



Nazareth Area School District



Strategic Plan
2008-2014

**EXECUTIVE
SUMMARY**

SEPTEMBER 2008

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Nazareth Area School District **ORGANIZATION OVERVIEW** 2008 - 2014 STRATEGIC PLAN

PROFILE

- The Nazareth Area School District is located near the eastern border of Pennsylvania, in Northampton County.
- The District is immediately north and west of the cities of Bethlehem and Easton, and includes the Boroughs of Nazareth, Stockertown, and Tatamy, and the Townships of Bushkill, Upper Nazareth, and Lower Nazareth.
- There are approximately 45,000 residents in the School District with increases in populations expected due to new housing construction.
- The School District is a combination of rural and suburban areas with farming, industrial, and professional work sites throughout the area.
- The School District enrollment is approximately 5,700 students within three elementary schools, a middle school, and a high school.
- The elementary schools include grades K-5, with an enrollment of 2,000.
- The middle school houses grades 6, 7, and 8, with an enrollment of 1,233 students, and the high school, with grades 9, 10, 11, and 12, has an enrollment of 1,640 students.
- In school year 2009-2010, the district will be reconfigured to have three K-3 Elementary Schools, one Grades 4-6 Intermediate School, one Grade 7-8 Middle School and one grade 9-12 High School.
- The 2008-2009 budget totals \$61,671, 701 with a real estate tax of 44.24 mills of assessed value, a real estate transfer tax of .5%, and an earned income tax of .7%.
- Information regarding the School District can be obtained by accessing the District website - www.nazarethasd.k12.pa.us

FOCUS OF THE SCHOOL DISTRICT

- The mission statement of the Nazareth Area School District is to Focus on Learning, Build Character, and Shape the Future.
- The emphasis at the elementary level is on linguistic and numeric literacy, with exploratory studies in the middle school, and post-secondary education, workforce preparation, along with diverse advanced placement and elective offerings in the high school.
- Curriculum, Instruction and Assessments are aligned with Pennsylvania Academic Standards.
- Student progress on the standards is monitored, used for instruction, program evaluation and is communicated to parents.
- Pennsylvania Standardized Assessment Tests are given in grades 3 through 8, and 11, in addition to PSAT, SAT, and ACT exams given at the high school level.

- Nazareth students consistently score above the state averages and above the NCLB targeted percentages for students scoring proficient or advanced, with the exception of the IEP subgroup.
- Technology is used extensively for instruction and data management.
- The Nazareth Area Blue Eagle Foundation develops, promotes, and finances programs to enhance the quality of education and provides our community with extended learning opportunities within the District.
- The Nazareth Memorial Library supplements libraries in each school.
- The majority of students pursue post-secondary education at local colleges, such as Northampton Community College, Lafayette, Lehigh, Moravian, Muhlenberg, DeSales, Cedar Crest, Kutztown and East Stroudsburg, which are easily accessible to the Nazareth community, in addition to other colleges and universities.

PERSONNEL

Nazareth Area School District is a mid-size district. The Nazareth Board of School Directors strives to provide high quality educational programs and personnel to the district. Presently, the district employs approximately 28 administrators (Educational and Support), 326 professional staff (teachers and educational specialists) and 190 full-time and 14 part-time support staff.

The Nazareth Area School District prides itself on the quality and experience of its staff. Approximately 57% of the professional staff holds at least a Master's Degree in Education.

- **355** educators (245 female/110 male)
- **24** have less than a year of experience
- **213** have 2 to 10 years of experience
- **67** have 11 to 20 years of experience
- **26** have 21 to 30 years of experience
- **25** have over 30 years of experience

Professional Development is offered to staff during 10 in-service days. In addition to the growth opportunities provided within the District, approximately 350 staff members attend conferences each year. 99.4% of the district's professional staff is considered "Highly Qualified" under the "No Child Left Behind" guidelines. Emergency certified staff are employed in very rare situations where highly-qualified staff cannot be found.

