

EASTERN LANCASTER COUNTY SD

669 E Main St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Empowering Learners as Global Thinkers and Producers.

VISION STATEMENT

Learners who graduate from Eastern Lancaster County School District will be prepared for their futures, regardless of the pathway that they choose to travel. Each ELANCO graduate will not only possess the understanding of core content but will also demonstrate the skills that will help them be successful in any environment, as well as continue to learn and grow to meet their personal and professional career goals and aspirations.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Eastern Lancaster County School District believes that a fulfilled learner... thinks critically...evaluates information from diverse sources for credibility and applies the knowledge effectively and appropriately...collaborates with others...is a lifelong learner who engages in everyday experiences using high levels of critical thinking and healthy habits of mind...sets and pursues personal goals...reflects on progress...reacts to situations with perseverance and a growth mindset...discerns the purpose and importance of relationship...navigates interpersonal relationships successfully...communicates effectively and respectfully...manages and resolves conflict...recognizes and adapts to the dynamic nature and stressors of relationships...makes financially literate decisions...adapts to a diverse and changing workforce and environment...understands the complex structures of our local, state, and national government...engages in civic discourse and communication with conviction and civility...contributes to their community as a productive citizen...builds global literacy and empathy by reflecting on the consequences of global issues...analyzes the perspectives of others with differing points of view regarding global issues, policies, and positions.

STAFF

The Eastern Lancaster County School District believes that all staff...are life-long learners who are accountable, embrace feedback, and seek continuous improvement...are uncompromisingly learner-centered and focused on cultivating global thinkers and producers...cultivate a safe, supportive, and engaging environment...foster positive and supportive relationships with all learners...demonstrate fair, caring, and consistent interactions with learners...creative, reflective problem solvers who work collaboratively with their teammates...continuously utilize research-driven best practices to improve the organization...take their role as models for learners seriously and behave accordingly.

ADMINISTRATION

The Eastern Lancaster County School District believes all administrators...are strong advocates for the Eastern Lancaster County Learning Community Vision and they clearly and succinctly articulate and communicate the vision...exhibit, model, and promote the highest standards of integrity, respect, and ethical behavior, modeling the Core Values of the District....do the work to align the system to the strategic direction,

core values, and guiding principles to make all significant decisions...use a common model of leadership to monitor, reflect on, and improve their leadership knowledge and skills...are future focused, courageous risk takers who believe and live by the District Mission and Vision....purposefully and intentionally listen to stakeholders to develop trust and broaden perspective.

PARENTS

Eastern Lancaster County School District parents are...open, respectful and actively communicate with staff and administration leading to supportive and healthy relationships...team with the learning community to ensure their children receive the best education possible...encourage healthy risk-taking...work together to help eliminate barriers to reaching the District Mission and Vision...expect the pursuit of excellence, preparing our learners for their future.

COMMUNITY

The Eastern Lancaster County School District community...provides the resources necessary for the effective operation its schools...have established partnerships with higher education organizations, skilled tradesmen, and apprentices...mentor and open government organizations and their business facilities for learners to learn through authentic, practical, hands-on learning experiences...partnerships are formed to allow learners to experience the real world...embrace change, expect the use of research-based best practices, and respect those traditions that align with the District's strategic direction.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Nadine A. Larkin	Assistant Superintendent	Eastern Lancaster County School District
Kara Martin	Director of Special Education and Gifted Services	Eastern Lancaster County School District
Greg Frederick	Direct of Instruction	Eastern Lancaster County School District
Matthew Sanger	Administrator	Eastern Lancaster County School District
Stacey Aulenbach-Hoffman	Administrator	Eastern Lancaster County School District
Matthew Fox	Administrator	Eastern Lancaster County School District
Heather Schrantz	Administrator	Eastern Lancaster County School District
Tim Moll	Administrator	Eastern Lancaster County School District
Laura Koehler	Administrator	Eastern Lancaster County School District
Robert Arrick	Administrator	Eastern Lancaster County School District
Melissa Martin	Administrator	Eastern Lancaster County School District
Dianne D'Souza	Administrator	Eastern Lancaster County School District
Ashley Stern	Administrator	Eastern Lancaster County School District

