

New Hope-Solebury SD

Comprehensive Plan | 2027 - 2030

Profile and Plan Essentials

LEA Type		AUN
School District		122097604
Address 1		
180 W Bridge St		
Address 2		
City	State	Zip Code
New Hope	PA	18938
Chief School Administrator		Chief School Administrator Email
Dr Charles Lentz		clentz@nhsd.org
Single Point of Contact Name		
Dr. Amanda Benolken		
Single Point of Contact Email		
abenolken@nhsd.org		
Single Point of Contact Phone Number		
215-862-5372		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dianne Aludino	Student	NHSD	aludinodiannelove@nhsdlions.org
Nick Aquilino	Staff Member	NHSD	DAquilino@nhsd.org
Whitney Arjun	Other	Penn State University	waa40@psu.edu
George Arslanian	Staff Member	NHSD	garslanian@nhsd.org
Melvin Band	Community Member	Community	mband2008@comcast.net
Anthony Barth	Administrator	NHSD	abarth@nhsd.org
Colleen Bell	Administrator	NHSD	cbell@nhsd.org
Amanda Benolken	Administrator	NHSD	abenolken@nhsd.org
Harry Boertzel	Community Member	Community	hboertzel@gmail.com
Julia Bollinger	Staff Member	NHSD	jbollinger@nhsd.org
April Borgeson	Administrator	NHSD	aborgeson@nhsd.org
Tim Brennan	Other	PA State Representative	KWhitman@pahouse.net
Josh Brinkley	Parent	Parent	joshua.brinkley@gmail.com
Kirstin Bronkovic	Community Member	EmpathED	Kbronko@empatheducate.com
Jesse Brosious	Administrator	NHSD	jbroscious@nhsd.org
Saia Byrne	Student	NHSD	ByrneSaia@nhsdlions.org
Marcia Cajeira	Administrator	NHSD	mcajeira@nhsd.org
Samantha Carroll	Parent	Parent	samantha@onceuponabrandllc.com
Marissa Christie	Other	United Way	marissac@uwbucks.org
David Shapp	Administrator	NHSD	dshapp@nhsd.org
Mike Connors	Staff Member	NHSD	mconnors@nhsd.org
Brooklynn Rebholz	Staff Member	NHSD	brebholz@nhsd.org
Kendall Cianni	Student	NHSD	Ciannikendall@nhsdlions.org
Christy Cheever	Community Member	NHS Cares	CCheever@nhscares.org
Janice DiLeilo	Other	Cornerstone	Janice@cornerstoneclubs.com

Mary Stefanache	Student	NHSD	stefanachemary@nhsdlions.org
Theresa Martin	Student	NHSD	martintheresa@nhsdlions.org
Beatrice Stevenson	Student	NHSD	stevensonbeatrice@nhsdlions.org
Shannon Stone	Administrator	NHSD	sstone@nhsd.org
Andrea Korn	Staff Member	NHSD	akorn@nhsd.org
Sarah Costanza	Parent	Parent	costanzasj@gmail.com
Shanthy Krishnarajah	Parent	Parent	shanthy76@hotmail.com
Caitlin Keiper	Staff Member	NHSD	ckeiper@nhsd.org
Tobey Klein	Parent	Parent	tobey.s.klein@gmail.com
Christopher Garges	Community Member	Solebury Twp Manager	cgarges@soleburytwp.org
Stephanie Marrone	Staff Member	NHSD	smarrone@nhsd.org
Sandy Weisbrot	Parent	Parent	sandyweis26@gmail.com
Ken Maisel	Community Member	New Hope Borough	kmaisel@gmail.com
Justin Williams	Other	Lakeside	justinw@lakeside.net
Tom Marrone	Staff Member	NHSD	tmarrone@nhsd.org
Marisol Owtscharuk	Staff Member	NHSD	mowtscharuk@nhsd.org
Andrew Ordovery	Community Member	Board Member (previous)	aordover@gmail.com
Pamm Kerr	Community Member	New Hope Public Arts	pammkerr@comcast.net
Nazaneen Khalilnaji-Otto	Staff Member	NHSD	nkhalilnajiOTTO@nhsd.org
Amy Miller	Parent	Parent	jpm386@cornell.edu
Nick Halladay	Other	Fisherman's Mark	nickh@fishermansmark.org
Ceri Marino	Other	Bucks County Community College	Ceri.Marino@bucks.edu
Courtney Nelson	Staff Member	NHSD	cnelson@nhsd.org
Kait Wilson	Parent	Parent	kaitwilson11@gmail.com
Penelope Jaquess	Student	NHSD	JaquessPenelope@nhsdlions.org
James Gosser	Staff Member	NHSD	jgosser@nhsd.org

David Goldstein	Other	Senator Santarsiero's Office	David.Goldstein@pasenate.com
Stephanie Katranis	Parent	Parent	stephaniekatranis@gmail.com
Angela Linch	Other	Penn Medicine Doylestown Health	angela.linch@pennmedicine.upenn.edu
Christen Scalone	Parent	Parent	christenscalone@gmail.com
Ryan Kearney	Student	Student	kearneyryan@nhsdlions.org
Rose Minniti	Administrator	NHSD	rminniti@nhsd.org
Melissa Persichetti	Board Member	NHSD	MPersichetti@nhsd.org
Stella Probert	Student	NHSD	probertstella@nhsdlions.org
Glenn Kaiser	Other	KS Services	gkaiser@ksmst.org
Katie Given	Staff Member	NHSD	kgiven@nhsd.org
Stacey Haferl	Staff Member	NHSD	shaferl@nhsd.org
Aleeza Kamboh	Student	Student	KambohAleeza@nhsdlions.org
Cortney Spiker	Parent	Parent	cortneymspiker@gmail.com
Sam Pharo	Other	NHS Public Library	spharo@buckslib.org
Christine Stefanache	Parent	Parent	cstefanache23@yahoo.com
Erik Pedersen	Administrator	NHSD	epedersen@nhsd.org
Ezra Sirman	Student	NHSD	sirmanezra@nhsdlions.org
Mia Keller	Student	NHSD	kellermia@nhsdlions.org
Victoria Short	Community Member	New Hope Visitor Center	sinjin76@aol.com
Stephanie Gorski-Stuckey	Parent	Parent	stephanie.gorski@gmail.com
Melissa Schuler	Parent	Parent	schulemj@gmail.com
Maya Patel	Student	Student	patelmaya@nhsdlions.org
Montu Patel	Board Member	NHSD	mpatel@nhsd.org
Madeleine Stevenson	Student	NHSD	StevensonMadeleine@nhsdlions.org
Joseph Miller	Parent	Parent	jpm386@cornell.edu
Leda Phillips	Parent	Parent	ledaandkorey@live.com
Sarah Reeder	Staff Member	NHSD	sreeder@nhsd.org
Stephanie Washam	Administrator	NHSD	swasham@nhsd.org

Jeff Petzak	Staff Member	NHSD	jpetzak@nhsd.org
Nancy Wisieniewski	Staff Member	NHSD	nwisniewski@nhsd.org
Susan Wolford	Community Member	Community	shw84w@gmail.com
Brynley Racobaldo	Student	Student	racobaldobrynley@nhsdlions.org
Rickie Yudin	Parent	Parent	rsyudin@gmail.com
Kathleen Taylor	Parent	Parent	ktaylor013@yahoo.com
Charles Lentz	Administrator	NHSD	clentz@nhsd.org
Dillon DeMeo	Student	NHSD	demeodillon@nhsdlions.org
Carey Lever	Staff Member	NHSD	clever@nhsd.org
Jake Eggering	Student	NHSD	eggeringjake@nhsdlions.org
Louise Feder	Parent	Parent	federl@buckslib.org
Jennifer Williford	Other	Fisherman's Mark	jenniferw@fishermansmark.org
Patrick Sasse	Administrator	NHSD	psasse@nhsd.org
Levi Dongilli	Student	NHSD	Dongillilevi@nhsdlions.org
Judy Finn	Board Member	NHSD	jfinn@nhsd.org
Stacey Mardirossian	Community Member	Community	Stacey.Mardirossian@gmail.com
Annelise Dahlin	Other	Solebury Parks & Recreation	adahlin@soleburytwp.org
Tracy Costigan	Board Member	NHSD	tcostigan@nhsd.org
John D'Andrea	Community Member	Community	john.deandrea@gmail.com
Shannon Pendleton	Parent	Parent	sandersondesign@gmail.com
Bernadette Galiano Merksamer	Parent	Parent	bgaliano@mac.com
Lisa Littlefield	Community Member	New Hope Borough	zoning@newhopeborough.org
Chad Evans	Other	BCIU#22	CEvans@Bucksiu.org
Drew Giorgi	Staff Member	NHSD	agiorgi@nhsd.org
Jim Finn	Parent	Parent	jimfinn1967@gmail.com
Ellen Stiefel	Board Member	NHSD	EStiefel@nhsd.org
Scott Radaszkiewicz	Administrator	NHSD	sradaszkiewicz@nhsd.org