FINANCE

Fiscal stewardship is the keystone of school governance for the Nazareth Area School District. With 72.5% of the district revenues derived from local sources, the district diligently strives to balance the needs of our students with the community's ability to support those needs. In this effort, the district participates in numerous cost-saving consortiums to address high cost areas such as medical benefits. Such measures have allowed the district to continue with high quality programs, facilities, resources, and personnel. The district's 2008-09 budget is \$61,671,701.

The district has done long range financial planning for the past eight years. We receive approximately \$2.1M in grants from various sources. The 2007-08 and 2008-09 budgets are balanced. The district's financial procedures and reporting are in compliance with the required accounting standards, federal and state laws.

EDUCATIONAL GOALS

The educational goals are in keeping with those in section 4.11 of Chapter 4 regulations. The organizational goals were decided through a consensus building process with the involvement of the Board of School Directors, administration, staff, parents, community and the Nazareth Area School District Advisory Committee.

The educational goals were identified through a need assessment process involving an analysis of district, state, and national data regarding the present status of our students and their future needs in our society. The organizational goals for professional development, assessment, improvement of student achievement and provision of additional instructional opportunities were selected in alignment with the requirements of the strategic planning guidelines. Conclusions from the need assessment analysis drove the selection of the goals in instructional practice and technology. The needs assessment analysis included a review of the following information:

- PSSA data
- Commercial test data
- Enrollment figures and projections
- Staffing information
- Daily attendance information
- District fiscal information
- Curriculum and instruction information
- Opinionaires of perceived needs from staff, student, parents, and the community
- Local, state, and national trend data on projected jobs available and skills needed by business and industry

After a review of the need assessment data, current research, and the requirements of Chapter 4, the district selected learning goals. The district learning goals encompass all subject areas and are deemed critical skills for students to have prior to graduation. Specific subject area learning goals were developed to guide curriculum and assessment in each content field.

Together with staff, parents, families and community, the Nazareth Area School District will provide opportunities to obtain the following district learning goals:

- Acquire knowledge and skills in the following areas:
 - Reading, writing, speaking and listening
 - Mathematics
 - Science and technology
 - Environment and ecology
 - Social studies (civics, government, geography, economics, and history)
 - Arts and humanities
 - Career education and work
 - Health, safety and physical education

- Family and consumer science
- World languages
- Develop higher order skills
- Develop Twenty-first Century Skills
- Be prepared for the post-secondary program of their choice

ORGANIZATIONAL GOALS

In addition to educational goals, the district has established goals in areas that support the educational program and organizational effectiveness:

- To utilize technology as an administrative and instructional tool
- To involve and partner with parents, the community, and business on district initiatives, programs, and planning
- To employ a variety of communication tools and procedures to increase and expand communication within the district and broad educational community
- To have annual budgets and a long-range financial plan that will enable the district to promote the success of all students while being fiscally responsible.
- To provide the support services necessary for the educational program.

Nazareth Area School District VISION/MISSION/BELIEFS 2008 - 2014 STRATEGIC PLAN

VISION

The Nazareth Area School District vision is excellence in student learning which utilizes challenging curriculum, dynamic instruction, technology, the workplace and community. Our students will become collaborative, competitive, resourceful, and constructive citizens. Our community values of responsibility, honesty, appreciation for diversity and a strong work ethic will be central in our schools. The community, students, and teachers will work together to demonstrate life-long learning.

MISSION

Focus on Learning Build Character Shape the Future

The mission of the Nazareth Area School District is to provide students with a comprehensive, challenging, standards-based educational program, which includes a **focus on learning**, the **building of character**, the development of skills and competencies necessary to be successful in life and to **shape the future**. The program will be delivered in a safe and orderly environment and will include a pre-K –12 articulated curricula, research-based classroom best practice, and the integration of technology. The district will work collaboratively with all stakeholders to efficiently and effectively use school and community resources responsibly.

