

Lampeter-Strasburg SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Lampeter-Strasburg School District		113363603
Address 1		
1600 Book Road, PO Box 428		
Address 2		
City	State	Zip Code
Lampeter	PA	17537
Chief School Administrator		Chief School Administrator Email
Kevin S. Peart, Ed.D		kevin_peart@l-spioneers.org
Single Point of Contact Name		
Andrew M. Godfrey, Ed.D.		
Single Point of Contact Email		
andrew_godfrey@l-spioneers.org		
Single Point of Contact Phone Number		
7174643311		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Kevin Peart	Superintendent	Lampeter-Strasburg School District	kevin_peart@l-spioneers.org
Dr. Andrew Godfrey	Assistant Superintendent	Lampeter-Strasburg School District	andrew_godfrey@l-spioneers.org
Dr. Benjamin Feeney	High School Principal	Lampeter-Strasburg School District	benjamin_feeney@l-spioneers.org
Mrs. Alicia Kowitz	Middle School Principal	Lampeter-Strasburg School District	alicia_kowitz@l-spioneers.org
Dr. Jeffrey Smecker	Elementary Principal	Lampeter-Strasburg School District	jeffrey_smecker@l-spioneers.org
Dr. Michele Westphal	Elementary Principal	Lampeter-Strasburg School District	michele_westphal@l-spioneers.org
Mrs. Melissa Swarr	High School Assistant Principal	Lampeter-Strasburg School District	eva_seckman@l-spioneers.org
Dr. Scott Rimmer	High School Assistant Principal	Lampeter-Strasburg School District	scott_rimmer@l-spioneers.org
Mr. Cory Robison	Middle School Assistant Principal	Lampeter-Strasburg School District	cory_robison@l-spioneers.org
Mr. William Griscom	Technology Director	Lampeter-Strasburg School District	william_griscom@l-spioneers.org
Mrs. Karen Staub	Special Services Director	Lampeter-Strasburg School District	karen_staub@l-spioneers.org
Mr. Keith Stoltzfus	Business Manager	Lampeter-Strasburg School District	keith_stoltzfus@l-spioneers.org
Mrs. Joan Johnson	Mathematics Coach	Lampeter-Strasburg School District	joan_johnson@l-spioneers.org
Ms. Amanda Kinert	English Language Arts Coach	Lampeter-Strasburg School District	amanda_kinert@l-spioneers.org
Mrs. Jennifer Risser	Other	Lampeter-Strasburg School District	jennifer_risser@l-spioneers.org
Mrs. Jennifer Flix	Administrator	Lampeter Elementary	jennifer_felix@l-spioneers.org
Mrs. Melissa Herr	Board Member	Lampeter-Strasburg School District	melissa_herr@l-spioneers.org
Mr. Matthew Parido	Board Member	Lampeter-Strasburg School District	matthew_parido@l-spioneers.org
Mr. Dustin Knarr	Board Member	Lampeter-Strasburg School District	dustin_knarr@l-spioneers.org
Mrs. Suzanne Knowles	Board Member	Lampeter-Strasburg School District	suzanne_knowles@l-spioneers.org
Ms. Kelly Osborne	Board Member	Lampeter-Strasburg School District	kelly_osborne@l-spioneers.org
Mrs. Kari Steinbacher	Board Member	Lampeter-Strasburg School District	kari_steinbacher@l-spioneers.org
Mr. Andrew Welk	Board Member	Lampeter-Strasburg School District	andrew_welk@l-spioneers.org
Mrs. Donna Bitler	Staff Member	Lampeter-Strasburg School District	donna_bitler@l-spioneers.org
Mr. Matthew Shockey	Staff Member	Lampeter-Strasburg High School	matthew_shockey@l-spioneers.org
Mrs. Erica White	Staff Member	Lampeter-Strasburg High School	erica_white@l-spioneers.org
Mrs. Lindsay Shehan	Staff Member	Lampeter-Strasburg High School	lindsay_shehan@l-spioneers.org
Mr. Larry Royer	Staff Member	Martin Meylin Middle School	larry_royer@l-spioneers.org
Mr. Keith Martin	Staff Member	Martin Meylin Middle School	keith_martin@l-spioneers.org
Mrs. Christi Henry	Staff Member	Hans Herr Elementary	christi_henry@l-spioneers.org
Mrs. Heather Ceresini	Staff Member	Hans Herr Elementary	heather_ceresini@l-spioneers.org
Mrs. Jenna Kim	Staff Member	Lampeter Elementary	jenna_kim@l-spioneers.org
Mrs. Justina Martin	Parent	Hans Herr Elementary	NA
Mr. Larry Lavato	Community Member	Lampeter-Strasburg School District	NA

Mrs. Jessica Nieli	Parent	Lampeter Elementary	NA
Mrs. Jenna Rohrer	Parent	Martin Meylin Middle School	NA
Mrs. Michelle Kennedy	Other	Martin Meylin Middle School	michelle_kennedy@l-spioneers.org
Mrs. Kim Smith	Staff Member	Lampeter Elementary	kim_smith@l-spioneers.org
Miss Lauren Livengood	Student	Lampeter-Strasburg High School	NA
Mr. Truman Horst	Student	Lampeter-Strasburg High School	NA
Mr. Joshua Nolt	Parent	Lampeter-Strasburg High School	NA
Mrs. Michelle Schatzmann	Other	Lampeter-Strasburg High School	michelle_schatzmann@l-spioneers.org
Mrs. Rachel Welsh	Other	Lampeter Elementary	rachel_welsh@l-spioneers.org
Mrs. Megan Burkholder	Other	Hans Herr Elementary	megan_burkholder@l-spioneers.org

