

LAMPETER-STRASBURG SCHOOL DISTRICT

Lampeter-Strasburg High School
Performing Arts Center

Academic Committee Agenda
October 4, 2021
6:30 p.m.

Academic Committee Consent Items:

These items require the Committee's endorsement but are routine or require yearly approval with little or no change. Please take a moment to review the attached corresponding information. Questions will be discussed at the start of the meeting.

1. Title I Summer Reading Camp Information

Items for Discussion:

1. Comprehensive Plan Approval
2. Student Achievement Data Review
3. Pre-K Update

Items from the Group:

Title 1 Summer Camp 2021
Lampeter Elementary School
"Dive into Learning"

Summary Report

Title 1 Summer Camp 2021 offered two, one-week sessions for Title 1 reading and math students who completed Kindergarten, Grade 1, Grade 2 and Grade 3 during the 2020-2021 school year. Session 1 ran July 12-15 and Session 2 took place July 19–22, 2021, from 9:00 a.m. – noon at Lampeter Elementary School. The theme for summer camp was "Dive into Learning". The goal of summer camp was to review and reinforce reading and math skills learned throughout the school year.

Each day the students listened to a read aloud, worked on decoding, comprehension, and writing skills. An ocean theme was incorporated into daily activities. The students enjoyed trying to figure out their teacher's daily mystery ocean animal of the day by asking questions. In addition, the math assistants did a variety of activities to develop number sense. The teachers led daily whole-group math talks, as they played different math games every day. In first and second grade classes, when each student completed his/her work, they were given a picture piece to cut out and glue onto their "Counting on the Beach" scene, which they completed and took home at the end of camp.

To increase motivation, all students were rewarded with coins throughout the morning for working hard. Students practiced counting their money in class. At the end of camp, a camp store was opened and students were able to spend their money on small prizes to take home. Prizes included small toys, fun pencils, pinwheels, playdoh, beads, etc. The store was definitely the highlight of camp!

Our summer staff included: Mrs. Joan Johnson, Mrs. Kara Grove, Mrs. Michelle Pieters, Mrs. Lisa McNaul, Mrs. Sue Seace, Mrs. Tina Carter, Mrs. Barbara McComsey, Mrs. Jill McCarthy, and Mrs. Dawn Gast.

Parents provided transportation to and from Summer Camp each day.

Students entering Grade 1

Total Students Registered - 18

Students entering Grade 2

Total Students Registered - 11

Students entering Grade 3

Total Students Registered - 24

Students entering Grade 1:

A total of 18 students were registered to attend one &/or two sessions. There were 18 incoming first grade students who attended Session 1 and 18 students who attended Session 2. Please see attendance breakdown below:

Students	Number Registered	Students registered who did not attend	Number attended all four days
Session 1	18	1	+14/17 = 82% full participation rate (1 student attended +3/4 days 1 student attended +2/4 days 1 student attended +1/4 days)
Session 2	18	0	+15/18 students= 83% full participation rate (3 students attended +3/4 days)

Students entering Grade 2

A total of 11 students were registered to attend one &/or two sessions. There were 9 incoming second grade students who attended Session 1 and 7 students who attended Session 2. Please see attendance breakdown below:

Students entering Grade 2	Number Registered	Students registered who did not attend	Number attended all four days
Session 1	11	2	+9/11 students = 82% participation rate
Session 2	11	4	+7/11 students = 64% participation rate

Students entering Grade 3

A total of 24 students were registered to attend one &/or two sessions. There were 22 incoming third grade students who attended Session 1 and 20 students who attended Session 2. Please see attendance breakdown below:

Students entering Grade 3	Number Registered	Students registered who did not attend	Number attended all four days
Session 1	24	2	+16/22 students = 73% participation rate (4 students attended +3/4 days and 2 students attended +2/4 days)
Session 2	24	4	+11/21 students = 52% participation rate (9 students attended +3/4 days)

Title 1 Summer Camp 2021
Hans Herr Elementary School
“The Dog Days of Summer Book Club”

Summary Report

At Hans Herr Elementary School, Title I Reading students were offered a chance to visit the library once a week during the summer for four weeks. “The Dog Days of Summer Book Club” took place on June 29th, July 6th, July 13th and July 20th under the direction of fifth grade teacher, Christi Henry and Reading Coordinator, Kara Grove. Title I Reading students entering grades four, five and six had fun in the sun while exploring the Hans Herr library. Students were invited to self-select books each week with the help of Mrs. Amanda Spealman and Mrs. Amie Fink, Hans Herr library staff. Mrs. Henry shared her love of reading and provided whole group instruction focused on developing a love of reading across genres. Service dogs, Eagle and Gabby were present throughout the camp. Students enjoyed a variety of activities and were treated to a cold summer treat to beat the heat. At the end of camp, students self-selected a book to keep and read at home over summer break.

A total of twelve students registered for all four days of camp. Three students registered for three days of camp. Please see the attendance breakdown below:

Students entering Grades 4, 5 and 6	Number Registered	Students registered who did not attend	Number of students that attended each day
Session 1	15	4	+11/15 students = 73% participation rate
Session 2	12	2	+ 10/12 students = 83% participation rate (3 students on vacation)
Session 3	15	4	+11/15 students = 73% participation rate
Session 4	15	5	+10/15 students = 67% participation rate

LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING 2021-2024
Lampeter Elementary School

Priority: Meet the social and emotional needs of all students (LE)	
Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, there will be evidence of effective strategies and supports implemented in all school settings to meet the social and emotional needs of all students.	<ul style="list-style-type: none"> • Provide all staff with professional development opportunities to equip them to meet the social emotional needs of all students • Determine ways to systematically integrate strategies and supports into all educational settings within the daily schedule • Implement strategies and supports • Evaluate the effectiveness of the strategies and supports
By June 30, 2024, there will be a 25% decrease in school-wide disruptions	<ul style="list-style-type: none"> • Implement a digital data tool to track behavioral disruptions • Identify behavioral priorities based on data • Target behavioral priorities to be addressed • Align skill instruction with identified areas of need • Evaluate the effectiveness of the strategies and supports

