

LAMPETER-STRASBURG SCHOOL DISTRICT

Administration Building

Academic Committee Agenda

September 5, 2023

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. 2022-2023 L-S High School Senior Survey Results and Graduation Data
2. Letter of Agreement with IU 13 for CTC English Language Arts Services
3. Letter of Agreement with IU13 for Adopt a Middle School Professional Development

Items for Discussion:

1. Instructional Program Review Summary of Findings
2. High School Advisory Program- Lesson Overview
3. 2023-2024 Meeting Topics
4. Policy Updates
 - a. 100 Comprehensive Planning
 - b. 101 Mission Statement / Vision Statement
 - c. 102 Academic Standards

Items from the Group:

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter-Strasburg High School
2023
GRADUATION SURVEY
RESULTS

Questions:

1. How many years have you attended Lampeter-Strasburg High School?

- A. 1 Year - **2**
- B. 2 Years - **8**
- C. 3 Years - **4**
- D. 4 Years - **184**
- E. 5 Years - **10**

2. What is your approximate GPA?

- A. 1.99 or below - **5**
- B. 2.0 to 2.5 - **19**
- C. 2.51 to 2.99 - **38**
- D. 3.0 to 3.5 - **43**
- E. 3.51 to 3.99 - **72**
- F. 4.0 or higher - **31**

Skipped - 1

3. After graduation, my plan is to....

- A. Attend a four-year college - **123**
- B. Attend a two-year college - **29**
- C. Join the military - **3**
- D. Enter the workforce - **23**
- E. Other (please specify) - **29**

[Link to After Graduation plans](#)

4. If you are planning on attending college (two or four year), where have you applied and where have you been accepted, denied, or deferred? Please list each school and the outcome. If you have not heard back yet, write "unsure". Answered: 169 Skipped: 40

[Link to College application results](#)

5. Did you participate in any of the following? (Check all that apply).

- A. Work-Study Program - **62**
- B. HACC – College in the High School - **72**
- C. Dual Enrollment (Early to College) - **81**
- D. Lancaster-Lebanon Virtual Solutions (LLVS) - **15**
- E. None of the above - **54**
- F. Other (please specify) - **8**

Skipped - 4

Responses: CTC (8)

6. **Technology - Please rate the following:**

- A. LSHS offered an abundance of effective technology resources for students to use (Chromebooks, HD TVs, applications, programs, tools, etc.)
- 1) Strongly Agree - **79**
 - 2) Agree - **112**
 - 3) Disagree - **10**
 - 4) Strongly Disagree - **2**
- B. Student Chromebooks were used often in classroom activities
- 1) Strongly Agree - **112**
 - 2) Agree - **83**
 - 3) Disagree - **8**
 - 4) Strongly Disagree - **0**
- C. Student Chromebooks were used as tools by students for a variety of school purposes
- 1) Strongly Agree - **97**
 - 2) Agree - **99**
 - 3) Disagree - **7**
 - 4) Strongly Disagree - **0**
 - Skipped -6**

[Link to Comments](#)

7. **Faculty and Staff: Please rate the following:**

- A. Positive behaviors were recognized and encouraged by faculty and administration
- 1) Strongly Agree - **50**
 - 2) Agree - **127**
 - 3) Disagree - **25**
 - 4) Strongly Disagree - **1**
- B. When addressed for misbehavior, students were treated fairly and with respect by faculty and staff
- 1) Strongly Agree - **41**
 - 2) Agree - **120**
 - 3) Disagree - **30**
 - 4) Strongly Disagree - **12**
- C. Most students at LSHS behaved appropriately and respected others during my time at LSHS
- 1) Strongly Agree - **33**
 - 2) Agree - **122**
 - 3) Disagree - **34**
 - 4) Strongly Disagree - **14**
- D. High School Principals balanced accountability with support when addressing misbehavior
- 1) Strongly Agree - **51**
 - 2) Agree - **128**
 - 3) Disagree - **17**
 - 4) Strongly Disagree - **7**