Name	Position	Building/Group
Michael Snopkowski	Administrator	Eastern Lancaster County School District
Thomas Wentzel	Board Member	Eastern Lancaster County School District
Jacqueline Geyer	Board Member	Eastern Lancaster County School District
Dina Maio	Board Member	Eastern Lancaster County School District
Jonathan Demick	Parent	Parent
Michele Good	Parent	Parent
Megan Wisler	Parent	Parent
Ken Zimmerman	Parent	Parent
Heather Snyder	Staff Member	Eastern Lancaster County School District
Erin McNabb	Parent	Parent
Adam Geiman	Staff Member	Eastern Lancaster County School District
William Swinsburg	Staff Member	Eastern Lancaster County School District
Lynn Shugar	Staff Member	Eastern Lancaster County School District
Robert Fennimore	Staff Member	Eastern Lancaster County School District
Christina Jirele	Staff Member	Eastern Lancaster County School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
K-12 curriculum will be written to be vertically aligned and include transfer of learning to real world situations.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Professional development will focus on research-based strategies to increase teacher and administrator proficiency in the areas of Designer, Facilitator and Community Builder.	Professional learning Professional learning
All schools will provide a consistently supportive, responsive and safe environment for learners and staff.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
Rigorous Evidence Based Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Development	The District will implement a curriculum review cycle for all core academic areas and use a common framework to develop a K-12 prioritized, guaranteed, viable and authentic curriculum focused on transfer in the areas of

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

ELA and Science by the end of the 2024-2025 school year.

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

Rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in ELA and Science.

2022-08-25 -
2025-07-30

Director of
Elementary
Instruction &
Assistant
Superintendent

Understanding by Design,
Curriculum Specialists and
Development Teams

Begin to rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in Mathematics and Social Studies.

2023-09-01 -
2025-07-30

Director of
Elementary
Instruction &
Assistant
Superintendent

Understanding by Design,
Curriculum Specialists and
Development Teams

Anticipated Outcome

K-12 fully aligned curriculum in ELA and Science by the end of 24-25 school year. Groundwork to begin writing unit plans for Mathematics and Social Studies will be completed.

Monitoring/Evaluation

District and building leaders and curriculum specialists will monitor progress and collect data after implementation to evaluate the impact of this plan on learner achievement.

Evidence-based Strategy

Targeted Professional Learning Opportunities

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PD Framework

The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school year.

PLCs

District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the Spartan Professional Learning Framework to ensure professional learning is of high quality and focused on district goals.	2022-08-25 - 2025-07-30	District Office Administration, Professional Development Team	Professional Development Resources - in-house learning leaders, outside resources, such as IU13, and others to be determined
Convene a professional development team to establish pathways to meet individual professional learning needs of staff, faculty and administration.	2023-01-02 - 2024-01-31	District Office Administration, Professional	TBD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Development Team	
Develop system wide PLCs with clear performance expectations and protocols for professional development.	2023-08-31 - 2025-07-30	District Administration, Building Administrators	TBD

Anticipated Outcome
Professional learning is of high quality, consistently provided and effective evidence based practices are visible in observations and walk-throughs, as well as, learner achievement and growth.

Monitoring/Evaluation
Surveys, walk-throughs and observation evidence, learner achievement and growth data.

Evidence-based Strategy
Safe and Supportive Environments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Climate & Culture	Evidence gathered through surveys, classroom observation and walk-throughs will demonstrate an increased

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

sense of belonging and relationship connections based on baseline data.

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

Complete climate and culture survey to determine baseline data.

2022-09-30 -
2022-12-31

Assistant Superintendent,
Building Administration

Survey(s)

Identify evidence-based strategies to address needs identified in climate and culture survey.

2023-01-15 -
2023-08-15

District Office and Building
Administration

TBD

Implement evidence-based strategies to address needs in climate and culture survey.

2023-08-15 -
2025-07-30

Building Administration

TBD

Anticipated Outcome

Increased sense of belonging and relationship connections throughout schools, district, and community.