CORE BELIEFS AND SHARED VALUES

We believe:

1. Education is a lifelong process to prepare all students to become responsible, contributing citizens of an ever-changing global society.
2. Instructional strategies should accomplish these goals:
 - a) Recognize diverse learning styles and needs of all students.
 - b) Challenge all students to develop to their fullest potential.
3. Responsibility for education should be shared among students, parents, educators and the community.
4. Assessment is an ongoing process which measures, reinforces, and guides instruction using a variety of methods with high expectations for all.
5. All students and staff should be provided with a safe and secure school environment.
6. By holding students to high academic standards they will be equipped with the necessary knowledge, communication skills and attitudes to pursue further education and/or enter the workplace.
7. All students can learn and that learning is a shared responsibility in a community of lifelong learners.
8. In the inherent worth of every individual and that everyone in our community deserves to be treated with dignity and respect. This belief forms our standard of social conduct.
9. That the community is made up of diverse individuals living in a competitive environment working together for the betterment of the entire community.

Nazareth Area School District **STRATEGIC PLANNING PROCESSING** 2008 - 2014 STRATEGIC PLAN

TIMELINE OF EVENTS

The following timeline of events chronicles a yearlong process toward the completion of the Nazareth Area School District's 2008 - 2014 Strategic Plan.

Spring/Summer 2007

- Attended a general overview of the e-Strategic Planning Tool.
- Started initial phases of the strategic planning process.
- Distributed the results of the needs assessment conducted in 2006.

Fall 2007

- Established a core team to guide the Strategic Planning Process.
- Reviewed the e-Strategic Planning Tool and identified administrators and authors for each section.
- Reviewed the results of staff, student, parent and community surveys.

October/November 2007

- Announced the Strategic Planning process.
- Invited parents, community, and business members to participate in the Nazareth Area School District Advisory Committee (NASDAC) and later appointed NASDAC members to serve as the Strategic Planning Steering Committee.
- Elected staff members to the Strategic Planning Steering Committee.
- Finalized the Strategic Planning Steering Committee membership and scheduled the first committee meeting.

November/December 2007

- Registered plan authors for the e-Strategic Planning Tool, who established action teams and identified liaisons from the Steering Committee to facilitate communication with each group or department involved i.e. Academic Standards, Assessment, Educational Technology, Teacher Induction, Student Services, Professional Education, and Special Education.

January 2008

- Held the first Strategic Planning Steering Committee meeting and scheduled seven additional meeting dates from January 2008 through August 2008.
- Established expectations, compared the previous Strategic Plan with the new plan components, reviewed data sources, and began work on the district Vision, Mission, and Core Beliefs.

February 2008

- Featured Educational Technology at the February NASDAC Meeting.
- Sought feedback on educational technology goals.

March 2008

- Introduced background and data for Academic Standards, Assessment, Professional Education, Special Education, and Student Services.
- Sought feedback on goals for Academic Standards related to Full Day Kindergarten and Class Rank.
- Held separate Strategic Planning Sub-Committee Meetings.

April 2008

- Introduced background and data for Educational Technology.
- Finalized goals for Academic Standards.
- Sought feedback on Special Education and Assessment.
- Generated additional ideas for the district vision.
- Finalized Core Beliefs and Mission Statement.

May 2008

- Presented goals on Assessment and Data Analysis.
- Sought input to formulate goals on Student Services and Educational Technology.
- Finalized the District Vision.
- Submitted Special Education Plan to PDE for Approval.

June 2008

- Reported PDE approval of the Special Education Plan.
- Finalized goals for Student Services and Educational Technology.
- Sought feedback for School Services.

July 2008

- Reviewed Strategic Plan goals with central administration and building administration.
- Shared the proposed Vision, Mission, and Core Beliefs with school board members.
- Completed a draft of the e-Strategic Plan.

August 2008

- Presented the final plan to the Strategic Planning Steering Committee to approve and recommend to the Nazareth Area Board of School Directors.
- Presented the final Strategic Plan to the Nazareth Area Board of School Directors for approval to post on the district website for public review and comment.
- Made the Strategic Plan available for a thirty-day public inspection.

September 2008

- Held Advisory Committee Meeting to review the Strategic Plan Executive Summary.
- Submitted the Strategic Plan Executive Summary to the Board of School Directors.
- Submitted the final Strategic Plan to the Pennsylvania Department of Education.