LEA Profile

Since its inception in 1952, the Lampeter-Strasburg School District continues to provide an exceptional education while maintaining the best of its traditions, making L-S a great environment for learning. Educational programming throughout the District provides access to the required academic standards for all students, while encouraging curiosity and creativity to promote lifelong learning. The District maintains multiple academic safety nets to support struggling learners, as well as providing enrichment for those students who have demonstrated mastery of grade level standards. The District offers students an education that includes a strong core academic program, plus athletics, clubs, co-curricular and extra-curricular activities, and strong fine and cultural arts programs to educate the whole child. Many District programs emphasize community interaction and community service with various local organizations and businesses. The Lampeter-Strasburg School District is a proud focal point of the community. The sense of pride in the success of the District's students is shared among students, staff, parents, and the Lampeter-Strasburg community.

The Lampeter-Strasburg School District is a suburban school district located approximately eight miles south of Lancaster, PA, in central Lancaster County. There are approximately 24,311 residents who populate Strasburg Borough, Strasburg Township, and West Lampeter Township, the communities that define the 33 square miles surrounding the geographically-centered school campus. The District is made up of primarily residential housing with few industries. Most local businesses within the District are small and privately-owned. The District works collaboratively with many local businesses and/or organizations.

The District's nearly 3,000 students are housed in four schools on one campus in West Lampeter. As of January 30, 2024, Lampeter Elementary School serves approximately 573 kindergarten through second grade students. Hans Herr Elementary School serves approximately 632 third through fifth grade students. Martin Meylin Middle School serves approximately 654 sixth through eighth grade students, and Lampeter-Strasburg High School serves 913 students in ninth through twelfth grades. Approximately 30 percent of the District's students are considered low-socioeconomic and the District has experienced an increase in the number of families considered homeless under the McKinney-Vento Homeless Education Assistance Act.

Mission and Vision

Mission

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

Lampeter-Strasburg: Learning, Listening, Leading, Linking

Educational Values

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 physical and emotional needs met.
- have the opportunity to engage in high levels of learning and the right to learn at their own level.
- are recognized as unique and 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 equal access to a challenging and engaging curriculum, differentiated to meet the needs of all learners and enables student success.
- hold mutual respect for each other, building a strong sense of Pioneer Pride.
- have clear expectations for learning.
- are college and career ready and are guided to become productive citizens and community members with skills related to problem solving, communication, financial management and planning for the future.
- have access to remediation and enrichment opportunities as needed.
- have opportunities to celebrate the diverse cultures represented in our district and participate in more multicultural learning opportunities.
- have their learning measured through multiple assessments that address various learning styles.
- have access to purposeful and appropriate learning resources.
- are prepared with creative problem-solving skills, technical skills and communication skills for their future selves.
- Receive every possible support to maintain consistent attendance.

Staff

The Lampeter-Strasburg School District believes it is vital that staff...

- make every decision based on what is best for students.
- are appropriately placed into positions that support the District's mission and vision.
- support student growth using research-based strategies and innovative practices.
- Have open lines of communication with students, parents, colleagues, and administration.
- feel like a valued and trusted part of the L-S family and strive to do their best.
- strive for continuous student growth.
- be responsible to work in partnership with families and community members to support the social, emotional, physical and academic needs of students.
- use quality, reliable assessments to inform instruction and improve student learning.
- are committed to being lifelong learners through 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 diverse needs of our learners.
- continue to inform families and the community on issues related to student safety.
- commonly reflect on and share best instructional and assessment practices with colleagues.
- build strong, transparent and collaborative relationships with colleagues, administration and the

Administration

The Lampeter-Strasburg School District believes it is vital that administration...

- make decisions based on what is best for students. (moved this statement to the top)
- communicate a shared vision and mission across the District.
- Build strong, collaborative relationships and foster transparent communication with parents, staff, and teachers, and the community. (this is 3&4 combined).
- Have an open invitation for the Board of School Directors to visit school buildings on a regular basis.
- maintain high expectations for students, staff, parents, and administration.
- 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 for supporting 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. • is open and responsive to support the instructional needs of staff and learning needs of students. • encourage leadership of students, parents, staff and teachers • continue to enhance a climate that supports teacher and staff health and wellness practices

Parents

The Lampeter-Strasburg School District believes it is vital that parents... • take an active role in student learning (moved to the top). • are collaborators with the school and community. • trust that administrators and teachers are advocates for the education of their children. • are vested in the District and each school. • are strongly encouraged to be actively involved in their child’s school (PTO, school events, advisory boards, etc.) and community. • 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.