Priority: Establish an instructional delivery model that support learning for all students (LE)	
Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, evaluate and refine the instructional schedule to improve alignment of services to support student learning	<ul style="list-style-type: none"> • Evaluate the current schedule to determine optimal delivery of services to meet the needs of all students and staff • Develop a schedule to allow for optimal delivery of services to meet the needs of all students and staff • Develop a service delivery schedule that can accommodate the needs of current and future students throughout the school year • Implement schedule changes • Reevaluate schedule yearly • Examine the impact that student needs have on our ability to effectively deliver instruction. • Examine a service delivery model that provides differentiated support for all learners.
By June 30, 2024, evaluate and refine instructional time dedicated to meeting all students' academic needs.	<ul style="list-style-type: none"> • Explore/investigate/research instructional models (e.g. W.I.N.) • Implement model(s) which enable systematic differentiation • Provide teacher training in components of the instructional programs • Evaluate the effectiveness of model and programs based on student progress data

Priority: Implement a Tier II behavioral model (LE)

Measurable Goal Statement(s):

By June 30, 2024, research and implement tiered interventions for behavior support.

Action Steps:

- Evaluate the fidelity of tier 1 instruction and protocol in classrooms
- Ensure that tier 1 instruction and protocols are consistent and pervasive in all school settings
- Implement explicit instruction in behavior expectations in areas outside of the classroom e.g., bus, cafeteria, playground, bathroom, hallway
- Define frequency and types of behaviors using a digital data tool such as SWIS
 - Provide training to staff on use of digital data tool
- Research and evaluate tier 2 programs
- Select a tier 2 program
- Establish a system to evaluate the implementation of the program
- Utilize data to Identify staffing needs for implementation
- Implement a tier 2 program with fidelity
- Provide resources to staff

LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING 2021-2024
Hans Herr Elementary

Priority: Strengthen Tier I behavior supports to ensure consistency by adopting a school-wide Tier I protocol of behavior/classroom management incorporating instruction and intervention. Develop and implement Tier II interventions (HH)	
Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, Hans Herr Elementary will adopt and implement a school-wide Tier I protocol for behavior/classroom management incorporating instruction and intervention.	<ul style="list-style-type: none"> • Ensure current measures are consistently in place. • Clearly define problem behaviors and consistently document using SWIS. • Create a fair and consistent system of consequences and reinforcements for problem behaviors. • Research and evaluate Tier I programs • Select a program • Implement a program with fidelity • Set up a system to evaluate the implementation of the program
By June 30, 2024, develop and implement Tier II interventions for behavior support.	<ul style="list-style-type: none"> • Research and evaluate programs • Select a program • Implement a program with fidelity • Set up a system to evaluate the implementation of the program

Priority: Examine and refine school-wide systems and teacher collaboration to support student learning (HH)	
Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, evaluate and refine the student schedule to minimize instructional conflicts and support student learning.	<ul style="list-style-type: none"> • Establish a committee to evaluate the current schedule to determine conflicts with instruction • Evaluate the current schedule • Propose changes to the schedule to maximize uninterrupted instructional time • Implement schedule changes
By June 30, 2024, create systems to provide students with a seamless learning progression within and between grade levels.	<ul style="list-style-type: none"> • Collect and use common assessment data to ensure curriculum fidelity • Evaluate curriculum through a vertical articulation process

Priority: Continue to focus on best practices in instruction and assessment to equip students with 21st century learning skills (HH)

Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, use common assessment data to evaluate student progress and drive instruction.	<ul style="list-style-type: none">• Review and revise grade-level common assessments to ensure their alignment within our curriculum and PA standards.• Put all assessments in a non-editable format for staff access.• Evaluate data from common assessments to develop a process to construct skills-based instructional groups.• Evaluate common assessment data to develop a process to identify student, class, and grade level strengths and deficits during grade level and independent teacher collaboration meetings.
By June 30, 2024, develop an improved common understanding of proficiency of report card indicators.	<ul style="list-style-type: none">• Refine grade level and vertical understandings among L-S staff regarding proficient, limited, and steady progress in standards-based reporting• Develop a comprehensive plan which would inform and educate the L-S parent population regarding the meaning and purpose of standardized reporting, how to interpret progress, and report card indicator interpretation.

LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING 2021-2024
Martin Meylin Middle School

Priority: By establishing and prioritizing clear expectations and accountability measures, staff and students will have the knowledge and strategies for implementation and success within the school community. (MM)

Measurable Goal Statement(s):	Action Steps:
By June 2022, staff will teach and implement the expectations of success at Martin Meylin as measured by increase on pre- and post-test measures including academics and behavioral data	<ul style="list-style-type: none"> •

Priority: By implementing an evidence-based system which includes a shared vision, clear procedures, policies, and high expectations, staff and students will remove the barriers to learning and teaching for the purpose of creating a positive school community (MM)

Measurable Goal Statement(s):	Action Steps:
By June 2022, all common assessments will be reviewed and revised to determine that they are aligned with state standards and are measuring the intended learning goals/eligible content at the appropriate level of rigor	<ul style="list-style-type: none"> • Common assessments will be reviewed to ensure the alignment to standards. • Departments will collaborate to determine a consistent, school-wide set of feedback, retake, and masterful learning procedures. • Departments will begin the process of importing curriculum and common assessments into EdLine/OnHand Schools.
By June 2022, the Roots program will be redefined with clear expectations for staff including the planning, participation, and implementation of the program.	<ul style="list-style-type: none"> • Teachers will be responsible to prepare and plan daily Roots lessons based on building expectations. • Fidelity of implementation will be monitored throughout the school year.
By June 2022, implement regular monitoring of school culture and climate for both students and staff through analysis of behavior data, survey results, and academic progress	<ul style="list-style-type: none"> • Develop/research climate surveys for students and staff. • Restorative practices • Tier 2 and Tier 3 interventions throughout building • Continue team building and finding reasons to celebrate

LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING 2021-2024
Lampeter-Strasburg High School

Priority: Meeting the social and emotional needs of students and staff (HS)

Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, school-wide programs related to meeting the social emotional needs of students and staff will be implemented.	<ul style="list-style-type: none"> • Develop a plan to address students' social and emotional needs. • Create and implement an Advisory program to build connections/relationships between students and staff. • Professional Development related to meeting the social and emotional needs of students. • Begin to collect data related to the impact of students' social and emotional needs

Priority: Meeting the academic needs of all students including all significant subgroups (HS)

Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, develop a system to identify and provide intervention to meet the academic needs of students.	<ul style="list-style-type: none"> • Develop intervention criteria for all taught subject areas. • Evaluate the current RtII/Flex schedule and recommend/implement options to intervention delivery. • Explore/develop/implement intervention strategies/programs/models to support student needs.
By June 30, 2024, develop a system of rigorous academic content for all students.	<ul style="list-style-type: none"> • Reevaluate and update if necessary all current curriculum. • Develop honors courses and curriculum in core subject areas. • Develop placement criteria for honors courses in core subject areas.

Priority: Providing students with the tools to be high school, post-secondary, and/or career ready (HS)

Measurable Goal Statement(s):	Action Steps:
By June 30, 2024, L-S HS will adopt/develop and implement resources to improve students' personal and interpersonal skills	<ul style="list-style-type: none"> • Evaluate and investigate resources related to personal and interpersonal skills. • Create and implement an Advisory program to build connections/relationships between students and staff. • Professional development related to the implementation of the Advisory program materials
By June 30, 2024, develop a system to provide guidance to support student goals	<ul style="list-style-type: none"> • Create and implement an Advisory program to build connections/relationships between students and staff. • Evaluate our current guidance program related to its effectiveness of supporting our students to achieve their goals.

LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING 2021-2024
Lampeter-Strasburg School District

Priority: Meet the Social Emotional Needs of all Students. (LSSD)

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.	Social and Emotional Needs of Students	Develop and conduct a needs assessment to determine students' social and emotional needs and evaluate methods/strategies for implementation to address determined needs.	Select and develop an implementation process for strategies/programs to address the social and emotional needs of all students.	By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.

Priority: Provide All Students with the Support and Enrichment Needed to Achieve Mastery of Grade Level Standards. (LSSD)

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2024, strengthen/establish district systems that fully ensure all students who are academically at risk or in need of enrichment are identified early and are supported by a process that provides needs-based interventions and/or enrichment.	Student Support Systems	By June 30, 2022, develop and conduct a needs assessment to determine current support/enrichment programming and areas in need of improvement.	By June 30, 2023, Select and develop an implementation process for strategies/programs to address supports for students academically at risk or in need of enrichment.	By June 30, 2024, strengthen/establish district systems that fully ensure all students who are academically at risk or in need of enrichment are identified early and are supported by a process that provides needs-based interventions and/or enrichment.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards aligned assessments to monitor student achievement.		By June 30, 2022, conduct a needs assessment to determine alignment of current summative/formative assessments to the PA Standards.	By June 30, 2023, develop and begin implementation of a process to begin alignment of district summative/formative assessments to the PA Standards.	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards aligned assessments to monitor student achievement.

Priority: Provide All Students with a Rigorous, Standards-Aligned Curriculum, Delivered using Best Evidence-Based Instructional Practices/Strategies to Support Learning at High Levels. (LSSD)

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics Curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade level curricula for standards alignment and updated as needed and appropriate.	Curriculum Alignment Evaluation	By June 30, 2022, establish a curriculum review process for each district CIA committee to begin curriculum review for alignment.	By June 30, 2023, establish and implement a process to move all curriculum to On Hand Schools with appropriate revisions for alignment.	By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics Curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade level curricula for standards alignment and updated as needed and appropriate.
Essential Practices 5: Allocate Resources Strategically and Equitably	By June 30, 2024, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.	Instructional Practices-Equity	By June 30, 2022, conduct a needs assessment to determine the impact of instructional practices on providing all students equitable learning experiences.	By June 30, 2023, select and develop a process to begin implementing instructional practices to provide all students for equitable learning experiences.	By June 30, 2024, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement.	Common Assessments	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards aligned assessments to monitor student achievement.	By June 30, 2023, develop and begin implementation of a process to align district summative/formative assessments to the PA Standards.	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement.

LAMPETER-STRASBURG SD

PO Box 428

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Lampeter-Strasburg School District recognizes that each child has unique abilities, talents, and needs. The District is committed to providing, in an accountable partnership with the parents and the community, opportunities for each learner to acquire the knowledge, skills, and values to become a responsible, productive citizen.

VISION STATEMENT

Lampeter-Strasburg: Learning, Listening, Leading, Linking

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Lampeter-Strasburg School District believes it is vital that students ... *are the top priority in everything we do and every decision we make. *have a right to be safe, feel safe, and have their basic needs met. *have the right to learn at high levels. *have the right to feel valued. *have opportunities to learn through a variety of instructional activities differentiated to meet their individual needs. *have access to relevant technology as an integrated tool (learning is more than just access). *have the opportunity to participate in extracurricular activities. *experience a sense of pride and belonging to the school community. *have access to learning through specific and regular feedback regarding academic and personal growth. *have individual needs that should guide District/school decisions. *have equal access to curriculum in a learning environment that meets diverse learning needs. *have access to a rigorous curriculum that enables student success. *hold mutual respect for each other, building a strong sense of Pioneer Pride. *have clear expectations for learning. *have the opportunity to become productive citizens with soft skills, problem solving skills, interpersonal skills, and who can work well outside of a school environment. *have access to remediation and enrichment opportunities as needed. *have opportunities to participate in more multicultural learning opportunities as demographics change. *have their learning measured through multiple assessments that address various learning styles. *have access to purposeful and appropriate learning resources. *are prepared through soft skills, technical skills and communication skills for their future careers. *are given the tools to become lifelong learners with future college and/or career goals. *have access to support for post-secondary planning.