Lauren Doherty	Other	MBIT	Ldoherty@mbit.org
Anne Tamporello	Administrator	NHSD	atamporello@nhsd.org
Lori Subotkowski	Parent	Parent	lorisubotkowski@gmail.com
Linda Szwedo	Board Member	NHSD	lszwedo@nhsd.org
Nahom Teshome	Student	NHSD	teshomenahom@nhsdlions.org

LEA Profile

The New Hope-Solebury School District was formed in 1942 and serves New Hope Borough and Solebury Township in the eastern part of Bucks County, along the Delaware River. The district covers 28.57 square miles. Solebury Township, with a population of about 8,700, is a rural landscape of historic stone farmhouses, small villages, and newer residential developments. The village of New Hope, just over one square mile with about 2,600 residents, is a town that predates the Revolution, and its downtown of shops, galleries, restaurants, and antique stores draws visitors from across the region. The two communities have long been known as a center for the arts, and many painters, sculptors, writers, and musicians make their homes here. The area is primarily residential. Many residents commute to Philadelphia, New York, and Princeton, while others work in local trades and professions or are self-employed in small businesses and the arts. Families also benefit from historical and art societies, youth sports leagues, a public library, and a Community School that offers lifelong learning to local residents.

The district serves approximately 1,200 students in four schools. The Lower Elementary School, located in Solebury Township, serves kindergarten through grade 2. The Upper Elementary School (grades 3 to 5), the Middle School (grades 6 to 8), and the High School (grades 9 to 12) share the New Hope campus. Our students represent 22 countries and speak 30 languages. Of our students, 14.2% are economically disadvantaged, 3.9% are English Language Learners, 18.0% receive special education services, and 5.5% are identified as gifted. Our student population is 75.7% white, 9.7% Hispanic, 5.4% Asian, 7.7% two or more races, 0.8% Black, 0.6% American Indian or Alaska Native, and 0.2% Native Hawaiian or Pacific Islander. Students interested in career and technical education may attend the Middle Bucks Institute of Technology, and the Bucks County Intermediate Unit provides itinerant therapists and specialists who work alongside our own student services team.

Our mission is to inspire and empower all students to become passionate, confident, and innovative learners with the ability to adapt to a diverse and global society. We view every student as unique and deserving of personalized instruction, an approach made possible by our size and by the commitment of our Board of School Directors, staff, families, and community. Our curriculum is standards based and renewed continually through the analysis of multiple indicators of student achievement. It emphasizes deep understanding, essential questions, and the application of new learning, with literacy, numeracy, and technology woven through every grade level. Through our Multi-Tiered System of Supports, students who need additional help are identified at each school and plans are developed to meet their needs. The Profile of a Graduate, which focuses on developing ten key characteristics in every student, guides our work across all four buildings. Recent investments in renovated libraries, STEAM spaces, outdoor learning areas, and student scheduling reflect our commitment to the whole child.

Our students and staff achieve strong results. The four year graduation rate is 96.4%, and the dropout rate is 0.3%. Of recent graduates, 85.5% enrolled in four year colleges and 5.5% in two year colleges. Our average SAT score is 1225, our average ACT score is 28, and 85% of AP test takers scored a 3 or higher. Our faculty and administrators number 148, all instructors are certified, 16 are National Board Certified, and the student to teacher ratio is 10 to 1. We pursue these goals while maintaining the second lowest equalized millage rate in Bucks County, supported by 3 bond refinances and \$1.2 million in philanthropic support.

We value partnership with local businesses, nonprofit organizations, and community groups which provide meaningful support for our students and families. Our work continues to earn regional and national recognition. In 2026, the Middle School was named a School of Distinction by the Association for Middle Level Education, one of only 39 schools nationwide and three in Pennsylvania to receive the honor. For the second consecutive year, U.S. News & World Report ranked the High School fourth in Pennsylvania, and it also placed the Middle School among the top 5% of schools in the state and the Upper Elementary School among the best in Pennsylvania. Philadelphia Magazine ranks our high school among the top public high schools in the Pennsylvania suburbs, and Niche rates it the top public high school in Bucks County. Together, these strengths position the district to build on its tradition of personalized, innovative education as we look toward 2027 through 2030.

Mission and Vision

Mission

The New Hope-Solebury School District inspires and empowers all students to become passionate, confident, and innovative learners with the ability to adapt to a diverse and global society.

Vision

The New Hope-Solebury School District will support innovation, inclusion, and authentic personalized learning while fostering the development of the whole student.

Educational Values

Students

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All students should be valued and respected for their opinions and their diversity. All students should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All students' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Staff

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All staff should be valued and respected for their opinions and their diversity. All staff should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All staff members' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Administration

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All administrators should be valued and respected for their opinions and their diversity. All administrators should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All administrators' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Parents

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All parents/guardians should be valued and

respected for their opinions and their diversity. All parents/guardians should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All parents and guardians' unique abilities and needs should be respected, recognized and supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Community

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All community members should be valued and respected for their opinions and their diversity. All community members should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All community members' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Math growth index: Upper Elementary 100, Middle School 100, High School 77. ELA growth index: Upper Elementary 87, Middle School 100, High School 88. All ELA and elementary/middle math results are coded Blue and improving; High School Algebra 1 is Green and improving.	Every building is meeting or exceeding growth expectations in both content areas, and the Middle School reached the maximum index in both. This tells us students are gaining at least a year of learning across the system, which is the foundation for any targeted improvement work.
ELA proficient or advanced: High School 87.6 percent, Middle School 77.9 percent, Upper Elementary 67.4 percent (state average 49.9 percent). Math proficient or advanced: High School 73.8 percent, Middle School 68.8 percent, Upper Elementary 73.0 percent (state average 41.7 percent). Percent Advanced in Math: 36.7 to 39.8 percent across buildings (state average 16.3 percent).	All buildings perform well above state averages. High School ELA and High School and Upper Elementary Math meet the statewide goal. The share of students scoring Advanced in math is more than double the state rate in every tested building.
High School 90.1 percent, Middle School 93.4 percent, Upper Elementary 96.0 percent, Lower Elementary 93.0 percent (state average 79.6 percent; goal 94.1 percent). Upper Elementary is coded Blue and improving; all other buildings are Green and improving.	Attendance is more than 10 points above the state average in every building and improved everywhere from the prior year. The Upper Elementary has met the long-term goal.
4-Year Cohort Graduation 96.4 percent (state 88.0 percent; goal 92.4 percent; Blue and improving). 5-Year Cohort Graduation 96.5 percent (state 90.5 percent). Post-secondary transition to school, military, or work 91.0 percent (state 76.5 percent), with 86.5 percent enrolled in higher education.	Graduation exceeds the long-term goal and continues to improve. Nearly all graduates move into a defined next step, and the large majority enroll in postsecondary education.
100 percent at the Upper Elementary, Middle School, and High School (state average 91.5 percent; goal 98.0 percent). Coded Blue in all buildings in the area of Career Standards Benchmarks.	Every building meets the long-term goal for career exploration and planning artifacts.

Challenges

Indicator	Comments/Notable Observations
At the Upper Elementary School, 67.4% scored proficient or advanced on ELA which is a decline from previous years.	Proficiency declined even though growth remains strong, which suggests looking at where students enter grade 3 (see Grade 3 Reading below) and at the depth of literacy instruction in the intermediate grades.

At the High School, only 3.5% of students completed Industry-recognized credentials.	Given that most graduates pursue higher education, the District may want to discuss what work-based learning and credential opportunities would serve college-bound students as well as students heading directly into work.
At the Middle School, 68.8% students scored proficient or advanced in mathematics.	The Middle School is close to the goal and moving in the right direction, but it is the one tested building not yet meeting the math goal (71.8%).