Community

The Lampeter-Strasburg School District believes it is vital that community members... • are active partners with the school and school community in supporting student growth. • trust that administrators and teachers are vested in the education of their children. • are vested in the district. • are 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 District. • maintain a mutually strong relationship with the school community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Overall, the District continues to demonstrate high levels of achievement in English Language Arts, Mathematics, and Science for all students, exceeding state proficiency averages in all areas of the PSSA and Keystone Exams.	Although achievement scores decreased during the pandemic years, scores are now rebounding and surpassing state interim targets/goals in most subject areas.
Students in grades 3-5 outperformed the state in English Language Arts by 12% average (grade 5 outperformed by 18%). In 2023, students in grades 6-8 outperformed the State in English Language Arts by 15% (average).	ELA scores continue to far exceed state averages despite some fluctuation in achievement over the last few years.
PSSA Math scores at every grade level outperformed the state by 14-23%.	Although math achievement is still lower than pre-pandemic scores, it is increasing and above state averages.
All District buildings exceeded state averages for science achievement by 24.7% in grade four, 13.8% in grade 8, and 14.3% for biology. All buildings have exceeded state averages for science consistently for the last five years.	Science achievement continues to increase in all buildings.
All District buildings met or exceeded statewide interim goals/improvement targets for Science (grades 4, 8, and Biology).	Science achievement continues to increase in all buildings.
All District buildings exceeded the state standards for demonstrating growth for Mathematics.	Although achievement as struggled, growth as been excellent. A possible sign that achievement will follow along.

Challenges

Indicator	Comments/Notable Observations
Students in grades 6-8, as well as all significant subgroups, did not meet state PSSA Math proficiency goals.	Math scores were impacted by the new PA core standards and then by the pandemic. We continue to address needs through program and instruction.
Across grades 3-5, the percentage of students scoring proficient or advanced on the PSSA English Language Arts Exam has consistently decreased.	We continue to address learning loss from the pandemic when there students were in early primary grades.
Only 50% of high school students passed the Algebra I Keystone on their first try last year. • Only 18% (15 students) of re-testers passed. • Overall, only 59% of district students passed the Algebra I Keystone on the first try (vs 26% in PA). • Only 9% of students with IEPs passed the Algebra I Keystone on first try (3/33) last year. That is only a slightly higher rate than the State (7%).	Algebra I is feeling the impact of the learning loss from the pandemic years- students moving into the course after instructional loss earlier in their academic career.
Students at Hans Herr Elementary School did not meet the interim state goal/improvement target in English Language Arts (ELA). Martin Meylin Middle School did not meet the interim state goal/improvement target in English Language Arts and Mathematics.	We continue to address learning loss from the pandemic when there students were in early primary grades.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator Students in significant subgroups continue to meet or exceed growth targets in most academic areas.</p> <p>Grade Level(s) and/or Student Group(s) Significant subgroups</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index.</p>
<p>Indicator PVAAS growth data for Algebra I has exceeded the state targets for the last five years, including significant subgroups (Special Education and Low-Socioeconomic).</p> <p>Grade Level(s) and/or Student Group(s) Middle and High School - All Students.</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index.</p>
<p>Indicator Middle School students with disabilities are meeting and/or exceeding growth targets in English Language Arts and Mathematics.</p> <p>Grade Level(s) and/or Student Group(s) Middle School</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index.</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator High School Keystone Exams demonstrated that students met or exceeded achievement and growth targets in all subject areas with the exception of Algebra I achievement.</p> <p>Grade Level(s) and/or Student Group(s) High School- Grades 9-12</p>	<p>Comments/Notable Observations Approximately 60 students took the Algebra I in grade 8 during the 2019-2020 school year that were not included in these scores. Those students were not included in the overall count/percentage proficient due to the pandemic.</p>
<p>Indicator Hans Herr Elementary and Lampeter-Strasburg High School met or exceeded State standards for demonstrating growth in English Language Arts and Science.</p> <p>Grade Level(s) and/or Student Group(s) Hans Herr Elementary and Lampeter-Strasburg High School</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index.</p>
<p>Indicator Students in grades 3-5 demonstrated a pattern of growth in English Language Arts over the last five years. Grade 4 moved from meeting the 2022 target to exceeding the growth standard in 2023. Grade 5 moved from being below the target in 2022 to meeting the growth standard in 2023.</p> <p>Grade Level(s) and/or Student Group(s) Hans Herr Elementary</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index.</p>

<p>Indicator High School students met the growth standard (target) in both the 2021-2022 and 2022-2023 school years for Literature. All literature testers outperformed the state in both the winter (71% vs. 35%) and spring (60% vs. 53%) Keystone Literature Exams.</p> <p>Grade Level(s) and/or Student Group(s) Lampeter-Strasburg High School</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index.</p>
---	---