STAFF

The Lampeter-Strasburg School District believes it is vital that staff... *are appropriately placed into positions that support the District's mission and vision. *have opportunities to grow professionally. *support student growth using research based strategies and innovative practices. *have open lines of communication with students, parents, and administration. *feel part of the L-S family and strive to do their best. *make decisions based on what is best for students. *strive for continuous student improvement. *strive for continuous improvement of professional practice. *be responsible to work in partnership with families and community members to develop the social, emotional, and academic potential of students. *use quality, reliable assessments to inform instruction and improve student learning. *have access to meaningful professional development. *value students and honor their uniqueness, treating everyone with honor and respect. *effectively communicate with families

and community members about instructional programming and building/District initiatives. *continue to maintain high expectations. *focus on the changing needs and diversity of learners. *assume the responsibility to improve their professional practice and be committed to being lifelong learners. *engage families with a continued emphasis on safety.

ADMINISTRATION

The Lampeter-Strasburg School District believes it is vital that administration... *communicate a shared vision and mission across the District. *foster open and transparent communication with students, parents, staff, and teacher leadership. *build strong, transparent, and collaborative relationships with students, parents, staff, and the community. *invite members of the Board of School Directors to visit school buildings on a regular basis. *maintain high expectations for students, staff, parents, and administration. *maintain professional responsiveness to students, staff, and parents. *make decisions based on what is best for students. *provide a safe learning environment for staff and students. *develop and maintain a positive culture and climate among staff and students. *provide staff with access to meaningful professional development opportunities. *is responsible to provide the best possible education for all students while being fiscally responsible to taxpayers. *effectively communicate with families and community members about instructional programming and building/District initiatives. *value students and honor their uniqueness, treating everyone with honor and respect. *Is open and responsive to support the instructional needs of staff and learning needs of students.

PARENTS

The Lampeter-Strasburg School District believes it is vital that parents... *are partners with the school and community. *feel that administrators and teachers are vested in the education of their children. *feel vested in the District and each school. *are encouraged to be actively involved in their child's school (PTO, school events, advisory boards, etc.) *feel accepted and connected to the school environment. *can be actively involved in various aspects of the community, fostering a strong sense of community pride. *are informed of the happenings of the schools and district. *are encouraged to promote wellness and support non-academic needs of students. *are encouraged to keep open lines of communication with their child's school and the District. *maintain a mutually strong relationship with the school community.

COMMUNITY

The Lampeter-Strasburg School District believes it is vital that community members... *are partners with the school and school community. *feel

that administrators and teachers are vested in the education of their children. *feel vested in the district. *are encouraged to be actively involved. *feel accepted and connected to the school environment. *can be actively involved in various aspects of the community, fostering a strong sense of community pride. *are informed of the happenings of the schools and District. *are encouraged to promote wellness and support non-academic needs of students. *are encouraged to keep open lines of communication with the the District. *maintain a mutually strong relationship with the school community.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Kevin Peart	Superintendent	Lampeter-Strasburg School District
Dr. Andrew Godfrey	Assistant Superintendent	Lampeter-Strasburg School District
Dr. Benjamin Feeney	High School Principal	Lampeter-Strasburg School District
Mr. Jamie Raum	Middle School Principal	Lampeter-Strasburg School District
Dr. Jeffrey Smecker	Elementary Principal	Lampeter-Strasburg School District
Dr. William Bray	Elementary Principal	Lampeter-Strasburg School District
Dr. Michele Westphal	High School Assistant Principal	Lampeter-Strasburg School District
Dr. Scott Rimmer	High School Assistant Principal	Lampeter-Strasburg School District
Mrs. Alicia Kowitz	Middle School Assistant Principal	Lampeter-Strasburg School District
Mr. William Griscom	Technology Director	Lampeter-Strasburg School District
Mrs. Karen Staub	Special Services Director	Lampeter-Strasburg School District
Mr. Keith Stoltzfus	Business Manager	Lampeter-Strasburg School District
Mrs. Joan Johnson	Mathematics Coach	Lampeter-Strasburg School District

Name	Position	Building/Group
Ms. Amanda Kinert	English Language Arts Coach	Lampeter-Strasburg School District
Mr. Darrick Horner	High School Parent	L-S Community Member/Parent
Mrs. Cara Ditzler	Elementary Teacher	Lampeter-Strasburg School District
Ms. Eva Strawser	Elementary Teacher	Lampeter-Strasburg School District
Mrs. Arline Carpenter	Community Member	Lampeter-Strasburg School District
Mrs. Jennifer Grimm	Staff Member	Martin Meylin Middle School
Ms. Elizabeth Ammon	Parent	Lampeter-Strasburg School District
Mr. David Beiler	Board Member	Lampeter-Strasburg School District
Mrs. Elizabeth Toigo	Staff Member	Lampeter-Strasburg School District
Mr. Colin McDonald	Student	Lampeter-Strasburg High School
Mr. Joe McCarthy	Community Member	Lampeter-Strasburg School District
Mr. John Strange	Community Member	Lampeter-Strasburg School District
Mrs. Justina Martin	Parent	Lampeter-Strasburg School District
Mrs. Kirsten Greenwood	Staff Member	Hans Herr Elementary
Mrs. Lindsay Shehan	Staff Member	Lampeter-Strasburg High School