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

Strengths

Indicator Academic Growth (PVAAS), Math growth index 72; ELA growth index 79. Both coded Green and improving. Grade Level(s) and/or Student Group(s) Students with IEPS, Middle School	Comments/Notable Observations Math growth index 72; ELA growth index 79. Students with disabilities at the Middle School are meeting growth targets in both content areas and improving, even while proficiency remains low.
Indicator Academic growth in Math and RELA improving for students with economic disadvantage. Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Upper Elementary	Comments/Notable Observations Math growth index 78; ELA growth index 75. Economically disadvantaged students at the Upper Elementary are growing on track even though proficiency lags.
Indicator Attendance improvement for students of Two or More Races, Hispanic, and Combined Ethnicity across all buildings Grade Level(s) and/or Student Group(s) Two or More Races, Hispanic, and Combined Ethnicity, all buildings	Comments/Notable Observations Two or More Races 93.1 to 100 percent. Hispanic 86.4 to 96.2 percent. Combined Ethnicity 89.5 to 98.1 percent. Attendance for racial and ethnic student groups is strong and improving across the district, with no group-level attendance gap of concern in these groups.

Challenges

Indicator Gap in Proficiency in ELA and Mathematics for students with IEPS across all buildings. Grade Level(s) and/or Student Group(s) Students with Disabilities, UES, MS, HS	Comments/Notable Observations This is the most consistent gap on the Future Ready Index, present in every building and both content areas. The distance from the all-student rate ranges from roughly 35 to 52 percentage points.
Indicator Gap in Proficiency in ELA and Mathematics for students who are	Comments/Notable Observations Results are improving but remain well below the goal, with gaps of about 20 points from the all-student rate.

economically disadvantaged in Upper Elementary and Middle School Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Upper Elementary and Middle School	
---	--

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading	Administered universally in grades K-5 3x per year.
IXL Benchmarks	Administered Grades 3-8 3x per year.
Study Island Benchmarks	Administered Grades 6-8 3x per year.
Independent Reading Level Assessment (IRLA)	Ongoing

English Language Arts Summary

Strengths

ELA growth is strong in every building. The growth index is 87 at the Upper Elementary, 100 at the Middle School, and 88 at the High School, and all three are improving.
ELA proficiency is well above the state average of 49.9 percent in every building: 87.6 percent at the High School, 77.9 percent at the Middle School, and 67.4 percent at the Upper Elementary. The High School meets the statewide goal of 81.1 percent.
Targeted student groups are showing on track ELA growth. Middle School students with IEPs have a growth index of 79, and Upper Elementary economically disadvantaged students have a growth index of 75. Both are improving.

Challenges

Upper Elementary ELA proficiency is 67.4 percent against a 2033 state goal of 81.1 percent. Only 14.1 percent of students score Advanced, and Grade 3 Reading is 56.4 percent proficient or advanced.
Economically disadvantaged and Hispanic students trail in ELA at the Upper Elementary and Middle School. Economically disadvantaged proficiency is 45.5 percent and 63.6 percent, though improving. Hispanic proficiency is 43.5 percent and 55.6 percent, and is declining at both buildings.

Mathematics

Data	Comments/Notable Observations
Acadience Math	Administered universally in grades k-5 3x per year.
IXL Benchmarks	Administered Grades 3-8 3x per year.
Study Island Benchmarks	Administered Grades 6-8 3x per year.

Mathematics Summary

Strengths

Math growth is at or above expectations in every building. The growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School. Results are improving at all three buildings, including Algebra 1 at the High School.
Math proficiency is far above the state average of 41.7 percent. The High School (73.8 percent) and Upper Elementary (73.0 percent) both meet the statewide 2033 goal of 71.8 percent.
The share of students scoring Advanced in math ranges from 36.7 to 39.8 percent across buildings, more than double the state rate of 16.3 percent.

Challenges

Students with disabilities have low math proficiency in every tested building: 21.1 percent at the High School, 17.0 percent at the Middle School, and 31.6 percent at the Upper Elementary. Upper Elementary math growth for this group is 62.

Middle School math proficiency is 68.8 percent against a goal of 71.8 percent and is improving, but it is the only tested building not yet meeting the math goal.

Economically disadvantaged students score 42.4 percent at the Upper Elementary and 48.5 percent at the Middle School, and Combined Ethnicity students score 52.4 percent in Algebra 1 at the High School, about 21 points below the all student rate. All three results are below goal and improving.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local assessments	Locally developed curriculum-based assessments

Science, Technology, and Engineering Education Summary

Strengths

Elementary (K-5) program was developed for STEELS standards-aligned instruction.

All secondary courses are STEELS standards-aligned instruction.

Challenges

Due to the waiver, we are awaiting data from the 2025-2026 assessment results.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Portfolios	100% of the Upper Elementary, Middle, and High School students achieved the Career Standards Benchmark on the Future Ready PA Index. This is higher than the statewide average of 91.5% and the statewide performance standard of 98%.
School Guidance 339 Plan	The School Guidance Plan assists in contributing to Career Readiness evidence
Future Ready PA Index	Nearly 100% of our school district has completed the required College and Career Ready Standards Benchmarks.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Participation in the Music Program	2/3 of UES students are playing in orchestra or band.
Opportunities for Music Performance	The students have the opportunity to perform in music starting in kindergarten. Students progressively have more opportunities to perform as they increase in grades and the department sponsors at least one international trip for music performance purposes.
Recognition for Music Program	The music program has been recognized by the NAMM Foundation as one of the best communities for music education which has been achieved 10 plus years consecutively.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

This Memorandum of understanding permits our students to take college courses at the Bucks County Community College at the expense of the school district.

Uploaded Files

2026-2027 MOU Dual Enrollment Partnership Agreement 8.14.26.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.

Stakeholders repeatedly identified educators as one of the district's greatest assets. Teachers and staff are described as caring, professional, responsive, and committed to student success.
The most consistently referenced strength was the district's small size, which allows for individualized attention and meaningful connections. Stakeholders emphasized that small class sizes and overall enrollment create a personalized experience where students are well-known and supported.
A close-knit, supportive community emerged as a dominant and widely shared theme for the District. Respondents highlighted community pride, family involvement, and a shared commitment to education.
Academic excellence and rigor were frequently cited as core strengths. Stakeholders pointed to strong curriculum, high expectations, and student achievement outcomes.
Stakeholders value the breadth of opportunities available to students. This includes advanced coursework, arts programs, extracurricular activities, and innovative offerings.

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.

There is a strong call to strengthen durable skills such as our Profile of a Graduate qualities.
Stakeholders identified opportunities to expand or rebalance programming, including career pathways, electives, arts, and athletics.
There is evidence for a continual examination and evaluation of instructional practices and resources supporting literacy and numeracy practices.
There is a desire to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics)

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.

Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.

Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.

Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.

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.

Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.

Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA

growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.

Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan has recently been developed and reviewed and was presented to Board of School Directors April 23, 2026 and was approved for implementation.
Title 1 Program	The Title I Plan for the NHSD has been developed and is implemented in the Lower Elementary School.
Student Services	The Student Services plan is being revisited as a part of this plan revision.
K-12 Guidance Plan (339 Plan)	The Act 339 Plan / K-12 Guidance Plan was presented to Board of School Directors March 27, 2025 for final approval and implementation.
Technology Plan	The school district maintains an ongoing plan for implementation of technology and resources in the K-12 curriculum.
English Language Development Programs	The school district implements a comprehensive K-12 program for English Language Development.

Strengths

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

The Title I Plan is in place at the Lower Elementary School and integrates reading support with instructional support for students identified through our MTSS process. This helps build a solid foundation in reading in the early grades.
The district established a Learning Walk model to strengthen our supervision process. Learning Walks give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, which complements our formal observation and evaluation model.
The district has continued to develop its college and career pathways, which have expanded significantly over the past three years. This growth gives students more ways to explore their interests and plan for life after graduation, and it supports the work outlined in our Act 339 Guidance Plan.

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.

The district will continue to review technology use, with attention to balance that best supports learning. As part of this work, we plan to examine how devices are used across grade levels so that technology remains a purposeful tool for instruction.
The district will continue to examine how best to serve the growing number of migrant students within our English Language Development program. This includes looking closely at staffing, service delivery, and the supports needed for students who have gaps in their prior schooling.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
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	Exemplary

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

>

The District has established and grown a Community Network that regularly brings together 25+ local non-profit organizations. The network gives the district a consistent way to connect with and among community resources and to hear directly from partners about emerging needs.

