
Coach

Schoology

Anticipated Outcome

All core content area courses will have benchmark and curriculum-based assessments mapped to course standards.

Monitoring/Evaluation

Building administrators and instructional staff will monitor through team meetings.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% participation in rigorous courses. (Rigorous Coursework)	Rigorous Coursework	Collaborate to analyze and understand the root cause(s) for lower than state average student participation in rigorous coursework.	01/03/2023 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Root Cause Analysis	Analyze and understand the root cause(s) for lower achievement in mathematics.	01/03/2023 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Root	Review the Math	01/03/2023
	Cause	Pathways in K-12.	-
	Analysis		06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Create and/or revise mathematics courses of study K-12. (Mathematics Courses of Study)	Standards Mapping	Map common core math standards across grade levels within Schoology and tag standards to assessments to inform mastery learning.	07/03/2023 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
60% participation in rigorous courses. (Rigorous Coursework)	Rigorous Coursework	Communicate with stakeholders about increasing participation in rigorous coursework.	01/01/2023 - 06/30/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Economically disadvantaged subgroup performing 42% better than statewide average on Algebra Keystone.

Title I Schoolwide Plan has identified strengths in a multi-tiered system of academic supports for K-4 students.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *

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

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

ELA proficiency rates are above state average at all grades

Well-developed reading intervention program for K-4.

K-2 Foundational literacy program based on evidence based practices.

Challenges

Students with disabilities significantly underperforming on every subject area exam.

Currently lacking academic support and tiered interventions for math.

Special education plan indicates a need to include inclusionary practices.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Ensure effective, standards-aligned curriculum and assessment *

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *

Students beginning each grade level with lower baseline scores.

Larger number of students identified with intensive needs in BOY K-2.

Strengths

Math proficiency rates above state average in all grades.

Research-based materials utilized for core math instruction in K-4.

4th grade science proficiency rate nearly 80%.

Hands-on science curricular resources utilized K-8.

95% 4-year cohort graduation rate

99% met career standards benchmark

Student attendance

Parent involvement

Challenges

Currently, no formal math interventions or assigned staff members to support math interventions.

No standards-aligned benchmark exams administered for mathematics.

Need for vertical alignment in mathematics curriculum and instruction K-12.

Steep decline in Science proficiency rates from 4th - 8th.

Science scope and sequence K-8 may not aligned with eligible content on 8th grade Science PSSAs.

55% rigorous courses of study is below state average

Students with disabilities have 30% fewer students enrolling in post-secondary education, compared to 77% of all students.

Increasing student achievement for students with disabilities

Increasing attendance rate for students with disabilities which is equivalent to the statewide average but needs to be improved to meet statewide goal of 94.1%



Most Notable Observations/Patterns

The foundational literacy program and well-developed tiered system of reading interventions has had positive impact on increasing students' reading proficiency in grades K-2. Students would benefit from a similar/parallel tiered system of math interventions to increase proficiency in math. There is also an identified need for vertical alignment of mathematics curriculum K-12.

Challenges	Discussion Point	Priority for Planning
No standards-aligned benchmark exams administered for mathematics.		
55% rigorous courses of study is below state average		
Students with disabilities have 30% fewer students enrolling in post-secondary education, compared to 77% of all students.		
Need for vertical alignment in mathematics curriculum and instruction K-12.		

ADDENDUM B: ACTION PLAN

Action Plan: Rigorous Coursework

Action Steps	Anticipated Start/Completion Date	
Collaborate to analyze and understand the root cause(s) for lower than state average student participation in rigorous coursework.	01/03/2023 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
High School Administration will monitor and evaluate changes to enrollment in rigorous coursework.	Well-developed set of action items that address the reason(s) for lower than state average student participation in rigorous coursework.	
Material/Resources/Supports Needed	PD Step	Comm Step
Root Cause Analysis Documents and "The AP Lever for Boosting Access, Success, and Equity," from Kappan, 2016.	yes	no

Action Steps

Anticipated Start/Completion Date

Communicate with stakeholders about increasing participation in rigorous coursework.

01/01/2023 - 06/30/2025

Monitoring/Evaluation

Anticipated Output

High School Administration will monitor and evaluate changes to enrollment in rigorous coursework.

Well-developed set of action items that address the reason(s) for lower than state average student participation in rigorous coursework.

Material/Resources/Supports Needed

PD Step

Comm Step

Content specific training resources, presenters, platform for virtual trainings option.

no

yes

Action Plan: Root Cause Analysis

Action Steps**Anticipated Start/Completion Date**

Analyze and understand the root cause(s) for lower achievement in mathematics.

01/03/2023 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Building administrators, department chairs, and team leaders will ensure a thorough analysis is completed and action steps developed to address the root cause(s).

Well-developed set of action items that address the reason(s) for lower achievement in mathematics.

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

Root Causes Documentation and Data Reports from Emetric, PVAAS, MAP, and CDTs

yes

no



Action Steps

Anticipated Start/Completion Date

Review the Math Pathways in K-12.

01/03/2023 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

Building administrators, department chairs, and team leaders will ensure a thorough analysis is completed and action steps developed to address the root cause(s).

Well-developed set of action items that address the reason(s) for lower achievement in mathematics.

Material/Resources/Supports Needed

PD Step

Comm Step

Math Pathways Documentation

yes

no



Action Plan: Standards Mapping

Action Steps

Anticipated Start/Completion Date

Map common core math standards across grade levels within Schoology and tag standards to assessments to inform mastery. learning.

07/03/2023 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Building administrators and instructional staff will monitor through team meetings.

All core content area courses will have benchmark and curriculum-based assessments mapped to course standards.

Material/Resources/Supports Needed

PD Step

Comm Step

Schoology

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
60% participation in rigorous courses. (Rigorous Coursework)	Rigorous Coursework	Collaborate to analyze and understand the root cause(s) for lower than state average student participation in rigorous coursework.	01/03/2023 - 06/30/2025
	Root Cause Analysis	Analyze and understand the root cause(s) for lower achievement in mathematics.	01/03/2023 - 06/30/2023
	Root Cause Analysis	Review the Math Pathways in K-12.	01/03/2023 - 06/30/2023
Create and/or revise mathematics courses of study K-12. (Mathematics Courses of Study)	Standards Mapping	Map common core math standards	07/03/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		across grade levels within Schoology and tag standards to assessments to inform mastery. learning.	06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Rigorous Coursework Access and Opportunity Audit	Core content teachers in middle and high school, secondary administrators, secondary counselors.	Creating access and opportunity for students to participate and succeed in rigorous coursework.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teams will identify how to use scheduling and vertical course alignment to increase access and achievement in rigorous courses.	01/02/2023 - 07/01/2023	Jaime L. Vlasaty/Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Standards Mapping

Math teachers K-12, administrators

Mastery Learning, Standards-Aligned Assessments, Using Assessment and Data to Inform Instruction and Increase Achievement and Growth

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Every mathematics course being taught, K-12, will have all curriculum based assessments tagged to standards and use the data to target instruction.

01/02/2023 - 09/01/2024

Jaime L. Vlasaty/Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
60% participation in rigorous courses. (Rigorous Coursework)	Rigorous Coursework	Communicate with stakeholders about increasing participation in rigorous coursework.	2023-01-01 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Share information about rigorous coursework options, criteria, and outcomes in newsletter.	Students, parents, families.	Rigorous coursework options, scheduling, course sequences, entrance criteria and student outcomes.
Anticipated Timeframe	Frequency	Delivery Method
01/01/2023 - 06/30/2025	Semi-Annually	Newsletter
Lead Person/Position		
Principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