Name	Position	Building/Group
Mrs. Michelle Schatzmann	Staff Member	Lampeter-Strasburg High School
Mr. Matthew Parido	Board Member	Lampeter-Strasburg School District
Mrs. Melissa Herr	Board Member	Lampeter-Strasburg School District
Miss Olivia Harris	Student	Lampeter-Strasburg High School
Mrs. Melissa Russell	Staff Member	Lampeter Elementary School
Mrs. Patricia Pontz	Board Member	Lampeter-Strasburg School District
Ms. Sarah Stuart	Staff Member	Lampeter-Strasburg High School
Ms. Tiffany Heil	Parent	Lampeter-Strasburg School District
Mrs. Renee Pedersen	Staff Member	Lampeter-Elementary School
Mrs. Paula Long	Staff Member	Martin Meylin Middle School
Ms. Carol Allen-Gorden	Staff Member	Lampeter-Strasburg High School
Mr. Todd Garber	Staff Member	Lampeter-Strasburg High School

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Provide All Students with a Rigorous, Standards-Aligned Curriculum, Delivered using Best Evidence-Based Instructional Practices/Strategies to Support Learning at High Levels.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 5: Allocate Resources Strategically and Equitably

Essential Practices 1: Focus on Continuous Improvement of Instruction

Provide All Students with the Support and Enrichment Needed to Achieve Mastery of Grade Level Standards.

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 1: Focus on Continuous Improvement of Instruction

Meet the Social Emotional Needs of all Students.

Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Engage instructional teams in assessing and monitoring student mastery

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Curriculum Alignment
Evaluation

By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate.

Common Assessments

By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).

2021-09-01 -
2024-06-30

Administration/Instructional
Coaches/Teacher
Leadership

Pull-out time

Explore and implement methods to administer common summative assessments and collect standards-based achievement data.

2021-09-02 -
2024-06-30

Administration/Instructional
Coaches/Teacher
Leadership

Pull-out time

Anticipated Outcome

All English Language Arts and Mathematics common summative assessments will be fully aligned to the appropriate standards in the corresponding curriculum unit of study.

Monitoring/Evaluation

Evaluation of completed, aligned, common assessments.

Evidence-based Strategy

Engage instructional teams in developing standards-aligned units of instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Alignment Evaluation	By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate.
Common Assessments	By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher	Teacher pull-out time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Leadership	
Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher Leadership	Teacher Pull-out time
Begin the process of auditing and updating science/social studies curricula for alignment.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher Leadership	Teacher Pull-out time
Identify opportunity gaps in curriculum for all students.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher Leadership	TBD

Anticipated Outcome
Improved standards-aligned curricula for English Language Arts and Mathematics

Monitoring/Evaluation
Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Evidence-based Strategy
Provide a tiered system of instructional and behavioral supports and interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social and Emotional Needs of Students	By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.
Instructional Practices-Equity	By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate/assess the impact social/emotional and behavioral needs on student learning.	2021-09-01 - 2022-06-30	Administration/Teacher Leadership	District Data Collection
Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.	2021-09-01 - 2022-06-30	Administration/Teacher Leadership	District Data Collection
Revise/develop systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	Teacher Pull-out time
Revise/develop systems of support to address academic needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	Teacher Pull-out time
Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	TBD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement reviewed/newly developed systems of academic support to meet the needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	TBD

Anticipated Outcome
 Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

Monitoring/Evaluation
 District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Revise/develop systems of support to address the social emotional/behavioral needs of all students.	09/01/2022 - 06/28/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Revise/develop systems of support to address academic needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of academic support to meet the needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.</p>	<p>09/01/2021 - 06/30/2024</p>
<p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Begin the process of auditing and updating science/social studies curricula for alignment.</p>	<p>09/01/2021 - 06/30/2024</p>
<p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p>	<p>Engage instructional teams in assessing and monitoring student mastery</p>	<p>Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).</p>	<p>09/01/2021 - 06/30/2024</p>
<p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p>	<p>Engage instructional teams in assessing and monitoring student mastery</p>	<p>Explore and implement methods to administer common summative assessments and collect standards-based achievement data.</p>	<p>09/02/2021 - 06/30/2024</p>
<p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Evaluate/assess the impact social/emotional and behavioral needs on student learning.	09/01/2021 - 06/30/2022
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.	09/01/2021 - 06/30/2022
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Revise/develop systems of support to address the social emotional/behavioral needs of all students.	09/01/2022 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	09/01/2022 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

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<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in developing standards-aligned units of instruction	Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.	09/01/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in developing standards-aligned units of instruction	Begin the process of auditing and updating science/social studies curricula for alignment.	09/01/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)	Engage instructional teams in developing standards-aligned units of instruction	Identify opportunity gaps in curriculum for all students.	09/01/2021 - 06/30/2024
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in assessing and monitoring student mastery	Explore and implement methods to administer common summative assessments and collect standards-based achievement data.	09/02/2021 - 06/30/2024

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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The District exceeded the state standards for demonstrating growth in all buildings for Mathematics and Science.

The District overall is demonstrating high levels of achievement in English Language Arts/Literature, Mathematics, and Science for all students.

All District buildings had a minimum of 20% of students score at the advanced level on the PSSA and/or Keystone Exams in English Language Arts, Mathematics, and Science.

The District exceeded the state standards for demonstrating growth in all buildings for Mathematics and Science.

Almost all students are met or exceeded the benchmark standards for career readiness.

Students that complete the Agriculture Production program traditionally participate in many SAE projects and score proficient of the NOCTI.

In 2019, on average, students in grades 3-8 have exceeded PSSA Reading State Averages of proficient/advanced scores by about 10-20% (average 17%).

Challenges

Meeting the social and emotional needs of students is a barrier to increased achievement.

A large discrepancy exists between the Students with Disabilities, Limited English, Low Socioeconomic, and Historically Underperforming subgroups, and all students when evaluating achievement data in English Language Arts, Mathematics, and Science

PSSA achievement data for the district in English Language Arts and Mathematics has remained flat for the last three years.