Learning Walks have been added to the supervision process. They give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, and they complement our formal observation and evaluation model.

The District created Lion Legacy 2030 as an educational lens on desired capital projects. It was shaped through collaborative planning and conversations with faculty, administrators, and staff, so facilities decisions are grounded in what students and educators need.

The District provides differentiated professional development for teachers, matched to their specific roles, needs, and goals. This helps individual educators grow in areas that matter most to their classrooms while allowing effective practices to be shared across buildings.

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.

>

The District should further define its fiscal forecast so that projects from Lion Legacy 2030 can be sequenced and aligned with what is financially feasible. A clear picture of future resources will help the District prioritize with confidence and communicate realistic timelines to the community.

The District should create more opportunities for cross department and building level collaboration to strengthen instruction. Time and structures for teachers to plan, share practices, and look at student work across grade levels and content areas can improve consistency and support smoother transitions for students.

The District should continue to research, plan, and respond to the impact of artificial intelligence. This includes considering its implications for instruction, assessment, academic integrity, and student and staff readiness, so that decisions are thoughtful and keep pace with a rapidly changing landscape.

The District should continue to look for ways to more fully integrate the Profile of a Graduate into instructional delivery. Connecting the skills and dispositions in the Profile to daily classroom practice will help make it a working framework for teaching and learning rather than a standalone statement.

The District should continue to look for ways to connect with the community and increase student voice.

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
Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.	False
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.	False
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.	False
ELA growth is strong in every building. The growth index is 87 at the Upper Elementary, 100 at the Middle School, and 88 at the High School, and all three are improving.	False
ELA proficiency is well above the state average of 49.9 percent in every building: 87.6 percent at the High School, 77.9 percent at the Middle School, and 67.4 percent at the Upper Elementary. The High School meets the statewide goal of 81.1 percent.	False
Targeted student groups are showing on track ELA growth. Middle School students with IEPs have a growth index of 79, and Upper Elementary economically disadvantaged students have a growth index of 75. Both are improving.	False
Math growth is at or above expectations in every building. The growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School. Results are improving at all three buildings, including Algebra 1 at the High School.	False
Math proficiency is far above the state average of 41.7 percent. The High School (73.8 percent) and Upper Elementary (73.0 percent) both meet the statewide 2033 goal of 71.8 percent.	False
The share of students scoring Advanced in math ranges from 36.7 to 39.8 percent across buildings, more than double the state rate of 16.3 percent.	False

Elementary (K-5) program was developed for STEELS standards-aligned instruction.	False
All secondary courses are STEELS standards-aligned instruction.	False
Stakeholders repeatedly identified educators as one of the district's greatest assets. Teachers and staff are described as caring, professional, responsive, and committed to student success.	False
The most consistently referenced strength was the district's small size, which allows for individualized attention and meaningful connections. Stakeholders emphasized that small class sizes and overall enrollment create a personalized experience where students are well-known and supported.	False
A close-knit, supportive community emerged as a dominant and widely shared theme for the District. Respondents highlighted community pride, family involvement, and a shared commitment to education.	False
Academic excellence and rigor were frequently cited as core strengths. Stakeholders pointed to strong curriculum, high expectations, and student achievement outcomes.	True
Stakeholders value the breadth of opportunities available to students. This includes advanced coursework, arts programs, extracurricular activities, and innovative offerings.	False
Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.	True
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.	False
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.	False
The Title I Plan is in place at the Lower Elementary School and integrates reading support with instructional support for students identified through our MTSS process. This helps build a solid foundation in reading in the early grades.	False
The district established a Learning Walk model to strengthen our supervision process. Learning Walks give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, which complements our formal observation and evaluation model.	False
The district has continued to develop its college and career pathways, which have expanded significantly over the past three years. This growth gives	True

students more ways to explore their interests and plan for life after graduation, and it supports the work outlined in our Act 339 Guidance Plan.	
The District has established and grown a Community Network that regularly brings together 25+ local non-profit organizations. The network gives the district a consistent way to connect with and among community resources and to hear directly from partners about emerging needs.	True
Learning Walks have been added to the supervision process. They give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, and they complement our formal observation and evaluation model.	False
The District created Lion Legacy 2030 as an educational lens on desired capital projects. It was shaped through collaborative planning and conversations with faculty, administrators, and staff, so facilities decisions are grounded in what students and educators need.	True
The District provides differentiated professional development for teachers, matched to their specific roles, needs, and goals. This helps individual educators grow in areas that matter most to their classrooms while allowing effective practices to be shared across buildings.	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
Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.	False
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.	True
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.	False
Upper Elementary ELA proficiency is 67.4 percent against a 2033 state goal of 81.1 percent. Only 14.1 percent of students score Advanced, and Grade 3 Reading is 56.4 percent proficient or advanced.	False
Economically disadvantaged and Hispanic students trail in ELA at the Upper Elementary and Middle School. Economically disadvantaged proficiency is 45.5 percent and 63.6 percent, though improving. Hispanic proficiency is 43.5 percent and 55.6 percent, and is declining at both buildings.	False

Students with disabilities have low math proficiency in every tested building: 21.1 percent at the High School, 17.0 percent at the Middle School, and 31.6 percent at the Upper Elementary. Upper Elementary math growth for this group is 62.	False
Middle School math proficiency is 68.8 percent against a goal of 71.8 percent and is improving, but it is the only tested building not yet meeting the math goal.	False
Economically disadvantaged students score 42.4 percent at the Upper Elementary and 48.5 percent at the Middle School, and Combined Ethnicity students score 52.4 percent in Algebra 1 at the High School, about 21 points below the all student rate. All three results are below goal and improving.	False
Due to the waiver, we are awaiting data from the 2025-2026 assessment results.	False
There is a strong call to strengthen durable skills such as our Profile of a Graduate qualities.	True
Stakeholders identified opportunities to expand or rebalance programming, including career pathways, electives, arts, and athletics.	True
There is evidence for a continual examination and evaluation of instructional practices and resources supporting literacy and numeracy practices.	True
There is a desire to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics)	False
Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.	False
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.	False
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.	False
The district will continue to review technology use, with attention to balance that best supports learning. As part of this work, we plan to examine how devices are used across grade levels so that technology remains a purposeful tool for instruction.	False
The district will continue to examine how best to serve the growing number of migrant students within our English Language Development program. This includes looking closely at staffing, service delivery, and the supports needed for students who have gaps in their prior schooling.	False
The District should further define its fiscal forecast so that projects from Lion Legacy 2030 can be sequenced and aligned with what is financially feasible. A clear picture of future resources will help the District prioritize with confidence and communicate realistic timelines to the community.	True

The District should create more opportunities for cross department and building level collaboration to strengthen instruction. Time and structures for teachers to plan, share practices, and look at student work across grade levels and content areas can improve consistency and support smoother transitions for students.	False
The District should continue to research, plan, and respond to the impact of artificial intelligence. This includes considering its implications for instruction, assessment, academic integrity, and student and staff readiness, so that decisions are thoughtful and keep pace with a rapidly changing landscape.	True
The District should continue to look for ways to more fully integrate the Profile of a Graduate into instructional delivery. Connecting the skills and dispositions in the Profile to daily classroom practice will help make it a working framework for teaching and learning rather than a standalone statement.	False
The District should continue to look for ways to connect with the community and increase student voice.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.		False
There is a strong call to strengthen durable skills such as our Profile of a Graduate qualities.	The Profile of a Graduate was developed as a shared vision, but it has not yet been built into the everyday structures that shape instruction. Curriculum documents, lesson design, and assessment practices were largely written before the Profile existed, so the qualities it names are present in some classrooms through individual teacher effort but are not consistently planned for or measured. Without common language, clear indicators of what these skills look like at each grade level, and a way to gather evidence of growth, the Profile has remained an aspiration more than a working framework. The stakeholders feel these skills are important human-skills necessary for the world beyond school.	False
Stakeholders identified opportunities to expand or rebalance programming, including career pathways, electives, arts, and athletics.	The District's programming has grown in response to specific needs and opportunities over time, but it has not been reviewed as a whole against what students are asking for and what the community values.	True
There is evidence for a continual examination and evaluation of instructional practices and resources supporting literacy and numeracy practices.		False
The District should further define its fiscal forecast so that projects from Lion Legacy 2030 can be sequenced and aligned with what is financially feasible. A clear picture of future resources will help the District	Lion Legacy 2030 was created through collaborative planning to describe what students and educators need, and the vision has moved faster than the financial planning that would support it. The District	True