Monitoring/Evaluation

Survey(s)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will implement a curriculum review cycle for all core academic areas and use a common framework to develop a K-12 prioritized, guaranteed, viable and authentic curriculum focused on transfer in the areas of ELA and Science by the end of the 2024-2025 school year. (Curriculum Development)	Rigorous Evidence Based Instruction	Rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in ELA and Science.	08/25/2022 - 07/30/2025

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<p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>			

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Evidence gathered through surveys, classroom observation and walk-throughs will demonstrate an increased sense of belonging and relationship connections based on baseline data. (Climate & Culture)	Safe and Supportive Environments	Implement evidence-based strategies to address needs in climate and culture survey.	08/15/2023 - 07/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

N/A

Growth overall K-12 was strong with learners scoring advanced exceeding PA average.

3 year average across grades met growth standard. Upper elementary growth was above the growth standard. Keystone exams had expected growth.

2 out of 5 schools exceed the statewide average of proficient and advanced in PSSA/Keystone Science and Biology.

All schools had strong growth in science/Biology PSSA and Keystone Exams.

2 out of 5 schools exceed the statewide average of proficient and advanced in PSSA/Keystone Science and Biology.

PVAAS Growth indicators exceed statewide growth standards in 4 out of 5 schools in ELA; in 3 out of 5 schools in Math, and in 5 out of 5 schools in Science/Biology.

5 out of 5 schools met or exceeded the attendance statewide average, 85.8%. This includes all student groups.

Challenges

N/A

While growth is strong in ELA K-12, achievement is not strong and the District is not meeting the interim targets on state assessment measures.

Achievement K-8 in mathematics was below state averages and trajectory of achievement is trending downward.

Specific learner groups were not achieving well in mathematics, ie: Hispanic, learners with disabilities, and English Learners.

Learner sub-groups varied in their achievement and growth scores with ethnic groups, other than white, achieving and growing less than their white counterparts. In addition, economically disadvantaged and learners with disabilities achieved and grew less than other learner groups.

No schools met the statewide average for proficient and advanced in ELA on PSSA/Keystone Exams.

3 out of 5 schools did not meet the statewide average for proficient and advanced in Mathematics on PSSA.

Strengths

In 2 out of 3 of our elementary schools at least 50% of our third grade learners met early indicators of success in reading.

All schools have met or exceeded the career standard benchmark statewide average and in 2 schools have exceeded the statewide 2030 goal.

At the high school level 18.6% of learners have earned an industry-Recognized Credential and 46.5% have completed work-based learning experiences. For all student groups, this accounts for 49.1% of learners participating in Industry-based learning. The statewide average is 26.8%.

Partnerships exist with local businesses, community organizations, and other agencies to meet the needs of the district.

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

Allocate resources (financial, human, professional development, materials, and other) to schools based on the analysis of a variety of data.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Challenges

Teacher surveys report state lack of consistent approach to discipline.

Brightbytes survey indicates digital citizenship is a need K-12.

Graduation pathways that are varied and meet the needs of our learners to be global thinkers and producers are not yet in alignment with the ELANCO strategic direction.

A K-12 curriculum process that continues to provide learners with the knowledge and skills necessary to be global thinkers and producers and in alignment with the ELANCO strategic direction, needs to be developed and implemented.

A supportive learning environment fostered through strong instructional practices and pedagogy must be deepened though growth of professional faculty, administration and support staff.

A culture of high expectations and success for all learners, educators, and families, all in a safe and supportive learning environment, must be fostered by every employee.

Organizational coherence must be established and maintained to build a focused system for continuous improvement.

Standards-aligned curriculum and assessment is not fully implemented.

Challenges

Schools need support in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Need to improve climate and culture by implementing programs that support a safe and supportive learning environment.

Most Notable Observations/Patterns

Challenges

No schools met the statewide average for proficient and advanced in ELA on PSSA/Keystone Exams.

3 out of 5 schools did not meet the statewide average for proficient and advanced in Mathematics on PSSA.

Achievement K-8 in mathematics was below state averages and

Discussion Point

Curriculum is not vertically aligned and the use of research-based instructional strategies is not fully implemented across grade levels and schools.

Priority for Planning

Challenges**Discussion Point****Priority for Planning**

trajectory of achievement is trending downward.