- E. Bullying was not a significant problem for me during my time at LSHS
- 1) Strongly Agree - **67**
 - 2) Agree - **95**
 - 3) Disagree - **30**
 - 4) Strongly Disagree - **11**
- F. Teachers demonstrated a high degree of care and concern for student learning
- 1) Strongly Agree - **50**
 - 2) Agree - **133**
 - 3) Disagree - **17**
 - 4) Strongly Disagree - **3**
- G. LSHS teachers were very knowledgeable about their subject area
- 1) Strongly Agree - **61**
 - 2) Agree - **132**
 - 3) Disagree - **8**
 - 4) Strongly Disagree - **2**
- H. Teachers used interesting and engaging activities and projects to help students learn
- 1) Strongly Agree - **45**
 - 2) Agree - **137**
 - 3) Disagree - **20**
 - 4) Strongly Disagree - **1**
- I. Teachers demonstrated a high degree of care for students as people and supported their activities and interests outside the classroom
- 1) Strongly Agree - **54**
 - 2) Agree - **138**
 - 3) Disagree - **9**
 - 4) Strongly Disagree - **1**
- J. My school counselor demonstrated a high degree of care for my personal welfare and success in school
- 1) Strongly Agree - **74**
 - 2) Agree - **105**
 - 3) Disagree - **16**
 - 4) Strongly Disagree - **6**
- K. My school counselor was very knowledgeable and helpful in career planning
- 1) Strongly Agree - **59**
 - 2) Agree - **104**
 - 3) Disagree - **27**
 - 4) Strongly Disagree - **12**
- L. My school counselor was very knowledgeable and helpful when addressing academic concerns
- 1) Strongly Agree - **68**
 - 2) Agree - **109**
 - 3) Disagree - **15**
 - 4) Strongly Disagree - **10**

- M. My school counselor was very knowledgeable and helpful in matters related to personal and social issues
- 1) Strongly Agree - **67**
 - 2) Agree - **105**
 - 3) Disagree - **18**
 - 4) Strongly Disagree - **12**
- N. High school principals treated students fairly and with respect
- 1) Strongly Agree - **67**
 - 2) Agree - **119**
 - 3) Disagree - **12**
 - 4) Strongly Disagree - **3**
- O. High school principals demonstrated a high degree of care for students as people and supported their activities and interests outside the classroom
- 1) Strongly Agree - **64**
 - 2) Agree - **123**
 - 3) Disagree - **13**
 - 4) Strongly Disagree - **2**
- P. High school principals used effective communication to keep students and parents informed of school initiatives and special events
- 1) Strongly Agree - **65**
 - 2) Agree - **119**
 - 3) Disagree - **15**
 - 4) Strongly Disagree - **3**
- Skipped - 6**

[Link to Comments](#)

8. List the three most valuable courses you took while at L-S High School:

Answered: 197 Skipped: 12

[Link to most valuable courses results](#)

9. **High School Experience: Please rate the following:**

Answered: 199 Skipped: 10

- A. There was a high degree of school spirit during my time at L-S high school

- 1) Strongly Agree - **50**
- 2) Agree - **120**
- 3) Disagree - **23**
- 4) Strongly Disagree - **6**

- B. L-S High School was a safe and positive place during my years of high school

- 1) Strongly Agree - **54**
- 2) Agree - **118**
- 3) Disagree - **25**
- 4) Strongly Disagree - **2**

- C. Students of various backgrounds (race, economic status, ethnicity, gender, sexuality, etc.) were respected and accepted at L-S High School
- 1) Strongly Agree - **35**
 - 2) Agree - **109**
 - 3) Disagree - **38**
 - 4) Strongly Disagree - **17**
- D. The traditions and special events during my time at L-S High School were fun and engaging (i.e. pep rallies, Homecoming/Homecoming dance, Clash of the Classes, holidays, prom, etc.)
- 1) Strongly Agree - **52**
 - 2) Agree - **116**
 - 3) Disagree - **25**
 - 4) Strongly Disagree - **6**
- E. Students were recognized for their achievements and positive contributions to the school during my time at L-S High School
- 1) Strongly Agree - **46**
 - 2) Agree - **129**
 - 3) Disagree - **21**
 - 4) Strongly Disagree - **3**

