

## **ELIZABETHTOWN AREA SD**

600 E High St

Comprehensive Plan | 2023 - 2026

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### **MISSION STATEMENT**

Our mission is to prepare all students to be life ready. As such the District is pivoting away from a narrow program focus of study where students take courses aligned to the possible college and careers they are interested in toward a much more impactful and broader model designed to help students become life ready. In doing so, our District's goal is to provide students with the knowledge, skills, and social and emotional wellness to be successful across a broad spectrum of opportunities that may or may not include a college degree and can fall across a broad range of platforms including skilled and high occupation labor that provide a living wage; professions in the STEM (science, technology, engineering, and mathematics) and Humanities fields; and careers in the armed forces.

### **VISION STATEMENT**

Every student graduates ready to live, learn and thrive in a global community.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students will proactively seek ways to expand and improve their own thinking/understanding; their own performance; options to create/engage their own learning pathways. Students will have a nurturing environment where healthy risk taking is promoted, encouraged, supported and celebrated.

### **STAFF**

Staff will foster our Life Ready graduate mission through student learning at Elizabethtown by: - PREPARING students for college and career readiness - PROMOTING 21st Century learning skills and processes by promoting collaboration, creativity, communication and critical thinking while fostering curiosity. - ENGAGING students and staff in real world problem solving. - BY CAPITALIZING on personalized learning opportunities. - PROVIDING a safe and supportive learning environment. - EXTENDING beyond the walls of our schools by fostering strong relationships with families, businesses, post secondary partners and our community locally, regionally and globally.

### **ADMINISTRATION**

Our purpose: We will support our students to be life ready. We will monitor our practices for student learning as identified by the following: - Student proficiency in a high quality balanced educational program which focuses on the 21st century life ready skills through our identified 4 A's: Academics, the Arts, Athletics/Extra-Curriculars, and Altruism to provide a solid foundation for future study and career options. - Successful student transitions within and from grade spans at the early childhood, elementary, middle school, high school and post secondary options.

### **PARENTS**

Parents are educational advocates for students. They hold a mindset to afford students the opportunities to become life ready learners.

### **COMMUNITY**

Community partners are an essential component to the Life Ready Learner Model. Support begins with our Pre-Natal to 3rd grade initiative to

support students as they journey through our educational system both inside and outside of our brick and mortar walls as students strive to fulfill their chosen platform.

## STEERING COMMITTEE

Name	Position	Building/Group
Richard Schwarzman	Assistant to the Superintendent	EASD
Stuart Savin	Other	Lancaster County Career and Technology Center
Lauren Deibler	Community Member	Elizabethtown College
Megan Dancause	Other	Thaddeus Stevens College of Technology
Michael Corradino	Community Member	HACC
Mike Szymanski	Other	GlaxoSmithKline
Caroline Lalvani	Board Member	EASD
Perla Berry	Other	Masonic Villages
Cindy DeWire	Other	Associated Builders & Contractors, Inc
Allison Bridgeman	Community Member	EACTC
Stephanie Larkin	Other	Associated Builders & Contractors, Inc
Troy Portser	Administrator	EASD
Jennifer Fields	Staff Member	EASD

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Tom Strickler	Administrator	EASD
Walter Smith	Administrator	EASD
Michael Pericci	Administrator	EASD
Megan Moffet	Administrator	EASD
Jacques Viau	Administrator	EASD
Amanda Baxter	Administrator	EASD - Primary
James Read	Board Member	EASD
David Beard	Administrator	EASD - Secondary
Jason D'Amico	Administrator	EASD - Secondary
Karen Nell	Administrator	EASD
Alisa Gunn	Staff Member	EASD
Nate Frank	Administrator	EASD
Mark Anderson	Staff Member	EASD
Diana Chandra	Staff Member	EASD
Jill Flemming	Staff Member	EASD

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Melissa Cook	Parent	PTO
Jessica Hitz	Parent	PTO
Melissa Tuttle	Parent	PTO
Maribeth Witkowski	Parent	PTO
Kim Thatcher	Parent	PTO
Amy Karr	Parent	PTO
Jamie Bell	Staff Member	EASD
April Herres	Parent	PTO
Alisha Runkle	Parent	PTO
Melissa Derr	Parent	PTO
Becky Henderson	Parent	PTO
Justine Runkel	Parent	PTO
Crystal Hirst	Staff Member	EASD
Ashley Bleacher	Parent	PTO
Katie Amick	Parent	PTO

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Melissa Groff	Parent	PTO
Brianna Shoenfelt	Staff Member	EASD
Kristen Bowers	Parent	PTO
Joy Oberholser	Parent	PTO
Mandy Oberholtzer	Parent	PTO
Elizabeth Whitney	Parent	PTO
Amanda Coble	Parent	PTO
Rachael Powell	Parent	PTO
Melissa Cuoco	Staff Member	EASD
Jen McFadden	Parent	PTO
Stephen Geib	Staff Member	EASD
Gregory Martin	Community Member	EASD Ag Advisory
Grace Book	Community Member	EASD Ag Advisory
Josh Deaven	Community Member	EASD Ag Advisory

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## ESTABLISHED PRIORITIES

### Priority Statement

Foster a vision and culture of high expectations for success for all students, educators, and families.