prioritize with confidence and communicate realistic timelines to the community.	has not yet connected the full scope of proposed capital projects to a multi-year forecast that accounts for debt service, state and federal funding, enrollment trends, and competing operating needs.	
The District should continue to research, plan, and respond to the impact of artificial intelligence. This includes considering its implications for instruction, assessment, academic integrity, and student and staff readiness, so that decisions are thoughtful and keep pace with a rapidly changing landscape.	Artificial intelligence is changing faster than the public education's ability to study it and adopt guidance, which is a challenge shared by schools everywhere. The District does not yet have a unified framework addressing instruction, assessment, academic integrity, data privacy, and staff and student readiness, so practices vary by classroom and department. Teachers have had common training and time to explore how these tools affect the way students learn and demonstrate understanding, and existing assessment and academic integrity policies were written for a different landscape. Without a coordinated approach and a regular review cycle, the District is responding to developments as they arise.	True
The District should continue to look for ways to connect with the community and increase student voice.	The District has built strong communication practices and a growing Community Network, but outreach has largely depended on existing channels and the groups already most engaged, without a coordinated plan for reaching community members who are less connected, such as local businesses, residents without children in the schools, and alumni. Student voice has been growing but there are gaps in opportunities.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic excellence and rigor were frequently cited as core strengths. Stakeholders pointed to strong curriculum, high expectations, and student achievement outcomes.	
Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.	
The district has continued to develop its college and career pathways, which have expanded significantly over the past three years. This growth gives students more ways to explore their interests and plan for life after graduation, and it supports the work outlined in our Act 339 Guidance Plan.	

The District has established and grown a Community Network that regularly brings together 25+ local non-profit organizations. The network gives the district a consistent way to connect with and among community resources and to hear directly from partners about emerging needs.	
The District created Lion Legacy 2030 as an educational lens on desired capital projects. It was shaped through collaborative planning and conversations with faculty, administrators, and staff, so facilities decisions are grounded in what students and educators need.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	New Hope-Solebury School District will surround every student with the mental health support, family partnership, and breadth of opportunity necessary for them to feel known, capable, and connected, regardless of the door through which they enter our schools.
	New Hope-Solebury School District will steward its people, facilities, and resources to ensure a safe, secure, and supportive environment in which every student and staff member can thrive.
	New Hope-Solebury School District will ensure all students master essential knowledge and skills through innovative, rigorous instruction that prepares them to thrive as confident, future-ready learners in college, career, and a diverse global society.
	The New Hope-Solebury School District will cultivate a transparent, collaborative, and deeply connected district ecosystem by establishing effective and reliable two-way communication, championing authentic student voices, and forging dynamic community partnerships that unite families, taxpayers, and local leaders in the shared mission of student success.

Goal Setting

Priority: New Hope-Solebury School District will steward its people, facilities, and resources to ensure a safe, secure, and supportive environment in which every student and staff member can thrive.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.		
Measurable Goal Nickname (35 Character Max)		
Operations, Talent, Resources Goal 1		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027–2028 school year, the New Hope-Solebury School District will develop a comprehensive planning document that integrates financial projections, the District’s Facility Conditions Assessment, and Lions Legacy initiatives to support coordinated, strategic, and long-term planning.	By the end of the 2028–2029 school year, the New Hope-Solebury School District will establish a clearly defined group of stakeholders and a consistent meeting structure to ensure the centralized planning document is regularly reviewed, updated, and utilized to guide financial and operational planning.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.		
Measurable Goal Nickname (35 Character Max)		
Operations, Talent, Resources Goal 2		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027–2028 school year, the District will continue to improve upon the foundation for a safe and secure learning environment by completing a districtwide physical security and safety assessment using PCCD/PA School Safety and Security criteria, developing a prioritized remediation list aligned to the capital plan, adopting a common Standard Response Protocol and all-hazards Emergency Operations Plan template for all	By the end of the 2028–2029 school year, the District will implement and standardize safety systems across all buildings by initiating priority remediation projects within fiscal capacity, fully implementing standardized Emergency Operations Plans and the Standard Response Protocol with documented drills and after-action reviews, updating transportation safety plans and family communication procedures, completing secure	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.

buildings, reviewing transportation and arrival/dismissal safety procedures, delivering an all-staff safety protocol overview, and establishing baseline data on drills, threat assessment referrals, Safe2Say activity, and transportation incidents to inform future planning.	entrance, visitor management, and supervision improvements coordinated with renovation projects, sustaining trained threat assessment teams, and using drill, threat assessment, and incident data to refine protocols and professional development.	
--	--	--

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.		
Measurable Goal Nickname (35 Character Max)		
Operations, Talent, Resources Goal 3		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027–2028 school year, the District will strengthen organizational capacity by completing a districtwide organizational capacity assessment, formalizing the Organizational Capacity Framework, establishing leadership pathways and mentoring structures for all employee groups, expanding workforce pipeline partnerships, and implementing a recurring districtwide self-evaluation process using recognized continuous improvement frameworks to establish baseline data and inform future planning	By the end of the 2028–2029 school year, the District will expand leadership development and organizational learning by, increasing employee-led professional learning and mentoring opportunities, strengthening workforce pipeline initiatives, expanding recurring school and district self-evaluation processes across all schools, and using employee engagement, organizational, and school improvement data to refine district practices and support continuous improvement.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.

Priority: New Hope-Solebury School District will ensure all students master essential knowledge and skills through innovative, rigorous instruction that prepares them to thrive as confident, future-ready learners in college, career, and a diverse global society.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence and Innovation Goal 1		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will utilize established structures to publish clear student and teacher AI expectations, facilitate parent education workshops and online resource center, initiate targeted professional development on critical thinking and process-focused assessments for secondary staff.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will review and update the AI Board Policy as needed, execute specialized PLC and District PD days focused on multi-disciplinary secondary PBL and process-focused rubrics, and begin updating the elementary general education and special areas digital citizenship curriculum maps.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District’s Profile of a Graduate qualities.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence and Innovation Goal 2		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will convene the cross-building POG alignment committee to draft the K-12 performance rubrics and descriptors, distribute the common instructional vocabulary guide to teaching staff.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will initiate curriculum gap audits across secondary academic departments, and facilitate general education grade-level meetings to map monthly pacing calendars that align with POG themes.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District’s Profile of a Graduate qualities.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding		

opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence and Innovation Goal 3		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will expand industry-based credentials and dual enrollment opportunities.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will establish structured grade-level community service and civic outreach frameworks across all buildings.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.

Priority: New Hope-Solebury School District will surround every student with the mental health support, family partnership, and breadth of opportunity necessary for them to feel known, capable, and connected, regardless of the door through which they enter our schools.

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.		
Measurable Goal Nickname (35 Character Max)		
Student Supports, Services, Opportunities Goal 1		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will complete a behavioral health assessment of the district.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will begin enacting the recommendations of the behavioral health assessment conducted in Year 1.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.		
Measurable Goal Nickname (35 Character Max)		
Student Supports, Services, Opportunities Goal 2		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will implement ParentSquare.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will increase opportunities for parent involvement.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.		
Measurable Goal Nickname (35 Character Max)		
Student Supports, Services, Opportunities Goal 3		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will expand unified athletic programming for general education and special education students to participate collaboratively.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will expand student ability to provide input into district programming through student advisory to include multiple stakeholders.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.

Priority: The New Hope-Solebury School District will cultivate a transparent, collaborative, and deeply connected district ecosystem by establishing effective and reliable two-way communication, championing authentic student voices, and forging dynamic community partnerships that unite families, taxpayers, and local leaders in the shared mission of student success.