[Link to Comments](#)

10. **Facilities: Please rate the following:**

Answered: 199 Skipped: 10

- A. The building and related facilities were clean and well maintained during my time at L-S high School
- 1) Strongly Agree - **72**
 - 2) Agree - **119**
 - 3) Disagree - **6**
 - 4) Strongly Disagree - **2**
- B. Classrooms and other areas were equipped with appropriate furniture, materials, equipment, and technology needed for effective learning
- 1) Strongly Agree - **70**
 - 2) Agree - **125**
 - 3) Disagree - **3**
 - 4) Strongly Disagree - **0**
- C. Facilities for extracurricular activities (sports, music, theater, etc.) were well equipped and maintained
- 1) Strongly Agree - **71**
 - 2) Agree - **122**
 - 3) Disagree - **4**
 - 4) Strongly Disagree - **2**
- D. Breakfast/Lunch service was efficient and included healthy foods students enjoyed
- 1) Strongly Agree - **37**
 - 2) Agree - **110**
 - 3) Disagree - **43**
 - 4) Strongly Disagree - **9**

E. The cafeteria was a clean and comfortable place for students

- 1) Strongly Agree - **51**
- 2) Agree - **127**
- 3) Disagree - **17**
- 4) Strongly Disagree - **3**

[Link to Comments](#)

11. **Extracurricular Activities: Please rate the following:**

Answered: 199 Skipped: 10

A. Students had a variety of extracurricular activities to join at L-S High School

- 1) Strongly Agree - **89**
- 2) Agree - **100**
- 3) Disagree - **8**
- 4) Strongly Disagree - **2**

B. Quality music activities were available to students

- 1) Strongly Agree - **84**
- 2) Agree - **107**
- 3) Disagree - **6**
- 4) Strongly Disagree - **1**

B. Quality theater activities were available to students

- 1) Strongly Agree - **77**
- 2) Agree - **117**
- 3) Disagree - **3**
- 4) Strongly Disagree - **1**

C. Quality sport activities were available to students

- 1) Strongly Agree - **89**
- 2) Agree - **104**
- 3) Disagree - **3**
- 4) Strongly Disagree - **1**

D. Quality non-traditional activities were available to students

- 1) Strongly Agree - **58**
- 2) Agree - **113**
- 3) Disagree - **21**
- 4) Strongly Disagree - **5**

E. A variety of interesting clubs were made available to students during my time at L-S High School

- 1) Strongly Agree - **71**
- 2) Agree - **115**
- 3) Disagree - **11**
- 4) Strongly Disagree - **1**

[Link to Comments](#)

12. List the extracurricular activities you participated in while at L-S High School.

Answered: 178 Skipped: 31

[Link to extracurricular activities results](#)

13. **Transportation: Please rate the following:**

Answered: 198 Skipped: 11

A. Bus drivers conducted their duties safely and responsibly

- 1) Strongly Agree - **69**
- 2) Agree - **115**
- 3) Disagree - **9**
- 4) Strongly Disagree - **5**

B. Bus drivers treated students fairly and with respect

- 1) Strongly Agree -66
- 2) Agree - **118**
- 3) Disagree - **10**
- 4) Strongly Disagree - **3**

C. Rules and procedures for driving were fair and promoted responsibility and safety

- 1) Strongly Agree - **71**
- 2) Agree - **116**
- 3) Disagree - **9**
- 4) Strongly Disagree - **2**

[Link to Comments](#)

14. **Please rate the following:**

Answered: 192, Skipped: 17

A. The L-S Drug Testing Policy affected my decision-making on using illegal substances

- 1) Strongly Agree - **33**
- 2) Agree - **64**
- 3) Disagree - **47**
- 4) Strongly Disagree - **48**

[Link to Comments](#)

15. **The best thing about Lampeter-Strasburg High School:**

Answered: 190, Skipped: 19

[Link to Comments](#)

16. **Something that can be improved about Lampeter-Strasburg High School:**

Answered: 181 Skipped: 28

[Link to Comments](#)

Lancaster-Lebanon Intermediate Unit 13
ELD Services to CTC Students

An Agreement between Lampeter-Strasburg School District and Lancaster-Lebanon Intermediate Unit 13.