Graduation pathways that are varied and meet the needs of our learners to be global thinkers and producers are not yet in alignment with the ELANCO strategic direction.

A K-12 curriculum process that continues to provide learners with the knowledge and skills necessary to be global thinkers and producers and in alignment with the ELANCO strategic direction, needs to be developed and implemented.

A supportive learning environment fostered through strong instructional practices and pedagogy must be deepened through growth of professional faculty, administration and support staff.

A culture of high expectations and success for all learners, educators, and families, all in a safe and supportive learning environment, must be fostered by every employee.

Organizational coherence must be established and maintained to build a focused system for continuous improvement.

Standards-aligned curriculum and assessment is not fully implemented.

Schools need support in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Teacher observation data indicates the need for professional development in Domains 2 & 3 (Classroom Environment and Instruction).

Challenges**Discussion Point****Priority for Planning**

Need to improve climate and culture by implementing programs that support a safe and supportive learning environment.

Teacher surveys report state lack of consistent approach to discipline.

A consistently supportive, responsive and safe environment for learners and staff across the district is lacking.

Brightbytes survey indicates digital citizenship is a need K-12.

ADDENDUM B: ACTION PLAN

Action Plan: Rigorous Evidence Based Instruction

Action Steps	Anticipated Start/Completion Date
Rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in ELA and Science.	08/25/2022 - 07/30/2025

Monitoring/Evaluation	Anticipated Output
District and building leaders and curriculum specialists will monitor progress and collect data after implementation to evaluate the impact of this plan on learner achievement.	K-12 fully aligned curriculum in ELA and Science by the end of 24-25 school year. Groundwork to begin writing unit plans for Mathematics and Social Studies will be completed.

Material/Resources/Supports Needed	PD Step	Comm Step
Understanding by Design, Curriculum Specialists and Development Teams	yes	yes



Action Steps

Anticipated Start/Completion Date

Begin to rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in Mathematics and Social Studies.

09/01/2023 - 07/30/2025

Monitoring/Evaluation

Anticipated Output

District and building leaders and curriculum specialists will monitor progress and collect data after implementation to evaluate the impact of this plan on learner achievement.

K-12 fully aligned curriculum in ELA and Science by the end of 24-25 school year. Groundwork to begin writing unit plans for Mathematics and Social Studies will be completed.

Material/Resources/Supports Needed

PD Step

Comm Step

Understanding by Design, Curriculum Specialists and Development Teams

yes

yes

Action Plan: Targeted Professional Learning Opportunities

Action Steps**Anticipated Start/Completion Date**

Implement the Spartan Professional Learning Framework to ensure professional learning is of high quality and focused on district goals.

08/25/2022 - 07/30/2025

Monitoring/Evaluation**Anticipated Output**

Surveys, walk-throughs and observation evidence, learner achievement and growth data.

Professional learning is of high quality, consistently provided and effective evidence based practices are visible in observations and walk-throughs, as well as, learner achievement and growth.

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

Professional Development Resources - in-house learning leaders, outside resources, such as IU13, and others to be determined

yes

yes



Action Steps**Anticipated Start/Completion Date**

Convene a professional development team to establish pathways to meet individual professional learning needs of staff, faculty and administration.

01/02/2023 - 01/31/2024

Monitoring/Evaluation**Anticipated Output**

Surveys, walk-throughs and observation evidence, learner achievement and growth data.

Professional learning is of high quality, consistently provided and effective evidence based practices are visible in observations and walk-throughs, as well as, learner achievement and growth.

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

TBD

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop system wide PLCs with clear performance expectations and protocols for professional development.

08/31/2023 - 07/30/2025

Monitoring/Evaluation**Anticipated Output**

Surveys, walk-throughs and observation evidence, learner achievement and growth data.

Professional learning is of high quality, consistently provided and effective evidence based practices are visible in observations and walk-throughs, as well as, learner achievement and growth.

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

TBD

yes

yes

Action Plan: Safe and Supportive Environments

Action Steps**Anticipated Start/Completion Date**

Complete climate and culture survey to determine baseline data.