The growth standard for English Language Arts was not met at Hans Herr Elementary School and Martin Meylin Middle Schools.

To gain a higher level of completer(s) in the District's Agriculture Production program.

To ensure that all students are meeting or exceeding the career benchmark standards as outlined by the State.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for

Strengths

Literature Keystone scores have also exceeded the state averages for proficiency by about 10%. Notably, Keystone Literature re-testers exceeded state averages of proficiency by 25% in the Spring of 2019.

As evidenced by PVAAS scores, grade 7 has demonstrated considerable improvement in growth and achievement as measured by 7th grade ELA PSSA exam.

PVAAS data demonstrates that all students in grades 3-8 and Algebra I have exceeded the State Standard demonstrating growth.

PSSA/Keystone Data demonstrated that all students in grades 3-8 and Algebra I have met or exceeded the state goal/improvement targets for 2019 or 2030.

PVAAS data for grades 3-5 and Algebra I demonstrated that the Low-Socioeconomic and Students with Disabilities subgroups met or exceeded state growth targets.

PSSA Math and Keystone Algebra I scores consistently remained approximately 15-20 points above the state proficiency averages.

All students met or exceeded statewide targets for achievement and/or growth in Science and Biology as measure by the PSSA and Biology Keystone Exam.

Challenges

achievement or growth.

Although students in grades 3-8 are maintaining a high percentage of proficient and advanced students (overall), data related to Text Dependent Analysis writing is consistently between 49-51%.

At the middle school, according to PVAAS data, students in grades 6 and 8 have not met the PA Standards for Growth over the last three years.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for achievement or growth.

Algebra I Keystone first time test takers at the high school have dropped in steady increments from 82% proficient/advanced in 2014 to 65% in 2019, with very low historical record of retesters becoming proficient. PVAAS growth also dropped over 20 points over the the previous five years to 5.2 in 2019.

Grade 6 PVAAS data indicates little to no growth, especially in the highest and lowest achieving subgroups.

Grade 5 PSSA scores have been slowly but steadily dropping each year for the last five years.

Strengths

Lampeter-Strasburg School District continued to add technology and engineering education offerings, including a complete Computer Science pathway through Project Lead the Way and a new Engineering and Design II course.

Almost half of students with disabilities demonstrated proficiency in English Language Arts.

Students with Disabilities in grades 3-8 met or exceeded state growth targets in ELA and Mathematics.

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

The District supported the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

The District recruited and retained fully credentialed, experienced and high-quality leaders and teachers

Challenges

Alignment science curriculum to state standards and encourage students to take opportunities to get to higher-level science courses at the high school.

There continues to be a need to explore STEM and technology education offerings to support students moving into a 21st century workforce.

The achievement gap between all students and Students with Disabilities is 38.7 for ELA and 36.1 for mathematics.

The achievement gap between All Students and Economically Disadvantaged Students is 17% for English language arts and 21.1% for Mathematics.

To demonstrate consistent academic growth as measured by PVAAS for Students with Disabilities in English Language Arts and Mathematics.

To provide all continued support to all schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

To continue to find new ways to foster a vision and culture of high expectations for success for all students, educators, and families.

To continue to coordinate and monitor supports aligned with students' and families' needs.

Challenges

To find ways to ensure effective, standards-aligned curriculum and assessment.

The establishment of partnerships with local businesses, community organizations, and other agencies to meet needs with the District.

Most Notable Observations/Patterns

The team felt that all strengths and challenges were included in the development of the plan and were relative to the final goals and action steps that were agreed upon.

Challenges

Meeting the social and emotional needs of students is a barrier to increased achievement.

Discussion Point

This was a priority goal for each school building throughout the District. The needs are increasing at an exponential rate. Teachers are in need of appropriate and ongoing strategies and professional development to provide best practices to meet the changing social/emotional needs of students.

Priority for Planning

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

A large discrepancy exists between the Students with Disabilities, Limited English, Low Socioeconomic, and Historically Underperforming subgroups, and all students when evaluating achievement data in English Language Arts, Mathematics, and Science

Need to address/look at this issue in relation to equal access to content for all students. Possible area of focus may be pre-K and early intervention.

PSSA achievement data for the district in English Language Arts and Mathematics has remained flat for the last three years.

The growth standard for English Language Arts was not met at Hans Herr Elementary School and Martin Meylin Middle Schools.

To provide all continued support to all schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Ensure all curriculum is aligned with common assessments per instructional unit. All students need access to a rigorous curriculum with appropriate safety nets and enrichment.

To continue to find new ways to foster a vision and culture of high expectations for success for all students, educators, and families.

To continue to coordinate and monitor supports aligned with students' and families' needs.

Continued support of resources for families throughout the District continues to be a priority.

To find ways to ensure effective, standards-aligned curriculum and assessment.

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

The establishment of partnerships with local businesses, community organizations, and other agencies to meet needs with the District.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for achievement or growth.

Although students in grades 3-8 are maintaining a high percentage of proficient and advanced students (overall), data related to Text Dependent Analysis writing is consistently between 49-51%.

At the middle school, according to PVAAS data, students in grades 6 and 8 have not met the PA Standards for Growth over the last three years.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for achievement or growth.

Algebra I Keystone first time test takers at the high school have dropped in steady increments from 82% proficient/advanced in 2014 to 65% in 2019, with very low historical record of retesters becoming proficient. PVAAS

Challenges

Discussion Point

Priority for Planning

growth also dropped over 20 points over the the previous five years to 5.2 in 2019.

Grade 6 PVAAS data indicates little to no growth, especially in the highest and lowest achieving subgroups.

Grade 5 PSSA scores have been slowly but steadily dropping each year for the last five years.

Alignment science curriculum to state standards and encourage students to take opportunities to get to higher-level science courses at the high school.