Statement of Work:

During the 2023-2024 school year, IU13 will provide English Language Development services to District students enrolled in Lancaster County Career and Technology Center (LCCTC) noted on the attached worksheet.

Contract Term:

July 1, 2023 – June 30, 2024

Payment Terms:

The cost of these IU13 services will be based on minimum and maximum enrollment numbers for the 2023-2024 school year.

If 30 full day students are enrolled, the estimated cost per student for 23-24 would be \$9139.83.

If 60 full day students are enrolled, the estimated cost per student for 23-24 would be \$4569.92.

“Exhibit A – Projected Enrollment” completed by your district outlines the students enrolled at the LCCTC this year. The cost for these services is projected under a model of pooled resources and shared risk. A full reconciliation of actual costs will be completed by August 31, 2024 and your district will be billed for your portion of the program cost based on actual enrollment of eligible students.

An amendment will be provided to you by October 15, 2023 with actual costs according to the projected enrollment sheets provided by the district to IU13.

Costs will be billed using the following schedule:

25% - November 30, 2023
25% - January 31, 2024
25% - March 31, 2024
25% - August 31, 2024 (Reconciled cost)

The year-end reconciliation associated with this agreement will be completed and forwarded to the District by August 31, 2024. A check for the credit adjustment or an invoice for the surcharge adjustment will be sent to the District by August 31, 2024.

Terms and Conditions:

1. Both parties are protected under the Commonwealth of Pennsylvania’s Tort Claims Act (Act), and as such, cannot and shall not be held responsible or other

otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directors, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement, to the extent permitted by law.

2. Either Party may terminate this Agreement with 30 days written notice. In the event both Parties wish to mutually terminate this Agreement, the date of termination shall be as agreed by the Parties without regard to the notice provision.

3. Force Majeure. Neither party will incur any liability to the other if its performance of any obligation under this Agreement is prevented or delayed by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, acts of God, war or terrorism, changes in controlling law, regulations, orders or the requirements of any governmental entity, severe weather conditions, civil disorders, natural disasters, fire, a national or Commonwealth of Pennsylvania emergency, disease, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, general strikes throughout the trade, work stoppages, accidents and freight embargos. and interruptions, loss or malfunctions of utilities, communications or computer (software and hardware) services; other unforeseeable circumstances beyond the control of the Parties against which it would have been unreasonable for the affected party to take precautions and which the affected party cannot avoid even by using its best efforts. The School District shall orally notify IU13 within forty-eight (48) hours and notify in writing within five (5) days of the date on which the School District becomes aware, or should have reasonably become aware, that such cause would prevent or delay its performance. Such notification shall (i) describe fully such cause(s) and its effects on performance, (ii) state whether performance under the Agreement is prevented or delayed and (iii) if performance is delayed, state a reasonable estimate of the duration of the delay. After receipt of such notification, IU13 may elect to cancel this Agreement, or to extend the time for performance as reasonably necessary to compensate for the School District's delay

4. The person signing this Agreement on behalf of the School District individually warrants that he or she has full legal power to execute this Agreement on behalf of the School District, and to bind and obligate the School District with respect to all provisions contained in this Agreement.

5. This contract cannot be modified or changed without a contract Amendment signed by both the Lancaster Lebanon IU 13 and the School District.

Lancaster Lebanon Intermediate Unit 13

Date

District Representative

Date

MEMORANDUM OF UNDERSTANDING (MOU)

by and between

School District

and

The Lancaster-Lebanon Intermediate Unit 13

This is an agreement between **Lampeter-Strasburg School District** and **Lancaster-Lebanon Intermediate Unit 13 (“LLIU13”)**.