Outcome Category
Post-secondary transition to school, military, or work
Measurable Goal Statement (Smart Goal)

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.		
Measurable Goal Nickname (35 Character Max)		
Community & Partnerships Goal 1		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will establish a structure for a Community & Career Partnership Hub, develop the framework for tracking alumni outcomes, and identify existing partnerships.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will expand the partnership hub, implement an alumni tracking system, and implement and strengthen community partnerships.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure student voice is consistently represented across the District.		
Measurable Goal Nickname (35 Character Max)		
Community & Partnerships Goal 2		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will develop the structure and framework for student advisory engagement and a food service survey, while increasing opportunities for more student engagement.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will implement and expand regular student advisory opportunities, peer mentorship, and student leadership across the District and Schools.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure

		student voice is consistently represented across the District.
--	--	--

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.		
Measurable Goal Nickname (35 Character Max)		
Community & Partnerships Goal 3		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will establish and implement foundational communication and service practices (including the transition to ParentSquare) at District, Secondary, and Elementary levels.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will strengthen and expand communication practices, accountability, and engagement through consistent and relevant communication practices across all levels.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.

Action Plan

Measurable Goals

Operations, Talent, Resources Goal 1	Operations, Talent, Resources Goal 2
Operations, Talent, Resources Goal 3	Academic Excellence and Innovation Goal 1
Academic Excellence and Innovation Goal 2	Academic Excellence and Innovation Goal 3
Student Supports, Services, Opportunities Goal 1	Student Supports, Services, Opportunities Goal 2
Student Supports, Services, Opportunities Goal 3	Community & Partnerships Goal 1
Community & Partnerships Goal 2	Community & Partnerships Goal 3

Action Plan For: Navigate AI's Impact on Education

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research.		2027-06-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators	Scholarly Research on K-12 AI, Board Policy	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape. Research, train, and implement best instructional practices for building deep student critical thinking. Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product. Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer		2027-07-01	2030-06-30

collaboration. Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Secondary Building Principals	Scholarly Research on K-12 AI, Board Policy	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively. Update the general education and special areas curricula to integrate modern digital citizenship units. Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Elementary Building Principals	Scholarly Research on K-12 AI, Board Policy	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Creation of AI Guidelines Creation of AI Board Policy Implementation of AI Fluency instruction Parent Information Sessions Online Parent Resources	Director of Education Director of District Operations AI Think Tank Committee Attendance of trainings, meetings, and feedback surveys

Action Plan For: Build Durable Skills in Every Grade

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District’s Profile of a Graduate qualities.

Action Step	Anticipated Start Date	Anticipated Completion Date
At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands. Convene a cross-	2027-07-01	2030-06-30

building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers. Train teachers on multi-disciplinary strategies for integrating durable skills. Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators	Scholarly Research on durable skills	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, examine and revise curriculum maps to provide explicit opportunities for secondary students to demonstrate the qualities of the Profile of a Graduate. Audit existing middle and high school curriculum maps across all academic departments to identify current baselines and gaps where POG traits can be natively embedded. Revise secondary course syllabi, unit maps, and/or Canvas course layouts to feature performance tasks and/or reflection activities that measure POG qualities.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Secondary Building Principals	Scholarly Research on durable skills Curriculum Maps	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, expand the lessons from the elementary Wellness Special to the general education classroom to embed lessons related to the qualities of the Profile of a Graduate. Facilitate meetings of general education grade-level teams and Wellness Specialist to design a monthly pacing calendar that aligns homeroom morning meetings with current Wellness Special POG themes. Integrate explicit Profile of a Graduate durable skill vocabulary and activities directly into daily classroom instruction. Leverage Profile of a Graduate qualities to support foundational literacy and numeracy skill development.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Elementary Building Principals	Scholarly Research on durable skills Curriculum Maps	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Profile of Graduate Toolkit K-12 Scope and Sequence of Technology and Digital Literacy Skills Updated Curriculum Maps	Leadership Team Annually Walk Throughs, Surveys

Action Plan For: Prepare Graduates for the World Beyond Our Walls

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, expand global connectedness through exploration, exchange, and cross-cultural learning at all grade levels. Increase global exploration opportunities through travel and/or exchange programs at the secondary level. Introduce age-appropriate global awareness experiences in K-5 classrooms.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Principals	Best Practices Travel and Exchange Partnerships	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, expand global connectedness through exploration, exchange, and cross-cultural learning at all grade levels. Increase global exploration opportunities through travel and/or exchange programs at the secondary level. Introduce age-appropriate global awareness experiences in K-5 classrooms. At the District Level, cultivate civic duty and community service through grade-level service learning and outreach. Organize annual, grade-level community service and civic outreach projects across K-5 that connect classroom thematic learning with identified local and global community needs. Increase offerings of service learning opportunities at the secondary level.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Principals	Best Practices Travel and Exchange Partnerships	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date
--------------------	-------------------------------	------------------------------------

At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students. Embed high-demand, industry-recognized credential options into the high school program of studies. Expand dual-enrollment opportunities for students. Develop and expand student internship placements with local and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Secondary Principals	Best Practices Training for Industry-Recognized Credential Programs	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased global opportunities Increased industry-recognized credentials earned by students Student Exchange Program implementation	Leadership Team Annually

Action Plan For: Build Trauma-Informed Wellness Supports

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, establish a coordinated, K-12 framework for staff and family education on social media’s mental health impact, digital wellbeing, and accessible, multi-tiered mental health support. Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway. Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources. Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub. Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.		2026-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

District Administrators Building Principals	MTSS resources	Yes	No
--	----------------	-----	----

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, build structured, non-graded opportunities and daily coping-skills instruction that let students recover, reflect, and connect during the school day. Establish indoor and outdoor sensory/break spaces and time at the secondary level, with attention to designated safe outdoor areas and existing space constraints. Launch a student peer helper program. Equip coaches and teachers to recognize signs of student stress and to build coping skills.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Secondary Principals	Student mental health resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, lay the foundation for lifelong wellness habits, coping skills, and age-appropriate technology literacy among the youngest learners. Introduce age-appropriate digital citizenship and self-regulation lessons within existing wellness programming. Expand the sensory/break space concept at elementary buildings, as developmentally appropriate. Embed foundational, developmentally appropriate coping-skills routines (e.g., breathing and self-regulation practices) into daily classroom life.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Elementary Principals	Student Social Emotional Intelligence Resources Digital Citizenship Resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Sensory break stations Digital Citizenship Curriculum Community & Career Partnerships Hub	Administration Annual Surveys/Observations PAYS and Discipline Data

Action Plan For: Strengthen the Home-School Partnership

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, strengthen family access to information and education through multilingual resources, clear explanations of services, and a coordinated family education series. Translate newsletters and key communications into Spanish and other home languages represented in the community, supported by a designated multilingual family liaison. Produce short instructional videos demonstrating processes such as registration and athletic forms. Publish clear, accessible, and grade-level appropriate information on IEPs, 504 Plans, and GIEPs for all families, supported by a shared family-facing glossary of terms and advocacy training for students and parents navigating gifted, special education, and English Language services. Plan and deliver a coordinated family education series with themed sessions.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Principals	Best practices in Special Education	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, expand technology and academic support resources for secondary families. Establish a tutoring bank of retired teachers, community members, and older students to support struggling students. Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Secondary Principals	Academic Support Resources	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, build early, in-classroom family engagement pathways. Expand parent involvement in the classroom, including structured volunteer roles. Increase parent involvement in academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance.		2027-07-01	2030-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Elementary Principals	Family Engagement materials	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Family Engagement Events Tutoring Resources Family Instructional Videos	Administration Annually Surveys

Action Plan For: Expand Opportunities for Every Student

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, broaden the range and equity of access to extracurricular, athletic, and specialized programming. Use results from the annual student survey to guide new club, activity, and athletic offerings, including non-competitive options such as yoga, dance, music, art, and board games. Move athletic department budgeting from reactionary, line-item decisions to proactive, multi-year planning, including a contingency allocation for emerging program needs. Require and fund coach certification and training. Continue the three-tier MTSS support model.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Principals	MTSS resources	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, build connective programming across the middle and high school. Involve students directly in planning spirit week, assemblies, and activities, tying programming to the Profile of a Graduate, with intentional rotation of planning roles across different student groups each year to broaden leadership access. Stabilize and expand middle school athletic offerings for coaching consistency and multi-sport participation, including shared events, such as joint	2027-07-01	2030-06-30

pep rallies or combined clubs, that connect middle and high school athletes.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Secondary Building Principals	Student Groups	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, build early exposure to community connection. Host a community youth sports open house for Lower and Upper Elementary students, featuring current student-athlete representatives from each program, potentially integrated into school events. Increase in-school buddy activities to support inclusivity and belonging. Encourage high school students, including those not already involved in an established club, to mentor and support elementary-level activities, sports, and clubs.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Elementary Building Principals	Student Groups	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Annual Student Survey	Administration Survey Annual

Action Plan For: Plan for Capital Projects

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.