Challenges

<p>Indicator In grades 6 and 8, students have not demonstrated a consistent pattern of growth in English Language Arts.</p> <p>Grade Level(s) and/or Student Group(s) Middle School - 6-8</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index and district collected data. Note- Although achievement target was not met, the scores exceeded the state average by almost 15%.</p>
<p>Indicator Special Education and Economically Disadvantaged subgroups were outperformed by the state on the Spring 2023 Literature Keystone Exam (6% vs. 18%) and (33% vs. 34%), respectively.</p> <p>Grade Level(s) and/or Student Group(s) Students with Disabilities and Low Socioeconomic</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index and district collected data.</p>
<p>Indicator Grade 8 students in 2022-2023 did not meet the PA standard for demonstrating growth in Science.</p> <p>Grade Level(s) and/or Student Group(s) Middle School</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index and district collected data.</p>
<p>Indicator Increased identification of students with disabilities in the areas of OHI and Emotional Disturbance.</p> <p>Grade Level(s) and/or Student Group(s) K-8; Lampeter Elementary, Hans Herr Elementary, and Martin Meylin Middle School.</p>	<p>Comments/Notable Observations District collected Data.</p>
<p>Indicator Classroom observation, lesson plan data collection, and teacher survey data indicated the need to focus on clearly communicating learning intentions and rationale as well as criteria for student academic success.</p> <p>Grade Level(s) and/or Student Group(s) K-12 All classrooms</p>	<p>Comments/Notable Observations Data was collected as part of a an instructional program review conducted in collaboration with IU13.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>Districtwide, special Education and ESL students' proficiency rates on the Math PSSA are 28-52% lower than the rate for all students.</p> <p>Grade Level(s) and/or Student Group(s) Special Education</p>	<p>Data based on the 2022 Future Ready PA Index and district collected data.</p>
<p>Indicator Significant discrepancies still exist between 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</p> <p>Grade Level(s) and/or Student Group(s) Significant Subgroups</p>	<p>Comments/Notable Observations Data based on the 2022 Future Ready PA Index and district collected data.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>Overall, the District continues to demonstrate high levels of achievement in English Language Arts, Mathematics, and Science for all students, exceeding state proficiency averages in all areas of the PSSA and Keystone Exams.</p>
<p>Students in significant subgroups continue to meet or exceed growth targets in most academic areas.</p>
<p>All District buildings exceeded the state standards for demonstrating growth for Mathematics.</p>
<p>All District buildings exceeded state averages for science achievement by 24.7% in grade four, 13.8% in grade 8, and 14.3% for biology. All buildings have exceeded state averages for science consistently for the last five years.</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>Significant discrepancies still exist between 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</p>
<p>Special Education and Economically Disadvantaged subgroups were outperformed by the state on the Spring 2023 Literature Keystone Exam (6% vs. 18%) and (33% vs. 34%), respectively.</p>
<p>Districtwide, special Education and ESL students' proficiency rates on the Math PSSA are 28-52% lower than the rate for all students.</p>
<p>Classroom observation, lesson plan data collection, and teacher survey data indicated the need to focus on clearly communicating learning intentions and rationale as well as criteria for student academic success.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA ELA Achievement Data	Students in grades 3-8 did not meet the interim goal/improvement target for English Language Arts.
Keystone Literature Data-	Students taking the Literature Keystone exam met the interim achievement target.
PVAAS Growth Data	Elementary and High School students met or exceeded the standard to demonstrate growth in English Language Arts. Middle School Students did not meet the growth standard.
Benchmark / Diagnostic (CDT, DIBELS, Benchmark Running Records)	These benchmark/diagnostic exams are administered on a consistent basis to monitor student achievement/progress towards end of the year expectations (standards). Results vary depending on the cohort of students with traditionally, most students scoring very low at the start of the school year and then making significant growth as the year progresses. Students demonstrating lack of growth are targeted through tiered support.
Lampeter-Strasburg Instructional Program Review (IPR) Report	This comprehensive study reviewed survey data from 194 teachers, reviewed 140 sets of lesson plans, included classroom observational data from 122 classrooms, and interviews from staff and administrators to determine if the conditions for student engagement were present in K-12 classrooms.

English Language Arts Summary

Strengths

Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.
High School students met the growth standard in both 2022 and 2023. All literature testers outperformed the state in both the winter (71% vs. 35%) and spring (60% vs. 53%) Keystone Literature Exam.
Students in grades 3-5 outperformed the state in ELA by 12% average (grade 5 outperformed the state by 18%). In 2023, students in grades 6-8 outperformed the state in ELA by 15% (average).
Students in grades 3-5 demonstrated a pattern of growth in English Language Arts over the last five (5) years. Grade 4 moved from meeting the 2022 target being above the growth standard in 2023. Grade 5 moved from being below the target in 2022 to meeting the growth standard in 2023.

Challenges

Across grades 3-5, the percentage of students scoring proficient or advanced on the PSSA English Language Arts Exam have consistently decreased.
Special Education and Economically disadvantaged subgroups were outperformed by the state on the Spring 2023 Keystone Exam (6% vs. 18%) and (33% vs. 34%) respectively.
Across grades 6-8, students have not demonstrated a consistent pattern of growth in English Language Arts.
Based on the IPR Report, a renewed emphasis on lesson clarity is needed: <ul style="list-style-type: none"> Communicating clear learning intentions and rationale as well as criteria for success Co-constructing learning intentions and success criteria with students Providing students with opportunities to respond, and providing clear feedback to students about their progress

Mathematics

Data	Comments/Notable Observations
PSSA Achievement Data	PSSA Math scores at every grade level are rebounding from the pandemic and close to or above 2019 proficiency rates.
Keystone Algebra I Data	Algebra I Keystone scores have been steadily dropping since 2014 and have only partly rebounded since the pandemic.
PVAAS Growth Date- Math	All grades levels have met or exceed state growth targets for 2022-2023.
Benchmark / Diagnostic (CDT, Curriculum Based Measures)	These benchmark/diagnostic exams are administered on a consistent basis to monitor student achievement/progress towards end of the year expectations (standards). Results vary depending on the cohort of students with traditionally, most students scoring very low at the start of the school year and then making significant growth as the year progresses. Students demonstrating lack of growth are targeted through tiered support.
Lampeter-Strasburg Instructional Program Review (IPR) Report	This comprehensive study reviewed survey data from 194 teachers, reviewed 140 sets of lesson plans, included classroom observational data from 122 classrooms, and interviews from staff and administrators to determine if the conditions for student engagement were present in K-12 classrooms.