Lampeter-Strasburg School District is a school district located in Lancaster County, Pennsylvania.

Lancaster-Lebanon Intermediate Unit 13 (LLIU13) is an education service agency dedicated to delivering services to school districts and communities across the state. LLIU13 is a leader in recognizing the needs of schools and implementing programs to meet those needs, with a core compelling purpose of improving student learning. LLIU13 serves the 22 public school districts in Lancaster and Lebanon counties, as well as students in nonpublic schools, preschoolers, and adult learners throughout Pennsylvania. IU13 also administers the Harrisburg location of the Pennsylvania Training and Technical Assistance Network (PaTTAN). PaTTAN, an initiative of the Pennsylvania Department of Education, works in partnership with families and education agencies to support programs and services to improve student learning and achievement.

Term: August 2023 – June 2026

I. PURPOSE & SCOPE:

The purpose of this MOU is to identify the roles and responsibilities of the students and staff participating in the Adopt-a-Middle School Project Based Learning Program. The scope of the project is to prepare Lancaster County students for work and career success through a collaborative effort involving local businesses, Lancaster County middle schools, and educational organizations like IU13, the Lancaster County STEM Alliance (LCSA), and New Tech Network. The project's primary objective is to equip students with essential work and career skills while in school through Project Based Learning. Teachers may lack the necessary expertise to implement these skills, and one reason is their limited exposure to the workforce. To address this, the Adopt-a-Middle School program will foster partnerships between local businesses and middle schools, allowing businesses to provide insights into the necessary work and career skills for today's world. The centerpiece of the initiative is the implementation of Project Based Learning (PBL), a teaching method that engages students in real-world and personally meaningful projects. Through professional learning led by New Tech Network and coaching in PBL by IU13 consultants, teachers will be empowered to offer real-world learning experiences that align with the demands of the workforce. Over three years, the project will focus on building strong business and education relationships while providing professional learning opportunities and coaching to teachers. The ultimate goal is to transform the educational experience of learners, better preparing them for life and work after high school. IU13 will provide the necessary training and support throughout the project's implementation to create a robust ecosystem of Project Based Learning throughout Lancaster County.

II. RESPONSIBILITIES OF EACH PARTY TO THIS MOU:

a. District shall:

- **Recruit two teachers to each cohort to participate in the Adopt-a-Middle School Project.**
- Provide the names of the participating teachers to Brian Booker at brian_booker@iu13.org or through the nomination form by:
 1. Cohort 2 - 10/1/2023
 2. Cohort 3 – 10/1/2024
- Commit to sending the teachers through this training by signing the MOU provided
- **Commit to send teachers to Project Based Learning training at IU13 led by New Tech Network and IU13 consultants in the following cohorts:**
 1. **Cohort 1**
 - a. **2023-2024 – 6 days of training (3 will be consecutive)**
 - b. **2024-2025 – 2 days of training**

- c. **2025-2026 – 2 days of training**
 - 2. **Cohort 2**
 - a. **2023-2024 – 4 days of training (2 will be consecutive)**
 - b. **2024-2025 – 6 days of training (3 will be consecutive)**
 - c. **2025-2026 – 2 days of training**
 - 3. **Cohort 3**
 - a. **2024-2025 – 4 days of training (2 will be consecutive)**
 - b. **2025-2026 – 5 days of training (3 will be consecutive)**
- **Commit to releasing participating teachers for a one-hour brainstorming session with business partners during the school day on a date to be determined by IU13, business, and teachers.**
- **Commit to send principal(s) and other leaders to be chosen at the district's discretion (coaches, assistant principals, deans) to Project Based Learning Leadership training at IU13 led by New Tech Network in the following cohorts:**
 - 1. **Cohort 1**
 - a. **2023-2024 – 1 day of training and 4, 1.5-hour touchpoints**
 - b. **2024-2025 – 4, 1.5-hour touchpoints**
 - 2. **Cohort 2**
 - a. **2024-2025 - 1 day of training and 6, one-hour touchpoints**
 - b. **2025-2026 – 6, one-hour touchpoints**
- **Provide the names of the participating leadership to Brian Booker at brian_booker@iu13.org or through the nomination form by:**
 - 1. **Cohort 2 - 10/1/2023**
 - 2. **Cohort 3 – 10/1/2024**
- **Commit to sending the leaders through this training by signing the MOU provided**

b. LLIU13 shall:

- **Provide Project Based Learning training to teachers during all three years of implementation**
- **Provide two days of Project Based Learning Coaching to teachers that are in the implementation phase of the Adopt-a-Middle School project.**
- **Identify, develop, and create partnerships between individual schools and businesses. LLIU13 will work to meet with businesses in Lancaster County that will serve as partners to participating middle schools. Businesses will work with teachers to develop a Project Based Learning plan that matches the career skills needed in the specific industry.**
- **Provide monetary stipends to participating school districts to offset the cost of substitutes.**
- **Provide leadership support during the first two years of the project.**
- **Curate and provide access to an online repository of a Project Based Learning examples open to all teachers in Lancaster County. Teachers that participate in the program will submit formal project plans to Brian Booker by 6/1/2024 for Cohort 1, 6/1/2025 for Cohort 2, and 6/1/2026 for Cohort 3. The final project plans will be added to a digital library that will be posted on LLIU13's website for all teachers within Lancaster and Lebanon Counties to access.**
- **Connect with building principals throughout the three years of the project to monitor project implementation and design and solicit feedback for improvement in following cohorts.**

III. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Lampeter-Strasburg School District represents and warrants to LLIU13 that it shall comply with all federal, state and local laws, regulations and ordinances and LLIU13 policies and procedure in performance of its services, including, without limitation, all privacy, confidentiality, FERPA and non-discrimination requirement and certification.

IV. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

To the fullest extent permitted by applicable laws, both parties shall mutually agree, for itself and its successors and assigns, to indemnify, hold harmless, and, if so requested, defend both parties and its employees, officers, directors, agents, representatives, and their respective heirs, executors, administrators, personal representatives, successors, and assigns (collectively, the "Indemnitees") from and against any and all claims,

damages, losses, liabilities, suits, charges, fines, taxes, fees, penalties, orders, settlements, judgments, actions, causes of action, costs, and expenses (including reasonable attorneys' fees) arising out of or related to: (i) the services set forth in this Agreement; (ii) the actions or inactions of either party and/or its employees, contractors, and agents; and (iii) the breach by either party of any agreement, covenant, representation, or warranty in this Agreement, regardless of whether any of the foregoing is caused in part by any of the Indemnitees, including, but not limited to, any responsibility for pay or play penalties or shared responsibility payments pursuant to the Affordable Care Act, the imposition of any monetary payments due and owing to PSERS,) any finding pursuant to the Internal Revenue Code or PSERS that the employees assigned to each IU pursuant to this Agreement are deemed employees of each respective IU. The parties obligation to indemnify and hold each other harmless under this Agreement shall survive the expiration or termination of this Agreement.

V. THE PERSONS SIGNING THIS MOU warrant that they have full legal power to execute the agreement and to bind and obligate the respective organizations to all provision contained herein.

VI. EFFECTIVE DATE AND SIGNATURE:

This MOU shall be in effect beginning in the 2023-2024 school year, commencing at the end of the 2025-2026 school year and continuing as long as both parties agree that the program is continuing to be successful.

Lancaster Lebanon Intermediate Unit 13

School District

(date)

(date)

Instructional Program Review Findings

Lampeter-Strasburg School District- Academic Committee

September 5, 2023



What is student engagement?

“The amount of attention, interest, curiosity, and positive emotional connections that students have when they are learning, whether in the classroom or on their own” (Sousa, 2016).



Cognitive Engagement

“Students’ level of investment in learning. It incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.”