### Outcome Category

Post-secondary transition to school, military, or work

Focus on Tier 1 ensuring that staff have the necessary resources and training to meet the needs of all learners and to determine when students need referred for Tier 2 and 3 services via data informed decision making.

Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Leader in Me

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Life Ready Learner Portfolio

Promote and support broad opportunities and flexibility for individual learning while complying with core standards exhibited by all students who develop a life ready portfolio and presentation beginning with the class of 2026.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each grade span level will determine in consultation with our Covey partner the exact habits/career ready skills and applicable experiences that will align to their specific responsibilities of preparing students within the life ready graduate model	2023-07-01 - 2026-06-30	Student Supports Coordinator	LiM program

**Anticipated Outcome**  
 Measurable Results Data will provide annual information for each building relative to the expected output.

**Monitoring/Evaluation**  
 Measurable Results Data will provide annual information for each building relative to the expected output.

**Evidence-based Strategy**  
 Curriculum Vertical Alignment

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	MTSS fully implemented at the grades K-2 with data informed meetings driving the necessary instructional adjustments, resources and professional development by tier for the assigned students by 2026.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum alignment to ensure effective tier 1 instruction K12	2023-07-01 - 2025-06-30	Curriculum & Federal Program Coordinator	Elizabethtown curriculum templates Curriculum teacher leaders Dedicated in-service time
K8 Assessment plan to guide data informed decision making	2023-07-01 - 2026-06-30	Curriculum & Federal Program Coordinator	Array of aligned/determined assessment types
K8 data meetings to identify appropriate supports and students to receive Tier 2 and 3 supports	2023-07-01 - 2026-06-30	Curriculum & Federal Program Coordinator	Scheduled Meeting Times Data warehouse Intervention plan

**Anticipated Outcome**

**Monitoring/Evaluation**



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Promote and support broad opportunities and flexibility for individual learning while complying with core standards exhibited by all students who develop a life ready portfolio and presentation beginning with the class of 2026. (Life Ready Learner Porfolio)	Leader in Me	Each grade span level will determine in consultation with our Covey partner the exact habits/career ready skills and applicable experiences that will align to their specific responsibilities of preparing students within the life ready graduate model	07/01/2023 - 06/30/2026

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

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

### **Assurance of Quality and Accountability**

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

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

PSSA ELA Bear Creek Grade 3-5 ELA are well above the state avg

Keystone Algebra I HS Growth score above state average for all groups

PSSA Science Bear Creek Grade 4 well above state average

HS - Fiction analysis and identifying themes

MS - Identifying key details in text, grammar

HS - Solving 1 and 2 step equations, exponent rules, linear graphing, polynomial simplification

MS - #'s and operation

HS - 100% of SDs and 94% of EDs met the standard

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

Coordinate and monitor supports aligned with students' and families' needs

### Challenges

PSSA Math MS 6-8 below state growth expectation and only 3% of students overall advanced

Middle School 6-8 PSSA participation rate is 69%

HS - Sentence construction skills in 9th and 10th grade

MS - Daily school attendance rates are over 90%, however participation rate on standardized assessment is 69%

MS - Writing in general and sentence structure

BC - Tier 3 students are not currently involved GRADE assessment

HS - Solving complex equations, systems of equations and rationale expressions

While we have many students who start the coursework progression for the approved CTE program we typically have only 3-5 students complete each year

Ensure effective, standards-aligned curriculum and assessment

Support schools in implementing evidence-based instructional

## Strengths

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

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

BC - Achievement prof/A scores ELA are well above state ave and Adv scores are above state ave

BC - Achievement prof/A scores in Math are well above state ave and Adv scores are above state ave and Growth scores are well above state standard and state ave

BC - 68% of 4th grade students are indicating Proficiency or better on ExactPath

HS - Growth score above state average for all groups of students, driven by advanced scores above the state average

MS - Advanced scores are in alignment with the state average

SDs at MS and HS show adequate if not significant growth in Math

Above the state average for students with 2 or more races in attendance

BC - 80%+ proficiency on GRADE assessment for students who

## Challenges

and well being strategies and programs to ensure all students have access to rigorous, standards-aligned instruction facilitated by effective adults.