There continues to be a need to explore STEM and technology education offerings to support students moving into a 21st century workforce.

The District continues to move forward with the integration of STEM instruction throughout the District. This is being completed through curriculum revisions and new course proposals.

To gain a higher level of completer(s) in the District's Agriculture Production program.

To ensure that all students are meeting or exceeding the career benchmark standards as outlined by the State.

The achievement gap between all students and Students with Disabilities is 38.7 for ELA and 36.1 for mathematics.

The achievement gap between All Students and

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

Economically Disadvantaged Students is 17% for English language arts and 21.1% for Mathematics.

To demonstrate consistent academic growth as measured by PVAAS for Students with Disabilities in English Language Arts and Mathematics.

ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in assessing and monitoring student mastery

Action Steps	Anticipated Start/Completion Date
Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).	09/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Evaluation of completed, aligned, common assessments.	All English Language Arts and Mathematics common summative assessments will be fully aligned to the appropriate standards in the corresponding curriculum unit of study.

Material/Resources/Supports Needed	PD Step	Comm Step
Pull-out time	yes	yes

Action Steps**Anticipated Start/Completion Date**

Explore and implement methods to administer common summative assessments and collect standards-based achievement data.

09/02/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Evaluation of completed, aligned, common assessments.

All English Language Arts and Mathematics common summative assessments will be fully aligned to the appropriate standards in the corresponding curriculum unit of study.

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

Pull-out time

yes

yes

Action Plan: Engage instructional teams in developing standards-aligned units of instruction

Action Steps**Anticipated Start/Completion Date**

Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

Teacher pull-out time

no

yes



Action Steps**Anticipated Start/Completion Date**

Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

Teacher Pull-out time

yes

no



Action Steps**Anticipated Start/Completion Date**

Begin the process of auditing and updating science/social studies curricula for alignment.

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

Teacher Pull-out time

yes

yes



Action Steps**Anticipated Start/Completion Date**

Identify opportunity gaps in curriculum for all students.

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

TBD

yes

yes

Action Plan: Provide a tiered system of instructional and behavioral supports and interventions

Action Steps**Anticipated Start/Completion Date**

Evaluate/assess the impact social/emotional and behavioral needs on student learning.

09/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

District Data Collection

no

yes



Action Steps**Anticipated Start/Completion Date**

Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.

09/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

District Data Collection

no

yes



Action Steps**Anticipated Start/Completion Date**

Revise/develop systems of support to address the social emotional/behavioral needs of all students.

09/01/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

Teacher Pull-out time

yes

yes



Action Steps**Anticipated Start/Completion Date**

Revise/develop systems of support to address academic needs of all students.

09/01/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

Teacher Pull-out time

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.

09/01/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

TBD

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement reviewed/newly developed systems of academic support to meet the needs of all students.

09/01/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Revise/develop systems of support to address the social emotional/behavioral needs of all students.</p>	<p>09/01/2022 - 06/28/2024</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.</p>	<p>09/01/2022 - 06/28/2024</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p>	<p>Provide a tiered system of</p>	<p>Revise/develop systems of support to address academic</p>	<p>09/01/2022 - 06/28/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	instructional and behavioral supports and interventions	needs of all students.	
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of academic support to meet the needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of academic support to meet the needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)	Engage instructional teams in developing standards-aligned units of instruction	Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.	09/01/2021 - 06/30/2024
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)	Engage instructional teams in developing standards-aligned units of instruction	Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.	09/01/2021 - 06/30/2024
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics	Engage	Begin the process of	09/01/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>instructional teams in developing standards-aligned units of instruction</p>	<p>auditing and updating science/social studies curricula for alignment.</p>	<p>- 06/30/2024</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Identify opportunity gaps in curriculum for all students.</p>	<p>09/01/2021 - 06/30/2024</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p>	<p>Engage instructional teams in assessing and monitoring</p>	<p>Ensure all summative common assessments in English Language Arts and Mathematics are</p>	<p>09/01/2021 - 06/30/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)	student mastery	aligned to the standards outlined in the corresponding curriculum document(s).	
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)	Engage instructional teams in assessing and monitoring	Explore and implement methods to administer common summative assessments and collect standards-based achievement data.	09/02/2021 - 06/30/2024
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)	student mastery		

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Addressing the Social and Emotion Needs of Students	Teaching and support staff working directly with students.	Effective practices to meet the social and emotional needs of all students and the development of tier supports to meet the social and emotional needs of all students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of the implementation of strategies in all settings to meet the social and emotional needs of all students. Discipline and attendance data will also be evaluated.	07/01/2021 - 06/30/2024	Administration / Teacher Leadership

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Addressing Students who are Academically at Risk or in Need of Enrichment through Needs-Based Interventions and/or Enrichment	Teaching and support staff working directly with students.	Addressing students' needs through core instruction; Tiered academic support; Enrichment opportunities.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student achievement data; PVAAS; instructional opportunities	07/01/2021 - 06/30/2024	Administration / Teacher Leadership

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

3d: Using Assessment in Instruction

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction



Professional Development Step	Audience	Topics of Prof. Dev
Development and Interpretation of Common Standards Aligned Assessments	Teaching and support staff working directly with students.	How to write standards-aligned summative assessments; Interpretation of data based on implementation of standards-aligned summative assessments.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed standards-aligned summative assessments and data review of administered assessments.	07/01/2021 - 06/30/2024	Administration / Teacher Leadership

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Evaluation/Audit for Standards Alignment- English Language Arts / Mathematics	Teaching and support staff working directly with students.	Curriculum evaluation for standards alignment; Alignment of common summative assessments to each curricular unit

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Board approved curricular documents	07/01/2021 - 06/30/2024	Asst. Superintendent / Building Admin / Instructional Coaches / Teacher Leadership