Critical Thinking

Collaboration

Efficacy

Questioning/Discussion

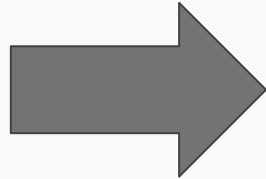
Responsiveness

Feedback

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59 - 109.

Three Categories of Data Collection

1. Learning Task Design
2. Engaging Learning Environment
3. Conditions for Cognitive Engagement



- Teacher Focus Groups including 18 professional staff volunteers
- Survey Data- Responses from 194 professional staff
- Classroom visitations- 122 classrooms across all District buildings.
- Lesson Plan Review- 140 Lesson plans submitted K-12
- Administrative Interviews- All Principals and Asst. Superintendent

Commendations:

- The Lampeter-Strasburg School District administrative team is dedicated to continuous instructional improvement across the district
- Both administrators and teachers recognize that the student demographics in the district are changing, which may result in necessary changes to school and classroom processes and practices in order to meet all students' needs
- Teachers have a strong rapport with students and are committed to their students' success.

Commendations:

- Teachers believe that their actions have a direct impact on student engagement
- Teachers are willing to try new instructional strategies like the blended station rotation model or kinesthetic movement in order to engage students
- Students are polite, respectful, and compliant.

Conclusions and Considerations

- A strong foundation of positive relationships exists between teachers and students and between students and their peers. There are opportunities to build upon this to create positive learning environments that promote student engagement
- Teachers desire focused, collaborative professional learning opportunities

Conclusions and Considerations

- Classroom instruction is largely teacher-directed and teacher-centered
- A renewed emphasis on Lesson Clarity is needed
 - Communicating clear learning intentions and rationale
 - Communicating clear criteria for success
 - Co-constructing learning intentions and success criteria with students
 - Providing students with opportunities to respond
 - Providing clear feedback to students about their progress

Conclusions and Considerations

- Students' responses to the classroom tasks they are assigned range from retreatism to engagement. There is evidence of a systemic focus on compliance
- The presence of independent and undifferentiated task lists and worksheets is pervasive across all grades. The addition of challenging and meaningful performance tasks that encourage student collaboration would counterbalance this

Priorities for Action

1. Leadership
2. Clarity for Learning
3. Performance Task Design
4. Professional Learning

Next Steps....

- Evaluation of Building Level Goals and Development of New Building Level Goals through the Comprehensive Planning Process
- Professional Development and Coaching (Teachers and Administrators)



L-S HS Advisory Lessons

Timeline and Topics

Grade 9 ~ Implementation in 2022-2023

Lesson	Topic
1 - Sept.	Time Management (How to prioritize, school/'extras' balance, utilizing flex time)
2 - Oct.	Suspending Judgment (Getting to know others before making assumptions)
3 - Nov.	Making Choices (Thinking through decisions)
4 - Dec.	Community Outreach (Service project/activity)
5 - Jan.	Looking at Your Future (Setting goals)
6 - Feb.	Achieving Excellence (Reducing limiting decisions & course selection)
7 - Mar.	Working Together & Utilizing Resources (Working smarter & working together)
8 - Apr.	Healthy Peer Relationships (Understanding our differences & determining healthy peer relationships)
9 - May	Year End Celebration (Celebrating & building each other up, thinking of goals for next year)

Grade 10 ~ Implementation in 2022-2023

Lesson	Topic
1 - Sept.	Showing Growth (Reflections of lessons learned & continuing the positive progress)
2 - Oct.	Perspective Taking (Recognizing varying perspectives influence decisions)
3 - Nov.	Growth Mindset (Our thoughts impact how we feel & our decisions)
4 - Dec.	Community Outreach (Service Project)
5 - Jan.	Looking at Your Future (Goal setting & developing strategy)
6 - Feb.	Achieving Excellence (Planning ahead to achieve goals & the effects of our decisions)
7 - Mar.	Communicating Appropriately (Spoken & unspoken communication)
8 - Apr.	Healthy Peer Relationships (Recognizing the signs of positive & healthy peer relationships)
9 - May	Year End Celebration (Celebrating & building each other up, thinking of goals for next year)

Book	Policy Manual
Section	100 Programs
Title	Comprehensive Planning
Code	100
Status	Active
Adopted	February 4, 2019

Purpose

The Board recognizes the importance of comprehensive planning in developing and guiding the district's goals, and the educational programs and operation of the schools. Participation by educational stakeholders is a critical element of such planning.