Action Step	Anticipated Start Date	Anticipated Completion Date
At the District Level, create and review a document that combines fiscal projections for 1, 3, and 5 years out, a facility conditions assessment, and Lion Legacy initiatives. This document serves as a centralized guide for Operations and Finance. Develop a team of stakeholders to support the development of the District's comprehensive capital projects plan and identify the information and resources needed for long-range planning. Compile and review capital planning information including the District's Facility Conditions Assessment, Lion Legacy 2030 initiatives, anticipated facility and capital needs, estimated project costs, and 1-, 3-, and 5-year fiscal projections. Develop a process for prioritizing capital projects based	2027-07-01	2030-06-30

on safety, facility conditions, educational and operational needs, estimated costs, available funding, and long-term financial sustainability, while maintaining flexibility to address emerging District priorities. Develop a comprehensive capital projects plan that identifies prioritized projects, estimated costs, anticipated timelines, and funding sources, and aligns capital needs with the District's long-range financial capacity. Establish an ongoing review and update process to monitor capital projects, reassess priorities, update costs and timeline, evaluate financial resources, and revise the plan as District needs evolve.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Principals	District's Facility Conditions Assessment, Lion Legacy 2030, fiscal projections	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Comprehensive Planning Document	Director of Operations Ongoing

Action Plan For: Strengthen Safety and Security

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.

Action Step	Anticipated Start Date	Anticipated Completion Date
At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training. Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan. Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement. Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings. Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces.	2027-07-01	2030-06-30

Incorporate identified improvements into facility renovation and capital planning as needed. Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Operations Safety and Security personnel	Safety and Security resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
comprehensive districtwide safety and security program Emergency Operations Plans and Standard Response Protocols	Districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria

Action Plan For: Build Organizational Capacity

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, establish a districtwide framework that supports employee leadership, professional growth, mentoring, collaboration, succession planning, and the continuity of critical organizational knowledge. Assess districtwide professional learning, leadership opportunities, employee engagement, and organizational needs to establish priorities and baseline measures for improvement. Develop and implement a districtwide leadership and professional growth framework that provides employees across all employee groups with opportunities for leadership, mentoring, collaboration, professional learning, and career growth. Develop and maintain a districtwide knowledge-sharing and succession process that identifies critical functions, documents essential procedures, encourages cross-training and collaboration, and supports continuity during staffing transitions. Develop pathways that connect students, alumni, and current employees with future employment and career-growth opportunities within NHSD.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Human Resources District Administration	HR resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Districtwide Framework	Administration Surveys

Action Plan For: Grow Community Partnerships

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, establish a centralized “Community & Career Partnerships Hub” to systematically recruit, vet, coordinate, and maintain formal relationships with regional businesses, higher education institutions, alumni, and civic organizations in collaboration with schools. Establish the framework, structure, and processes for a centralized and digital Community & Career Partnerships Hub, including identifying key partnership opportunities and priorities. Implement and expand the Hub by strengthening community and career partnerships, establishing clear points of contact, and creating opportunities for meaningful collaboration through initiatives such as an annual Partnership Pitch Day. Develop a centralized approach for empowering students to connect directly with meaningful community-based learning and career opportunities through the Partnerships Hub. Evaluate participation and track outcomes to ensure the system is accessible, effective, and aligned with student, partner, and District needs.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration	Community resources and organizations	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, implement a comprehensive “Alumni Success Tracking System” to systematically monitor and evaluate the long-term impact and effectiveness of District academic pathways and post-secondary preparation, fostering long-term and ongoing collaboration. Develop the framework and processes for		2027-07-01	2030-06-30

tracking alumni outcomes and maintaining meaningful connections with graduates. Implement and expand the tracking system, using alumni information and feedback to better understand post-secondary pathways and student outcomes. Evaluate the information collected and use insights to inform and strengthen District programs, post-secondary preparation, and ongoing alumni engagement in collaboration with District administration.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration Secondary Building Principals	Alumni connections Tracking systems	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, expand community partnership network to flow into the elementary level, strengthening existing and fostering new collaborations and connections. Identify existing elementary-level partnerships and establish a framework for expanding community connections and opportunities. Strengthen and expand community partnerships that create meaningful opportunities for elementary students to engage with and contribute to the broader community, including through experiences with grade-level service learning. Evaluate and sustain successful partnerships while identifying new opportunities that enrich the elementary experience through meaningful civic engagement, community connections, and hands-on learning experiences.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration Elementary Building Principals	Community partnerships	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Community & Career Partnerships Hub Partnership Pitch Day Alumni Success Tracking System	Administration Annual

Action Plan For: Amplify Student Voice

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure student voice is consistently represented across the District.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, establish a sustainable structure for ongoing student input and dialogue with District leadership, creating meaningful opportunities for students to contribute perspectives on District priorities, decisions, communications, and initiatives. Establish a structured framework for student advisory engagement, including defined membership, roles, and processes, to ensure the consistent collection, consideration, and evaluation of diverse student perspectives in collaboration with building leadership, district administration, and the Board of Directors. Establish consistent opportunities for students to share feedback, develop solutions, and advocate for meaningful improvements within their schools and the broader district community through an annual student survey, civic engagement, presentations, and collaborations. Expand K-12 opportunities that foster cultural understanding, respect for diverse perspectives, and meaningful connections across the school and broader community.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration	Student Groups	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, strengthen structures for student voice, peer connection, and leadership, creating meaningful opportunities for students to contribute to school operations, activities, and culture. Create meaningful opportunities for diverse student perspectives to be shared with and inform school leadership through staff advocacy to support opportunities to foster connection, collaboration, social-emotional development, and inclusion. Create dedicated forums and student-to-student mentorship opportunities at both the Middle School and High School levels to validate student perspectives and connection, specifically student groups that have been traditionally marginalized. Strengthen student leadership and voice by creating meaningful opportunities for students to shape school culture, share ideas, and contribute to the broader school community through student-led initiatives and speaker series.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement	Student Groups	No	No

Manager District Administration Secondary Building Principals			
--	--	--	--

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, expand developmentally appropriate opportunities for students to share their perspectives, practice self-advocacy, and contribute to their school community. Pilot developmentally appropriate student voice opportunities, including classroom town halls and building-level Principal Advisory Councils. Expand student voice and leadership opportunities across the elementary level, incorporating student input into school experiences, shared spaces, and annual career and community-focused activities.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration Elementary Building Principals	Student Groups	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Principal Advisory Councils Student Advisory Groups	Administration Ongoing meetings Surveys

Action Plan For: Strengthen Communication and Service

Measurable Goals:
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.

Action Step	Anticipated Start Date	Anticipated Completion Date
At the District Level, strengthen and align communication practices by streamlining digital tools, establishing consistent communication expectations, and providing clear, timely, accessible, accurate, and engaging information to families and the community. Foster a strong culture of service by building shared expectations around responsiveness, collaboration, professionalism, and a commitment to supporting others across the District. Establish and implement foundational communication and service practices (including the transition to ParentSquare), consistent communication expectations including accessibility and accuracy, an accessible and	2027-07-01	2030-06-30

comprehensive District calendar, regular Board and budget updates, and professional learning focused on a culture of service. Strengthen and expand communication practices while increasing proactive public relations efforts that highlight student voice, achievements, events, community partnerships, and opportunities for families and community members to engage and volunteer. Evaluate and refine communication and service practices to ensure they are sustainable, accessible, transparent, and embedded in the District's culture, while expanding outreach and engagement with the broader New Hope-Solebury community, including alumni, senior citizens, civic organizations, and other community partners.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration	Communication resources ParentSquare	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, strengthen and align communication practices by establishing clear, consistent expectations for the use of digital platforms to support academic, extracurricular, student, and family communication through district-approved digital tools. Foster a culture of responsiveness and service through predictable, timely, and accessible communication that promotes student responsibility, while keeping families informed and connected. Establish clear and consistent communication expectations across the secondary schools, including aligned use of digital platforms for academic and extracurricular communication, predictable academic updates, and clear processes for communicating student needs with families. Strengthen implementation and accountability around these practices while expanding proactive communication with students, families, and the broader community to increase awareness, engagement, and connection with secondary school programs and activities, including athletics and extracurricular activities. Evaluate and refine secondary communication practices to ensure they are consistent, sustainable, and responsive, including establishing dependable processes for communicating with families when students are experiencing academic, social-emotional, or other support needs.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration Secondary Building Principals	Communication resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, strengthen communication and service practices by establishing clear, consistent, and family-friendly approaches to sharing information and connecting with families. Foster a welcoming and responsive school culture where every family feels informed, valued, supported, and a meaningful part of the school community. Establish clear and welcoming communication practices for elementary families, including consistent use of communication platforms, accessible resources, and onboarding support to help families understand how to connect with their school and access information and support. Strengthen family engagement and connection by expanding opportunities for teachers to engage families through consistent, meaningful communication about group-level and individual student learning, as well as overall school experiences. Evaluate and refine communication and engagement practices to ensure they are sustainable, inclusive, and responsive, with a continued focus on ensuring every elementary family feels informed, supported, connected, and part of the Lion community.		2027-07-01	2030-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Manager District Administration Elementary Building Principals	Communication resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent communication practices utilizing ParentSquare	Administration Annual Survey