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of Effective Instructional Practices	Teaching and support staff working directly with students.	Effective instructional practices that provide equitable learning opportunities for all students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observations; Student Achievement Data	07/01/2021 - 06/30/2024	Administration / Teacher Leadership / Instructional Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3e: Demonstrating Flexibility and Responsiveness

Language and Literacy Acquisition for All Students

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Evaluate/assess the impact social/emotional and behavioral needs on student learning.</p>	<p>2021-09-01 - 2022-06-30</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.</p>	<p>2021-09-01 - 2022-06-30</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p>	<p>Provide a tiered system of</p>	<p>Revise/develop systems of support to address the social</p>	<p>2022-09-01 - 2024-06-28</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	instructional and behavioral supports and interventions	emotional/behavioral needs of all students.	
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	Provide a tiered system of instructional and behavioral supports and interventions	Revise/develop systems of support to address academic needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>system of instructional and behavioral supports and interventions</p>	<p>developed systems of academic support to meet the needs of all students.</p>	<p>06-28</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.</p>	<p>2021-09-01 - 2024-06-30</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Begin the process of auditing and updating science/social studies curricula for alignment.</p>	<p>2021-09-01 - 2024-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in developing standards-aligned units of instruction	Identify opportunity gaps in curriculum for all students.	2021-09-01 - 2024-06-30
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in assessing and monitoring student mastery	Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).	2021-09-01 - 2024-06-30
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for</p>	Engage instructional teams in	Explore and implement methods to administer	2021-09-02 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation) By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)	assessing and monitoring student mastery	common summative assessments and collect standards-based achievement data.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication of Comprehensive Planning Goals and Outcomes	Teachers, Administrators, School Board Members; Parents, Community Members.	Overview/Updates of progress towards Comprehensive Planning Goals and Action Steps, specifically the Action Steps outlined above.
Anticipated Timeframe	Frequency	Delivery Method
07/01/2021 - 06/30/2024	Ongoing throughout the Comprehensive Planning timeline	Presentation
Lead Person/Position		
Asst. Superintendent; Administration		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline



2020-2021 PSSA Scores / Lampeter-Strasburg School District

2020-2021 English Language Arts PSSA (Preliminary)

Grade	Advanced		Proficient		Basic		Below Basic		2021 % Adv/Pro							
	#	%	#	%	#	%	#	%	#	%						
Hans Herr	145	25.03%	271	48.80%	123	22.09%	23	4.07%	562	73.83%						
3	41	20.50%	110	55.00%	38	19.00%	11	5.50%	200	75.50%						
4	80	39.60%	71	35.15%	45	22.28%	6	2.97%	202	74.75%						
5	24	15.00%	90	56.25%	40	25.00%	6	3.75%	160	71.25%						
Martin Meylin	97	16.07%	308	51.01%	176	29.14%	23	3.78%	604	67.08%						
6	56	27.86%	95	47.26%	47	23.38%	3	1.49%	201	75.12%						
7	20	10.00%	114	57.00%	66	33.00%	0	0.00%	200	67.00%						
8	21	10.34%	99	48.77%	63	31.03%	20	9.85%	203	59.11%						

2020-2021 Mathematics PSSA

Grade	Advanced		Proficient		Basic		Below Basic		2021 % Adv/Pro							
	#	%	#	%	#	%	#	%	#	%						
Hans Herr	106	18.56%	219	39.09%	157	28.25%	79	14.10%	561	57.65%						
3	43	21.61%	82	41.21%	43	21.61%	31	15.58%	199	62.81%						
4	41	20.40%	73	36.32%	62	30.85%	25	12.44%	201	56.72%						
5	22	13.66%	64	39.75%	52	32.30%	23	14.29%	161	53.42%						
Martin Meylin	45	7.45%	186	30.79%	214	35.43%	159	26.32%	604	38.27%						
6	10	4.90%	66	32.35%	91	44.61%	37	18.14%	204	37.25%						
7	14	7.04%	74	37.19%	64	32.16%	47	23.62%	199	44.22%						
8	21	10.45%	46	22.89%	59	29.35%	75	37.31%	201	33.33%						

2020-2021 Science PSSA

Grade	Advanced		Proficient		Basic		Below Basic		2021 % Adv/Pro							
	#	%	#	%	#	%	#	%	#	%						
Hans Herr																
4	83	41.29%	93	46.27%	20	9.95%	5	2.49%	201	87.56%						
Martin Meylin																
8	62	30.69%	66	32.67%	34	16.83%	40	19.80%	202	63.37%						

Lampeter-Strasburg High School Keystone Data 2020-2021 Winter & Spring

Algebra 1	Spring 2021*		Winter 2021	
	#	%	#	%
Advanced	2	1.53%	2	2.25%
Proficient	24	18.32%	27	30.34%
Basic	61	46.56%	40	44.94%
Below Basic	44	33.59%	20	22.47%

Total:	131		89	
Proficient & Adv	19.85%		32.58%	

Total Pro/Adv:	
Total Tested:	220
Avg Pro/Adv:	25.00%

State Average	
Winter	Spring

Biology	Spring 2021		Winter 2021	
	#	%	#	%
Advanced	29	32.95%	42	33.33%
Proficient	31	35.23%	46	36.51%
Basic	20	22.73%	22	17.46%
Below Basic	8	9.09%	16	12.70%

Total:	88		126	
Proficient & Adv	68.18%		69.84%	

Total Pro/Adv:	
Total #:	214
Avg Pro/Adv:	69.16%

State Average	
Winter	Spring

Literature	Spring 2021		Winter 2021	
	#	%	#	%
Advanced	16	12.03%	9	7.76%
Proficient	69	51.88%	71	61.21%
Basic	30	22.56%	21	18.10%
Below Basic	18	13.53%	15	12.93%

Total:	133		116	
Proficient & Adv	63.91%		68.97%	

Total Pro/Adv:	
Total #:	249
Avg Pro/Adv:	66.27%

State Average	
Winter	Spring