Mathematics Summary

Strengths

Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.
PSSA Math scores at every grade levels are outperforming the state by 14-23%.
PVAAS data for Algebra I has exceeded the state targets for the last five years, including significant subgroups.
In 2022-2023, all buildings/grade levels met or exceeded PA State growth expectations.

Challenges

Based on the IPR Report, a renewed emphasis on lesson clarity is needed: <ul style="list-style-type: none"> Communicating clear learning intentions and rationale as well as criteria for success Co-constructing learning intentions and success criteria with students Providing students with opportunities to respond, and providing clear feedback to students about their progress
Only 50% of students passed Keystone on first try at HS level last year. Only 18% (15 students) of re-testers passed. Overall, only 59% of district students (including middle school) passed Keystone on the first try. (it is about 26% total in the state) Only 9% of students with IEPs passed the Keystone on first try (3/33) last year. That is only a slightly higher rate than the state (7%).
Special Education and ESL students' proficiency rates on the Math PSSA across the district are 28-52% lower than all students.
Students in grades 6-8, as well as all significant subgroups, did not meet state proficiency goals according tot he PSSA Math Exam.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Achievement Data	Students in grade 4 met the 2030 statewide goal for science achievement. Students in grade 8 met the interim goal/improvement target.
PVAAS Science Growth Data	Students in grade 4 and 8 exceeded the standards demonstrating growth.

Keystone Biology Data	The school met the 2030 Statewide Goal for achievement and exceeded the standard demonstrating growth for Biology.
Lampeter-Strasburg Instructional Program Review (IPR) Report	This comprehensive study reviewed survey data from 194 teachers, reviewed 140 sets of lesson plans, included classroom observational data from 122 classrooms, and interviews from staff and administrators to determine if the conditions for student engagement were present in K-12 classrooms.
Benchmark / Diagnostic (CDT, Curriculum Based Measures)	These benchmark/diagnostic exams are administered on a consistent basis to monitor student achievement/progress towards end of the year expectations (standards). Results vary depending on the cohort of students with traditionally, most students scoring very low at the start of the school year and then making significant growth as the year progresses. Students demonstrating lack of growth are targeted through tiered support.

Science, Technology, and Engineering Education Summary

Strengths

Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.
All District buildings met or exceeded statewide interim goals/improvement targets for science (grades 4, 8, and biology).
All District buildings exceeded state averages for science achievement by 24.7% in grade four, 13.8% in grade eight, and 14.3% for biology. All buildings have exceeded state averages for science consistently for the last five years.
Economically Disadvantaged Students and Students with Disabilities have met or exceeded state targets for growth in 2022-2023.

Challenges

Based on the IPR Report, a renewed emphasis on lesson clarity is needed: <ul style="list-style-type: none"> Communicating clear learning intentions and rationale as well as criteria for success Co-constructing learning intentions and success criteria with students Providing students with opportunities to respond, and providing clear feedback to students about their progress
Economically Disadvantaged Students and Students with Disabilities are not meeting interim goal/improvement targets for achievement in science.
Grade eight students in 2022-2023 did not meet the PA standard for demonstrating growth in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standard Benchmark	Students in grades K-8 have exceeded the performance standard for career readiness. Students in grades 9-12 have met the performance standard for career readiness.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	Completer(s) in the District's Ag Production program traditionally met the proficiency standards outlined in the NOCTI.
SAE	L-S high school has a high number of students that participate and complete SAE projects as part of the approved Ag Production Program. The number of complete SAE projects each year continue to grow.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCP plans.

Partnering Institution

Thaddeus Stevens School of Technology

Agreement Type

Dual Credit

Program/Course Area

Career and Technology Education

Uploaded Files

Thaddeus Stevens_Dual Enrollment_110722.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Almost all students 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.
All District schools met or exceeded the state performance standard for regular daily attendance.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