Authority

The Board shall provide guidance in the district's comprehensive planning process, and shall ensure active participation by Board members, administrators, teachers, other district personnel, students, parents/guardians and representatives from local businesses and the community.

As part of the comprehensive planning process, the Board directs that the district develop and implement individual plans and components as required by law, regulations, and funding and program requirements.[\[1\]](#)

The Board directs that the goals and action plans developed through comprehensive planning shall be continuously monitored and reviewed to ensure students are achieving at high levels.

Professional Education

The district shall develop and submit a professional education plan to the Secretary of Education for approval every three (3) years, as required by law and regulations. Prior to approval by the Board and submission to the Secretary of Education, the professional education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[2\]](#)[\[1\]](#)[\[3\]](#)[\[4\]](#)

Induction

The district shall develop and submit an induction plan to the Department of Education for approval every six (6) years, as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the induction plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[5\]](#)[\[4\]](#)

Student Services

The district shall develop and implement a written plan every six (6) years for providing a comprehensive and integrated K-12 program of student services, as required by law and regulations. Prior to approval by the Board, the student services plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[6\]](#)[\[7\]](#)

Special Education

The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[8\]](#)[\[9\]](#)

Gifted Education

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.[\[1\]](#)[\[10\]](#)[\[11\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible for organizing the comprehensive planning process, ensuring participation in accordance with Board policy and submitting the required plans to the Department of Education.

The Superintendent or designee shall be responsible for implementing the goals and action plans developed through comprehensive planning and providing periodic reviews as requested by the Board.

Legal

[1. 22 PA Code 4.13](#)

[2. 24 P.S. 1205.1](#)

[3. 22 PA Code 49.17](#)

4. Pol. 333

[5. 22 PA Code 49.16](#)

[6. 22 PA Code 12.41](#)

7. Pol. 146

[8. 22 PA Code 14.104](#)

9. Pol. 113

[10. 22 PA Code 16.4](#)

11. Pol. 114

[22 PA Code 4.4](#)

Pol. 002

Pol. 004

Pol. 101

Pol. 105

Pol. 107

Pol. 109

Pol. 701

Book	Policy Manual
Section	100 Programs
Title	Mission Statement/Vision Statement
Code	101
Status	Active
Adopted	February 4, 2019

Authority[1]

District 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 parents and community, opportunities for each learner to acquire the knowledge, skills, and values to become a responsible, productive citizen.

District Vision Statement

Lampeter-Strasburg: Learning, Listening, Leading, Linking

Legal 1. Pol. 100

Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102
Status	Active
Adopted	February 4, 2019

Purpose

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[\[1\]](#)[\[2\]](#)

Definition

Academic standards - shall be defined as what a student should know and be able to do at a specified grade level. For purposes of Board policy, the term **academic standards** shall be deemed to encompass Pennsylvania Core Standards, state academic standards and local academic standards.[\[3\]](#)

Authority

The Board shall approve academic standards for district students to attain, in the following content areas:[\[2\]](#)

1. English Language Arts.
2. Mathematics.
3. Science and Technology - to include reading in science and technology, and writing for science and technology.
4. Environment and Ecology.
5. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.
6. Arts and Humanities.
7. Career Education and Work.
8. Health, Safety and Physical Education.
9. Family and Consumer Science.

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[\[2\]](#)[\[6\]](#)[\[8\]](#)

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[\[2\]](#)[\[7\]](#)

Legal

[1. 22 PA Code 4.11](#)

[2. 22 PA Code 4.12](#)

[3. 22 PA Code 4.3](#)

4. Pol. 105

5. Pol. 107

6. Pol. 127

7. Pol. 113

[22 PA Code 4.4](#)

8. Pol. 212