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Navigate AI's Impact on Education	At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research.
Navigate AI's Impact on Education	At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape. Research, train, and implement best instructional practices for building deep student critical thinking. Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product. Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer collaboration. Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.
Navigate AI's Impact on Education	At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively. Update the general education and special areas curricula to integrate modern digital citizenship units. Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.
Build Durable Skills in Every Grade	At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands. Convene a cross-building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers. Train teachers on multi-disciplinary strategies for integrating durable skills. Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.
Prepare Graduates for the World Beyond Our Walls	At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students. Embed high-demand, industry-recognized credential options into the high school program of studies. Expand dual-enrollment opportunities for students. Develop and expand student internship placements with local

	and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.
Build Trauma-Informed Wellness Supports	At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support. Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway. Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources. Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub. Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.
Strengthen Safety and Security	At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training. Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan. Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement. Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings. Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces. Incorporate identified improvements into facility renovation and capital planning as needed. Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.

Artificial Intelligence

Action Step
At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national

organizations focused on AI in education to stay current on emerging practices, tools, and research.

- At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape. Research, train, and implement best instructional practices for building deep student critical thinking. Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product. Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer collaboration. Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.
- At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively. Update the general education and special areas curricula to integrate modern digital citizenship units. Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.

Audience

K-12 Faculty

Topics to be Included

Artificial Intelligence literacy and ethical uses, AI-resilient instructional and assessment practices, project-based learning, critical thinking

Evidence of Learning

Enhanced Instructional and Assessment Practices

Lead Person/Position

Director of Education

Anticipated Start

2027-07-01

Anticipated Completion

2030-06-30

Learning Format

Type of Activities

Inservice day

Frequency

Multiple

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Profile of a Graduate Durable Skills

Action Step

- At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands. Convene a cross-building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers. Train teachers on multi-disciplinary strategies for integrating durable skills. Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate

essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.		
Audience		
K-12 Faculty		
Topics to be Included		
Profile of a Graduate qualities, self reflection practices, curriculum mapping		
Evidence of Learning		
Inclusion of durable skills into instructional practices and updated curriculum maps		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Education and Principals	2027-07-01	2030-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Industry-Recognized Credentials

Action Step		
At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students. Embed high-demand, industry-recognized credential options into the high school program of studies. Expand dual-enrollment opportunities for students. Develop and expand student internship placements with local and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.		
Audience		
High School Teachers (as applicable)		
Topics to be Included		
Technology Education, Engineering, Manufacturing skills that can produce industry-recognized credentials		
Evidence of Learning		
Teachers receiving certifications to administer credential exams; Students earning credentials		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Education	2027-07-01	2030-06-03

Learning Format

Type of Activities	Frequency
Workshop(s)	Multiple
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Trauma-Informed Practices

Action Step		
At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support. Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway. Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources. Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub. Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.		
Audience		
K-12 Teachers		
Topics to be Included		
Trauma-informed practices		
Evidence of Learning		
Enhanced classroom management strategies and student support services		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services	2027-07-01	2030-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Safety and Security Protocols

Action Step
At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training. Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan. Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement. Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings.

Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces. Incorporate identified improvements into facility renovation and capital planning as needed. Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.

Audience

All employees

Topics to be Included

Safety and security protocols

Evidence of Learning

Informed practices

Lead Person/Position

Director of District Operations

Anticipated Start

2027-07-01

Anticipated Completion

2030-06-30

Learning Format

Type of Activities

Inservice day

Frequency

Multiple

Observation and Practice Framework Met in this Plan

- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism
- 2e: Organizing Physical Space
- 2c: Managing Classroom Procedures

This Step Meets the Requirements of State Required Trainings

Communications Activities

Growing Partnerships

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- At the District Level, strengthen family access to information and education through multilingual resources, clear explanations of services, and a coordinated family education series. Translate newsletters and key communications into Spanish and other home languages represented in the community, supported by a designated multilingual family liaison. Produce short instructional videos demonstrating processes such as registration and athletic forms. Publish clear, accessible, and grade-level appropriate information on IEPs, 504 Plans, and GIEPs for all families, supported by a shared family-facing glossary of terms and advocacy training for students and parents navigating gifted, special education, and English Language services. Plan and deliver a coordinated family education series with themed sessions. - At the Secondary Level, expand technology and academic support resources for secondary families. Establish a tutoring bank of retired teachers, community members, and older students to support struggling students. Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home. - At the Elementary Level, build early, in-classroom family engagement	District Families, Local Organizations	Partnership Pitch Day, Community and Partnership Hub, Tutor Lists	Public Relations and Community Engagement Manager	07/01/2026	06/30/2030

pathways. Expand parent involvement in the classroom, including structured volunteer roles. Increase parent involvement in academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance. At the District Level, establish a centralized "Community & Career Partnerships Hub" to systematically recruit, vet, coordinate, and maintain formal relationships with regional businesses, higher education institutions, alumni, and civic organizations in collaboration with schools. Establish the framework, structure, and processes for a centralized and digital Community & Career Partnerships Hub, including identifying key partnership opportunities and priorities. Implement and expand the Hub by strengthening community and career partnerships, establishing clear points of contact, and creating opportunities for meaningful collaboration through initiatives such as an annual Partnership Pitch Day. Develop a centralized approach for empowering students to connect directly with meaningful community-based learning and career opportunities through the Partnerships Hub. Evaluate participation and track outcomes to ensure the system is accessible, effective, and aligned with student, partner, and District needs.					
---	--	--	--	--	--

Communications

Type of Communication	Frequency
Email	Weekly/Monthly
Posting on district website	Regular
Presentation	As needed

Lions Parent Classroom

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research. - At the Secondary Level, expand technology and academic support resources for secondary families. Establish a tutoring bank of retired teachers, community members, and older students to support struggling students. Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home. - At the Elementary Level, build early, in-classroom family engagement pathways. Expand parent involvement in the classroom, including structured volunteer roles. Increase parent involvement in	District Families	Technology, Artificial Intelligence, Student Wellness, Home-School Connections	Public Relations and Community Engagement Manager	07/01/2027	06/30/2030

academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance.					
--	--	--	--	--	--

Communications

Type of Communication	Frequency
Presentation	As needed

Lions Legacy 2030

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
At the District Level, create and review a document that combines fiscal projections for 1, 3, and 5 years out, a facility conditions assessment, and Lion Legacy initiatives. This document serves as a centralized guide for Operations and Finance. Develop a team of stakeholders to support the development of the District's comprehensive capital projects plan and identify the information and resources needed for long-range planning. Compile and review capital planning information including the District's Facility Conditions Assessment, Lion Legacy 2030 initiatives, anticipated facility and capital needs, estimated project costs, and 1-, 3-, and 5-year fiscal projections. Develop a process for prioritizing capital projects based on safety, facility conditions, educational and operational needs, estimated costs, available funding, and long-term financial sustainability, while maintaining flexibility to address emerging District priorities. Develop a comprehensive capital projects plan that identifies prioritized projects, estimated costs, anticipated timelines, and funding sources, and aligns capital needs with the District's long-range financial capacity. Establish an ongoing review and update process to monitor capital projects, reassess priorities, update costs and timeline, evaluate financial resources, and revise the plan as District needs evolve.	District Stakeholders	Capital Projects	District Administration	07/01/2027	06/30/2030

Communications

Type of Communication	Frequency
Presentation	As needed
Brief	As needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date