STRATEGIC PLANNING STEERING COMMITTEE

| Name | Affiliation | Membership Category | Appointed By |
|--------------------|--|----------------------------------|--|
| Allen, Jennifer | Lower Nazareth ES | Parent | Michael Santos, Principal |
| Baskwell, Linda | Nazareth Area MS | Special Education Teacher | Robert Kern, Principal |
| Bayda, Traci | Nazareth Area MS | Parent | Robert Kern, Principal |
| Binotto, Ann | Nazareth Area MS | Parent | Robert Kern, Principal |
| Burten, Judy Moran | Nazareth Area HS | Parent | Terry Myers, Director of Special Education |
| Butz, Kenneth | District | Board Member | Victor Lesky, Superintendent |
| Carrington, Keith | Nazareth Area HS | Parent | Alan Davis, Principal |
| Celin, Vickie | Nazareth Area HS | Ed Specialist - School Counselor | Rosemary Mentasana, Director of Pupil Services |
| Chilson, Jodi | Nazareth Area MS | Regular Education Teacher | Terry Myers, Director of Special Education |
| Dautrich, Diane | District Assistant Superintendent Educational Programs | Administrator | Victor Lesky, Superintendent |
| Davis, Alan | Nazareth Area HS | Administrator | Victor Lesky, Superintendent |
| Ellis, Susan | Bushkill ES PTA | Parent | Victor Lesky, Superintendent |
| Fehr, Rhonda | Nazareth Area HS | Special Education Representative | Alan Davis, Principal |
| Fidelibus, John | Nazareth Area HS | Administrator | Alan Davis, Principal |
| Gary, Tamara | District | Parent | Victor Lesky, Superintendent |
| Greene, Brittany | Nazareth Area HS | Secondary School Teacher | Alan Davis, Principal |
| Harris, Wanda | Shafer ES | Parent | William Mudlock, Principal |
| Hawk, Ann | Nazareth Area MS | Parent | Terry Myers, Director of Special Education |
| Heller, Katherine | District | Community Representative | Victor Lesky, Superintendent |
| Heller, Maurice | District | Board Member | Ken Butz, Board President |

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|---------------------|--|-------------------------------------|--|
| Holub, Sherry | Nazareth Area MS | Administrator | Robert Kern, Principal |
| Juniper, Wendy | Nazareth Memorial Library | Community Representative | Victor Lesky, Superintendent |
| MacDonald, Linda | District | Board Member | Ken Butz, Board President |
| Maher, Thomas | District | Board Member | Ken Butz, Board President |
| Marchase, Michelle | District | Ed Specialist - School Psychologist | Terry Myers, Director of Special Education |
| McCrone, Laura | Shafer ES | Elementary School Teacher | William Mudlock, Principal |
| Moulton, Brad | Shafer ES | Parent | William Mudlock, Principal |
| Mentesana, Rosemary | District Office - Pupil Services | Administrator | Victor Lesky, Superintendent |
| Myers, Terry | District Director of Special Education | Administrator | Victor Lesky, Superintendent |
| Palmer, Bruce | Northampton Community College | Community Representative | Victor Lesky, Superintendent |
| RTI Coordinators | District | Other | Rosemary Mentesana, Director of Pupil Services |
| Santos, Michael | Lower Nazareth ES | Administrator | Victor Lesky, Superintendent |
| Smith, Tracy | District Office - Ed Technology | Administrator | Victor Lesky, Superintendent |
| Snyder, Shannon | Lower Nazareth ES PTA | Parent | Rose Allshouse, Principal |
| Tugend, Joanna | Bushkill Elementary School | Special Education Teacher | Joseph Yanek, Principal |
| Turtzo, Sandra | Bushkill ES | Elementary School Teacher | Joseph Yanek, Principal |
| Uliana, Jim | District | Community Representative | Victor Lesky, Superintendent |
| Whalen, Susan | Nazareth Area MS | Middle School Teacher | Robert Kern, Principal |
| Yanek, Joe | Bushkill ES | Administrator | Victor Lesky, Superintendent |
| Zemanick, Rob | Nazareth Area MS | Administrator | Robert Kern, Principal |
| Madson, Mark | Nazareth Area HS | Administrator | Alan Davis, Principal |
| Swigart, Judith | District Assistant Superintendent Educational Support Services | Administrator | Victor Lesky, Superintendent |

Nazareth Area School District
STRATEGIC PLAN GOALS AND OBJECTIVES
2008 - 2014 STRATEGIC PLAN

CURRICULUM, INSTRUCTION, ASSESSMENT

GOAL

To provide a comprehensive, challenging, standards-based educational program, which includes a **focus on learning**, the **building of character**, the development of skills and competencies necessary to be successful in Twenty-first Century life and to **shape the future**.