To gain a higher level of completer(s) in the District's Agriculture Production program.
To ensure that all students continue meeting or exceeding the career benchmark standards as outlined by the State.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Student Achievement Data	Only 26.2% (grades 3-5) and 33.7% (grades 6-8) of students with a disability were proficient or advanced in ELA. Only 27.6% (grades 3-5) and 12.9% (grades 6-8) of students with a disability were proficient or advanced in mathematics.
PVAAS Growth Data	In ELA, students with disabilities in grades 3-8 continue to exceed the state target for growth. Keystone Literature students met the state growth target and continue to show signs of improvement. Students with disabilities in grades 3-5 met the state growth target for mathematics. Students with disabilities in grades 6-8 exceeded the growth target for mathematics and continue to show signs of continuous improvement. High School students with disabilities did not meet the growth target for Algebra I.
Keystone Data	Students with Disabilities in Algebra I did not meet the state achievement or growth, but met the growth expectation for Literature and show signs of improvement. Achievement rates for proficiency of Students with Disabilities remain far below all students (50.1% discrepancy for Literature: 29.3% discrepancy for Algebra I). Students with Disabilities in Biology exceeded the state growth expectation, but still lag behind all students by 43.2% in rates of proficiency.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Student Achievement Data	Only 46.4% (grades 3-5) and 46.4% (grades 6-8) of Economically Disadvantaged students were proficient or advanced in ELA. Only 48.3% (grades 3-5) and 30.3% (grades 6-8) of Economically Disadvantaged students were proficient or advanced in mathematics.
PVAAS Growth Data	Economically disadvantaged students in grades 3-8 for English Language Arts and Mathematics have met the statewide target for growth.

Keystone	Economically Disadvantaged students taking the Literature and Biology Keystone exams met the state targets for growth but did not meet the state targets for achievement. Economically Disadvantaged taking the Algebra I exam met the state growth target, however, did not meet the target for achievement.
----------	---

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.
Students in grade 6-8 met state targets for growth and achievement in science.
Students in significant subgroups continue to meet or exceed growth targets in most academic areas.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Based on the IPR Report, a renewed emphasis on lesson clarity is needed: • Communicating clear learning intentions and rationale as well as criteria for success • Co-constructing learning intentions and success criteria with students • Providing students with opportunities to respond, and providing clear feedback to students about their progress
Students in significant subgroups have not met any of the state targets for achievement.
Significant achievement gaps still exist between significant subgroups and all students.
Effectively meeting the social and emotional needs of all students continues to be a barrier to achievement.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Completed and submitted as required by the District's Special Services Director.
Title I Program	Coordinated by the Federal Programs Coordinator and in compliance with PDE regulations.
Student Services	NA
K-12 Guidance Plan (339 Plan)	Submitted according to state guidelines.
Technology Plan	Completed.
English Language Development Programs	Plan and procedures are developed and implemented .

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students
Overall, the District continues to demonstrate high levels of achievement in English Language Arts, Mathematics, and Science for all students, exceeding state proficiency averages in all areas of the PSSA and Keystone Exams.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Significant discrepancies still exist between 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
A renewed emphasis on lesson clarity is needed: <ul style="list-style-type: none"> Communicating clear learning intentions and rationale as well as criteria for success Co-constructing learning intentions and success criteria with students Providing students with opportunities to respond, and providing clear feedback to students about their progress

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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

The District continues to support 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

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Effectively meeting the social and emotional needs of all students continues to be a barrier to achievement.

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

The district must coordinate and monitor supports aligned with the increasing levels of students' and families' needs.

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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Overall, the District continues to demonstrate high levels of achievement in English Language Arts, Mathematics, and Science for all students, exceeding state proficiency averages in all areas of the PSSA and Keystone Exams.	True
Students in significant subgroups continue to meet or exceed growth targets in most academic areas.	False
All District buildings exceeded the state standards for demonstrating growth for Mathematics.	False
All District buildings exceeded state averages for science achievement by 24.7% in grade four, 13.8% in grade 8, and 14.3% for biology. All buildings have exceeded state averages for science consistently for the last five years.	False
Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.	False
High School students met the growth standard in both 2022 and 2023. All literature testers outperformed the state in both the winter (71% vs. 35%) and spring (60% vs. 53%) Keystone Literature Exam.	False
Students in grades 3-5 outperformed the state in ELA by 12% average (grade 5 outperformed the state by 18%). In 2023, students in grades 6-8 outperformed the state in ELA by 15% (average).	False
Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.	False
All District buildings met or exceeded statewide interim goals/improvement targets for science (grades 4, 8, and biology).	False
Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.	False
The District continues to coordinated fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	False
PSSA Math scores at every grade levels are outperforming the state by 14-23%.	False
PVAAS data for Algebra I has exceeded the state targets for the last five years, including significant subgroups.	False
In 2022-2023, all buildings/grade levels met or exceeded PA State growth expectations.	False
Almost all students met or exceeded the benchmark standards for career readiness.	True
Students that complete the Agriculture Production program traditionally participate in many SAE projects and score proficient of the NOCTI.	False

Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.	True
Students in grade 6-8 met state targets for growth and achievement in science.	False
Students in grades 3-5 demonstrated a pattern of growth in English Language Arts over the last five (5) years. Grade 4 moved from meeting the 2022 target being above the growth standard in 2023. Grade 5 moved from being below the target in 2022 to meeting the growth standard in 2023.	False
All District buildings exceeded state averages for science achievement by 24.7% in grade four, 13.8% in grade eight, and 14.3% for biology. All buildings have exceeded state averages for science consistently for the last five years.	False
Economically Disadvantaged Students and Students with Disabilities have met or exceeded state targets for growth in 2022-2023.	False
Students in significant subgroups continue to meet or exceed growth targets in most academic areas.	True
The District continues to support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
The District recruited and retained fully credentialed, experienced and high-quality leaders and teachers	False
teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students	False
Overall, the District continues to demonstrate high levels of achievement in English Language Arts, Mathematics, and Science for all students, exceeding state proficiency averages in all areas of the PSSA and Keystone Exams.	False
All District schools met or exceeded the state performance standard for regular daily attendance.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Significant discrepancies still exist between 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	True
Special Education and Economically Disadvantaged subgroups were outperformed by the state on the Spring 2023 Literature Keystone Exam (6% vs. 18%) and (33% vs. 34%), respectively.	False
Districtwide, special Education and ESL students' proficiency rates on the Math PSSA are 28-52% lower than the rate for all students.	False
Classroom observation, lesson plan data collection, and teacher survey data indicated the need to focus on clearly communicating learning intentions and rationale as well as criteria for student academic success.	False
Across grades 3-5, the percentage of students scoring proficient or advanced on the PSSA English Language Arts Exam have consistently decreased.	False