09/30/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Survey(s)

Increased sense of belonging and relationship connections throughout schools, district, and community.

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

Survey(s)

no

no



Action Steps**Anticipated Start/Completion Date**

Identify evidence-based strategies to address needs identified in climate and culture survey.

01/15/2023 - 08/15/2023

Monitoring/Evaluation**Anticipated Output**

Survey(s)

Increased sense of belonging and relationship connections throughout schools, district, and community.

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

TBD

no

no



Action Steps**Anticipated Start/Completion Date**

Implement evidence-based strategies to address needs in climate and culture survey.

08/15/2023 - 07/30/2025

Monitoring/Evaluation**Anticipated Output**

Survey(s)

Increased sense of belonging and relationship connections throughout schools, district, and community.

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

TBD

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will implement a curriculum review cycle for all core academic areas and use a common framework to develop a K-12 prioritized, guaranteed, viable and authentic curriculum focused on transfer in the areas of ELA and Science by the end of the 2024-2025 school year. (Curriculum Development)</p>	<p>Rigorous Evidence Based Instruction</p>	<p>Rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in ELA and Science.</p>	<p>08/25/2022 - 07/30/2025</p>
<p>The District will implement a curriculum review cycle for all core academic areas and use a common framework to develop a K-12 prioritized, guaranteed, viable and authentic curriculum focused on transfer in the areas of ELA and Science by the end of the 2024-2025 school year. (Curriculum Development)</p>	<p>Rigorous Evidence Based Instruction</p>	<p>Begin to rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in Mathematics and Social Studies.</p>	<p>09/01/2023 - 07/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school year. (PD Framework)</p> <p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>	<p>Targeted Professional Learning Opportunities</p>	<p>Implement the Spartan Professional Learning Framework to ensure professional learning is of high quality and focused on district goals.</p>	<p>08/25/2022 - 07/30/2025</p>
<p>The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school year. (PD Framework)</p> <p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>	<p>Targeted Professional Learning Opportunities</p>	<p>Convene a professional development team to establish pathways to meet individual professional learning needs of staff, faculty and administration.</p>	<p>01/02/2023 - 01/31/2024</p>
<p>The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school</p>	<p>Targeted Professional Learning</p>	<p>Develop system wide PLCs with clear performance</p>	<p>08/31/2023 - 07/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>year. (PD Framework)</p> <p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>	Opportunities	expectations and protocols for professional development.	
<p>Evidence gathered through surveys, classroom observation and walk-throughs will demonstrate an increased sense of belonging and relationship connections based on baseline data. (Climate & Culture)</p>	Safe and Supportive Environments	Implement evidence-based strategies to address needs in climate and culture survey.	<p>08/15/2023</p> <p>-</p> <p>07/30/2025</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Understanding by Design	Curriculum Specialists, Curriculum Writers, Teachers, Administration	Understanding by Design Unit Mapping including transfer goals, essential understandings, essential questions, performance tasks, and assessment.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of professional development course and teacher portfolio of learner work and walk-throughs	06/01/2023 - 07/30/2025	Administrators - Building and District

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3a: Communicating with Students
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning
- 1c: Setting Instructional Outcomes
- 3b: Using Questioning and Discussion Techniques
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 1f: Designing Student Assessments
- 4b: Maintaining Accurate Records
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

Professional Development Step

Audience

Topics of Prof. Dev

Professional Development Framework

Administration, Faculty, Staff

Elements of a PLC, Continuous Improvement Cycle, Instructional Planning, Meeting Protocols

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Establishment of department and grade level PLC teams, meeting agendas, completion of action plans and goal setting, data reviews

06/01/2023 - 07/30/2025

Administration - Building and District

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4d: Participating in a Professional Community

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

4c: Communicating with Families

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

4d: Participating in a Professional Community

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

3a: Communicating with Students

4e: Growing and Developing Professionally

Professional Development Step	Audience	Topics of Prof. Dev
Supportive Schools	Faculty, Staff	Evidence based strategies to support highly effective climate and culture in classrooms and schools, classroom environment, trauma informed practices, strategies to promote successful learner behaviors, resiliency, and restorative practices.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walk-throughs, observations, Increase in Domain 2 proficiency ratings, decrease in office referrals, detentions, ISS and OSS	06/01/2023 - 07/30/2025	Assistant Superintendent, Building Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Trauma Informed Training (Act 18)