OBJECTIVES

1. All students will demonstrate reading, writing, and language knowledge and skills at the proficient or advanced levels of performance as evidenced by the measures below.

- a) At least 63% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2008.
- b) At least 66% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2009.
- c) At least 69% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2010.
- d) At least 72% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2011.
- e) At least 81% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2012.
- f) At least 91% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2013.
- g) 100% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in reading and writing by 2014.

2. All students will demonstrate mathematics knowledge and skills at the proficient or advanced level of performance as evidenced by the measures below:

- a) At least 56% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2008.
- b) At least 59% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2009.
- c) At least 64% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2010.
- d) At least 67% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2011.
- e) At least 78% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2012.
- f) At least 89% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2013.

- g) 100% of students in grades 3 through 8 and 11 will reach proficient or advanced levels on the PSSA in mathematics by 2014.
3. Every student will graduate from NASD with the Twenty-first Century knowledge and skills necessary to enter the post-secondary program of their choice, to be competitive in a global economy, and to be a lifelong learner as evidenced by the measures below:
- Completion of a Career Portfolio in Grade 8 starting in school year 2008-2009
 - Completion of Career Pathways Program by all students in grades 9-12.
 - Development of Twenty-first Century skills such as information and technology literacy skills
 - Proficient or advanced performance on the PATI in grades 5, 8, and 11.

STRATEGIES

- Continue the plan to implement a standards-based educational program including curriculum, instruction, assessment and Pupil Progress Reports.
- Provide support for parents to improve understanding of standards-based instruction, assessment and progress reporting.
- Continue the development of a K-12 Assessment System including district-wide assessments, data analysis and use of data for designing instruction, program evaluation and decision-making.
- Develop and implement a K-12 Career Education Program including career awareness, exploration, portfolios and pathways.
- Develop a Diversity Committee and Program to promote appreciation for the richness of a diverse society.
- Implement a full-day Kindergarten Program.
- Support and enhance the Gifted Education Program.
- Include World Language Curriculum at the Intermediate School Level.
- Ensure consistency of curriculum among the three elementary schools and across all schools in the district.
- Ensure instructional practices that are brain compatible; promote motivation, active learning, cognitive engagement; are differentiated based on skills, interests and learning styles; and accommodate the needs of struggling and second language learners.

PROFESSIONAL DEVELOPMENT

GOAL

To provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice.

INDUCTION STRATEGIES

- Provide support for the large number of staff new to the profession and the District.
- Maintain the mentor component of the Induction Program to capture the knowledge and expertise of the veteran educators.

PROFESSIONAL DEVELOPMENT STRATEGIES

- Continue to invest in professional growth opportunities for professional and support staff.
- Include a component on professionalism.
- Support district initiatives with aligned professional development.

TECHNOLOGY

GOAL

To provide the infrastructure, hardware and software and professional development to support the integration of technology into instruction to ensure the acquisition of the technology knowledge and skills necessary for success in the Twenty-first Century

STRATEGIES

- Continue the integration of technology into instruction.
- Teach technology skills in a formal course in grades 4, 5, and 6, with an emphasis on keyboarding, word processing, and information literacy skills.
- Continue to revise the technology curriculum to incorporate knowledge and skills in emerging technologies.
- Continue the use of student performance data management tools and systems to assist educators with instruction and management, i.e. Performance Tracker, etc.
- Continue to link software applications to our curriculum and assessment data.
- Moving most software applications to an ASP (Application Service Provider) model.
- Implement a new Student Information Management System to replace SASI.
- Develop and implement an Online Learning Plan.
- Provision “Smart classrooms” as finances will allow.
- Upgrade the Network
- Continue the re-refresh cycle for hardware.
- Increase security in the district by expanding the deployment of surveillance cameras.