Based on the IPR Report, a renewed emphasis on lesson clarity is needed: • Communicating clear learning intentions and rationale as well as criteria for success • Co-constructing learning intentions and success criteria with students • Providing students with opportunities to respond, and providing clear feedback to students about their progress	True
Only 50% of students passed Keystone on first try at HS level last year. Only 18% (15 students) of re-testers passed. Overall, only 59% of district students (including middle school) passed Keystone on the first try. (it is about 26% total in the state) Only 9% of students with IEPs passed the Keystone on first try (3/33) last year. That is only a slightly higher rate than the state (7%).	False
Special Education and ESL students' proficiency rates on the Math PSSA across the district are 28-52% lower than all students.	False
Students in grades 6-8, as well as all significant subgroups, did not meet state proficiency goals according to the PSSA Math Exam.	False
Across grades 6-8, students have not demonstrated a consistent pattern of growth in English Language Arts.	False
Grade eight students in 2022-2023 did not meet the PA standard for demonstrating growth in science.	False
Effectively meeting the social and emotional needs of all students continues to be a barrier to achievement.	True
Special Education and Economically disadvantaged subgroups were outperformed by the state on the Spring 2023 Keystone Exam (6% vs. 18%) and (33% vs. 34%) respectively.	False
Based on the IPR Report, a renewed emphasis on lesson clarity is needed: • Communicating clear learning intentions and rationale as well as criteria for success • Co-constructing learning intentions and success criteria with students • Providing students with opportunities to respond, and providing clear feedback to students about their progress	False
Economically Disadvantaged Students and Students with Disabilities are not meeting interim goal/improvement targets for achievement in science.	False
To gain a higher level of completion(s) in the District's Agriculture Production program.	False
To ensure that all students continue meeting or exceeding the career benchmark standards as outlined by the State.	False
Based on the IPR Report, a renewed emphasis on lesson clarity is needed: • Communicating clear learning intentions and rationale as well as criteria for success • Co-constructing learning intentions and success criteria with students • Providing students with opportunities to respond, and providing clear feedback to students about their progress	False
Students in significant subgroups have not met any of the state targets for achievement.	False
Significant achievement gaps still exist between significant subgroups and all students.	False
It is important to continue to find new ways to foster a vision and culture of high expectations for success for all students, educators, and families.	True
The district must coordinate and monitor supports aligned with the increasing levels of students' and families' needs.	True
To find ways to ensure effective, standards-aligned curriculum and assessment.	False
The establishment of partnerships with local businesses, community organizations, and other agencies to meet needs with the District.	False
Based on the IPR Report, a renewed emphasis on lesson clarity is needed: • Communicating clear learning intentions and rationale as well as criteria for success • Co-constructing learning intentions and success criteria with students • Providing students with opportunities to respond, and providing clear feedback to students about their progress	False

Significant discrepancies still exist between 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	False
A renewed emphasis on lesson clarity is needed: • Communicating clear learning intentions and rationale as well as criteria for success • Co-constructing learning intentions and success criteria with students • Providing students with opportunities to respond, and providing clear feedback to students about their progress	False
Effectively meeting the social and emotional needs of all students continues to be a barrier to achievement.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The team felt that all strengths and challenges were included in the development of the plan and were relative to address the social emotional and academic needs of all students. A renewed emphasis on engagement will be essential to increased achievement and growth.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Significant discrepancies still exist between 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	This has been an ongoing challenge that was exacerbated by the pandemic. A focus on instructional strategies /engagement continues to be a focal point to address these needs.	True
Based on the IPR Report, a renewed emphasis on lesson clarity is needed: <ul style="list-style-type: none"> Communicating clear learning intentions and rationale as well as criteria for success Co-constructing learning intentions and success criteria with students Providing students with opportunities to respond, and providing clear feedback to students about their progress 	This was a year's long data collection completed with the collaboration of IU13 to evaluate the conditions for engagement within all classrooms K-12. The data is extremely important to help guide professional development needs related to best instructional practices.	True
Effectively meeting the social and emotional needs of all students continues to be a barrier to achievement.	This continues to be an important focus post pandemic. Additionally, the percentage of low-socioeconomic students has grown greatly over the last four years (over 8% in some buildings).	True
It is important to continue to find new ways to foster a vision and culture of high expectations for success for all students, educators, and families.	High expectations are a cornerstone of the district philosophy and working towards supporting all students to meet those expectations.	False
The district must coordinate and monitor supports aligned with the increasing levels of students' and families' needs.	The district continues to work towards providing safety nets and supports for all students and families- meeting academic and social-emotional needs of all stakeholders.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on the IPR, teachers across the district (K-12) believe that their actions have a direct impact on student engagement and teachers are willing to try new instructional strategies to engage students. Teachers desire focused, collaborative professional learning opportunities.	Teachers (k-12) believe they make a difference and their actions have a direct impact on student engagement. They are willing to try new strategies to engage students. Additionally, they desire focused, collaborative professional learning opportunities.
Overall, the District continues to demonstrate high levels of achievement in English Language Arts, Mathematics, and Science for all students, exceeding state proficiency averages in all areas of the PSSA and Keystone Exams.	The collaboration between the district and the community is strong and all stakeholders are working for the same outcome. This continues to result in compliant students with a strong desire to learn.
Almost all students met or exceeded the benchmark standards for career readiness.	Students continue to participate in career readiness instruction and explore career pathways.