2b: Establishing a Culture for Learning

Trauma Informed Training (Act 18)

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

2c: Managing Classroom Procedures

3a: Communicating with Students

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

2c: Managing Classroom Procedures

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

2d: Managing Student Behavior

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will implement a curriculum review cycle for all core academic areas and use a common framework to develop a K-12 prioritized, guaranteed, viable and authentic curriculum focused on transfer in the areas of ELA and Science by the end of the 2024-2025 school year. (Curriculum Development)</p>	<p>Rigorous Evidence Based Instruction</p>	<p>Rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in ELA and Science.</p>	<p>2022-08-25 - 2025-07-30</p>
<p>The District will implement a curriculum review cycle for all core academic areas and use a common framework to develop a K-12 prioritized, guaranteed, viable and authentic curriculum focused on transfer in the areas of ELA and Science by the end of the 2024-2025 school year. (Curriculum Development)</p>	<p>Rigorous Evidence Based Instruction</p>	<p>Begin to rewrite curricular maps to ensure vertical alignment with standards and learning targets to support rigorous learning and instruction in Mathematics and Social Studies.</p>	<p>2023-09-01 - 2025-07-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school year. (PD Framework)</p> <p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>	Targeted Professional Learning Opportunities	Implement the Spartan Professional Learning Framework to ensure professional learning is of high quality and focused on district goals.	2022-08-25 - 2025-07-30
<p>The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school year. (PD Framework)</p> <p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>	Targeted Professional Learning Opportunities	Convene a professional development team to establish pathways to meet individual professional learning needs of staff, faculty and administration.	2023-01-02 - 2024-01-31
<p>The District will develop and implement a professional development framework which focuses on professional growth areas identified through observation and practice to improve instructional strategies and pedagogy by the end of the 2024-2025 school</p>	Targeted Professional Learning	Develop system wide PLCs with clear performance	2023-08-31 - 2025-07-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>year. (PD Framework)</p> <p>District will develop professional learning communities that engage in continuous improvement of planning and instruction based on learner needs. (PLCs)</p>	Opportunities	expectations and protocols for professional development.	
<p>Evidence gathered through surveys, classroom observation and walk-throughs will demonstrate an increased sense of belonging and relationship connections based on baseline data. (Climate & Culture)</p>	Safe and Supportive Environments	Implement evidence-based strategies to address needs in climate and culture survey.	2023-08-15 - 2025-07-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication of Curriculum Process	Teachers, Administrators, School Board, Parents/Families	Curriculum Framework, Curriculum Cycle, Planning Template, Timeline, Completed Curriculum Maps, Materials and Resources

Anticipated Timeframe	Frequency	Delivery Method
08/25/2022 - 07/30/2025	On-going	Email Posting on district website Presentation

Lead Person/Position
Director of Elementary Instruction, Assistant Superintendent, Curriculum Specialists

Communication Step	Audience	Topics/Message of Communication
Professional Development	Administration, Faculty and Staff	Explanation of Spartan Professional Learning Framework, PLC structure and protocols, clear performance expectations

Anticipated Timeframe	Frequency	Delivery Method
01/03/2022 - 07/30/2025	On-going	Memorandum Presentation

Lead Person/Position
District and Building Administration

Communication Step**Audience****Topics/Message of Communication**

Climate and Culture

All Stakeholders

Best practices for creating a positive climate and culture

Anticipated Timeframe**Frequency****Delivery Method**

08/15/2023 - 07/30/2025

On-going

Newsletter
Other**Lead Person/Position**Assistant Superintendent, District and Building Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Updates provided through website, buildings, and district annual reports, as well as during Committee of the Whole and Board Meetings.	Goals, Action Plans, Progress, Outcomes	Electronic Means (website, email, building notifications, social media) Face-to-face - presentations at Committee of the Whole and Board meetings, PTO meetings	All Eastern Lancaster County School District stakeholders	Upon approval and thereafter as updates occur or are necessary.