SPECIAL EDUCATION

GOAL

To support struggling learners to meet NCLB proficiency targets in Reading and Math by providing alternate or additional learning experiences.

STRATEGIES

- Provide training for professional and paraprofessional staff in the areas of data tools, co-teaching strategies, and inclusion.
- Provide training for behavior modification across all areas of the school including school-wide Behavior Supports.
- Provide training on Autism

- Provide training to teachers, students and families in transition activities for better post school outcomes for students

STUDENT SERVICES

GOAL

To support students in addressing their academic, health, personal and social development issues to ensure successful engagement in the educational program of the District.

STRATEGIES

- Design and implement career awareness based on the adopted State Career Standards.
- To research and construct a Career Pathways model that will link with the High School Program to build a foundation for successful career choices as well as course selection for the high school and that will enhance a career awareness program through a sequential comprehensive curriculum.
- Ensure collaboration among grade levels to provide ongoing analysis of student services and transition K-12.
- To complete all Multidisciplinary Evaluations (MDEs) within the new 60 calendar-day timelines in the new PDE guidelines.
- To fully implement the Response to Intervention (RTI) Process.
- To make information available and provide assistance in the establishment of healthy school nutrition environments, reduce childhood obesity and prevent diet related chronic diseases.

FINANCIAL MANAGEMENT

GOAL

To have annual budgets and a long range financial plan that will enable the district to promote the success of all students while being fiscally responsible.

STRATEGIES

- Facilitate a comprehensive long range financial plan that will include the district's strategic plan.
- Investigate and pursue government and private sector grant programs.
- Continue and expand upon the zero-based budgeting process that requires all administrators and staff to justify each item requested.
- Seek the financial help of local service organizations.
- Continue and expand purchasing procedures that are efficient, effective, and fiscally advantageous to the district.
- Encourage all staff to be mindful of the wise use and limits of resources.
- Implement new procedures and policies that are recommended by the local auditing firm and to correct any findings from the state audits.
- Coordinate financial development through major campaign fundraising efforts and educational foundation programs.

EDUCATIONAL SUPPORT SERVICES

GOAL

To provide the support services necessary to deliver the District Educational Program in an efficient and effective manner.

HUMAN RESOURCE STRATEGIES

- Continue to recruit, hire and support highly qualified professional and paraprofessional staff and qualified support personnel.
- Act as liaison between prospective candidates and administration with position-needs identification, recruitment, diversity of applicant pool, and communication from initial advertising through induction process.
- Consult, educate, and administer to employees.
- Institute legal consult and participate in all labor relations, human relations, and potential litigation.
- Operate as a proponent of the District in public relations, service, and access of information to all.
- Continue district efforts in Crisis Prevention and Management.

FACILITIES AND OPERATIONS STRATEGIES

- Prioritize the Capital Improvement Plan projects and develop timelines for each project.
- Identify costs for projects and secure appropriate funding within budgetary constraints.
- Continue proactive Indoor Quality Program and Right to Know, MSDS audit.
- Improve external communication with the public regarding district decisions about facilities and operations.
- Continue to pursue alternative sources of revenue i.e. Naming Rights etc.
- Continue to investigate changes in current practices to reduce energy use in light of increased cost of electricity and fuel.

TRANSPORTATION STRATEGIES

- Provide a safe, efficient, and cost-effective transportation system for the District and for non-public schools.
- Develop, communicate, implement, and evaluate a long-range Transportation Plan.
- Develop a plan to work within budget constraints in a fiscal manner.

FOOD SERVICE STRATEGIES

- Provide quality, nutritious meals following Pennsylvania Department of Education guidelines.
- Develop, communicate, implement and evaluate a long-range Food Service Plan.
- Operate in a fiscally sound manner.
- Continue to investigate changes in current practices to reduce energy use in light of increased cost of electricity and fuel.