HS - Advanced scores are below average for SD subgroups

MS - 25% below state growth expectation, 3% of students overall advanced which is 10% below state average

HS and MS - Below the state average in advanced and proficient scores - Common assessments show difficulty in technical reading and critical thinking skills

HS - Participation rate is only at 65%

MS - 25% below growth state expectations

Adequate staffing and related resources to address level 1 and 2 ELs at the intermediate level

Regular attendance for SD and ED groups at the HS

Proficiency achievement for SDs on Algebra Keystone and PSSA Exams

Lack of representation of subgroups in advanced coursework

MS - Measurement and probability

## Strengths

participated

HS - Surpass state average for career standards benchmark , MS - 10% above the state average or career standards benchmark

HS - Identifying variables and macro-biology

BC - Achievement prof/A scores in Science are well above state ave and Adv scores are above state ave

Economic Disadvantage group at intermediate is on par with overall student group

Attendance is strong for all student groups at intermediate

The PATI survey allows the district an annual opportunity to update overall hardware assets and the networking technology used to make them most functional. This survey provides a time of reflection and analysis to ensure that district technology plans are correct and leveraging the expected outcomes for students.

Revamping student support services has initiated positive progress in identifying student needs and providing appropriate programming coming out of the pandemic

Balance between preparation for college, career and military pathways within our approach to instituting a life ready graduate approach

## Challenges

Foster a vision and culture of high expectations for success for all students, educators, and families

Significant decrease at intermediate on career standards benchmark for ED and Students w/ disabilities

Improvements in meeting the needs of newcomers through direct instruction and teacher modifications and seeking additional interventions for SLIFE students will improve growth to target measures.

Lack of proficiency among our Students with disabilities at all levels

Moving the MTSS process from an inconsistent program of ideas to actual systemic implementation for both academics and behavior within the our Leader in Me foundational process for establishing a culture of belonging, value and voice for all stakeholders

BC - Currently not using study island for Science

MS scores could be impacted by when new students arrive to the district and available data on evidence completion

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**Most Notable Observations/Patterns**

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To reach the full implementation of the Life Ready Model and Graduate an exemplary MTSS needs to be established which will address all groups of students

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**Challenges**

Support schools in implementing evidence-based instructional and well being strategies and programs to ensure all students have access to rigorous, standards-aligned instruction facilitated by effective adults.

**Discussion Point**

Foster a vision and culture of high expectations for success for all students, educators, and families

**Priority for Planning**

✓

Moving the MTSS process from an inconsistent program of ideas to actual systemic implementation for both academics and behavior within the our Leader in Me foundational process for establishing a culture of belonging, value and voice for all stakeholders

Both sides of the model need to be data informed

✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Leader in Me

Action Steps	Anticipated Start/Completion Date
Each grade span level will determine in consultation with our Covey partner the exact habits/career ready skills and applicable experiences that will align to their specific responsibilities of preparing students within the life ready graduate model	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Measurable Results Data will provide annual information for each building relative to the expected output.	Measurable Results Data will provide annual information for each building relative to the expected output.

Material/Resources/Supports Needed	PD Step	Comm Step
LiM program	yes	yes



### Action Plan: Curriculum Vertical Alignment

**Action Steps****Anticipated Start/Completion Date**

Curriculum alignment to ensure effective tier 1 instruction K12

07/01/2023 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

Elizabethtown curriculum templates Curriculum teacher leaders Dedicated in-service time

yes

yes



**Action Steps****Anticipated Start/Completion Date**

K8 Assessment plan to guide data informed decision making

07/01/2023 - 06/30/2026

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

Array of aligned/determined assessment types

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

K8 data meetings to identify appropriate supports and students to receive Tier 2 and 3 supports

07/01/2023 - 06/30/2026

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Scheduled Meeting Times Data warehouse Intervention plan

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Developing both sides of the MTSS triangle	Building administration and Lighthouse Team members	Student ownership for the 3 main components of the LiM program - Leadership, Academics and Culture

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student growth within the model that illustrates transitioning from dependent to independent to interdependent learners MRA data that monitirs progress for the development of a culture of belonging which focuses on valuing all students and their individual student voices	07/01/2023 - 06/30/2026	Student Supports Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
	Teaching Diverse Learners in Inclusive Settings
	Teaching Diverse Learners in Inclusive Settings



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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# COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Developing a MTSS process to support the Life Ready Model	All Elizabethtown Area District Stakeholders	Student leadership, Culture of Belonging and Well-Being, Academic Assessment, Academic Intervention, Aligned Curriculum K12
Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2026	Updates provided in the districts' annual report	Other Presentation
Lead Person/Position	Student Supports Coordinator, Curriculum & Federal Programs Coordinator	



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