Students in significant subgroups continue to meet or exceed growth targets in most academic areas.	Growth continues to be strength.
All District schools met or exceeded the state performance standard for regular daily attendance.	The district continues to work hard to collaborate with families to ensure students attend school regularly and on time.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.
	Lesson clarity including clear learning intentions, rationale, and clear criteria for student success are essential for student engagement.
	Meeting the social and emotional needs of all students is essential to academic success

Goal Setting

Priority: Ensure the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By June 30, 2027, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable access to curriculum and learning opportunities for all students.		
Measurable Goal Nickname (35 Character Max)		
Instructional Practices		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2025, finalize the review/evaluation of data (achievement, growth, Instructional Program Review) to determine the impact of instructional practices to provide all students equitable learning experiences.	By June 30, 2026, Implement specific professional development to support the utilization of instructional practices that scaffold learning and ensure all students have equitable access to on-grade level curriculum.	By June 30, 2027, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable access to curriculum and learning opportunities for all students.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 30, 2027, 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.		
Measurable Goal Nickname (35 Character Max)		
Student Support Systems		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2025, develop and conduct a needs assessment to determine current support/enrichment programming and areas in need of improvement.	By June 30, 2026, 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, 2027, 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.

Priority: Lesson clarity including clear learning intentions, rationale, and clear criteria for student success are essential for student engagement.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)		
By June 30, 2027, all staff and students will be able to communicate clear learning intentions and the criteria for learning success.		
Measurable Goal Nickname (35 Character Max)		
Clarity of learning and criteria for success		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2025, staff and students will establish a common understanding of what clear learning intentions and criteria for mastery are to better engage students in their learning.	By June 30, 2026, staff and students will begin using clear learning intentions and criteria to demonstrate mastery as part of daily lesson design.	By June 30, 2027, all staff and students will be able to communicate clear learning intentions and the criteria for learning success.

Priority: Meeting the social and emotional needs of all students is essential to academic success

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 30, 2027, all school buildings will continue to show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.		
Measurable Goal Nickname (35 Character Max)		
Social and Emotional Needs of Students		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2025, develop and conduct a needs assessment to determine students' social and emotional needs and evaluate methods/strategies for implementation to address determined needs.	By June 30, 2026, select and develop an implementation process for strategies/programs to address the social and emotional needs of all students.	By June 30, 2027, all school buildings will continue to show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.

Action Plan

Measurable Goals

Instructional Practices	Student Support Systems
Clarity of learning and criteria for success	Social and Emotional Needs of Students

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

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable access to curriculum and learning opportunities for all students. By June 30, 2027, all staff and students will be able to communicate clear learning intentions and the criteria for learning success.

Action Step		Anticipated Start/Completion Date	
Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Teacher Leadership	Professional Development Time/ Conferences / Data Collection	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Teacher Leadership/Reading Coordinator	Professional Development Time / Outside expert consultation as needed.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Continue to provide ongoing professional development/support related differentiated instructional practices.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Teacher Leadership	Professional Development Time/Outside expert consultation as needed	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide professional development/coaching for administration related student centered classrooms and clarity of lesson design and criteria for success.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Time / Outside expert consultation as needed.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement of the conditions for high learning engagement in all classrooms.	Ongoing through coaching, walk-throughs, and supervision.

Action Plan For: Provide Tiered system of instructional and behavioral supports in interventions.

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, 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. By June 30, 2027, all school buildings will continue to show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.

Action Step		Anticipated Start/Completion Date	
Continue the evaluation of current academic support/enrichment tiered support implementation and its impact on student achievement.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Teacher Leadership	District Data Collection	No	Yes
Action Step		Anticipated Start/Completion Date	
Evaluate/assess the impact of social/emotional and behavioral needs on student learning.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Teacher Leadership	District Data Collection	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Reading Coordinator/Teacher Leadership	Professional Development Time / Outside expert consultation as needed.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Revise and/or develop new systems of support to address the social emotional/behavioral needs of all students.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/Teacher Leadership	Teacher Pull-out time / Professional Development	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Reinforce systems of tiered support to meet the academic needs of all students.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration / Teacher Leadership	Time and data collection to evaluate effectiveness	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Revised/Newly developed plans to support the social and emotiona/behavioral and academic needs of all students.	District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engage instructional teams in assessing and monitoring student mastery	Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success.
Engage instructional teams in assessing and monitoring student mastery	Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support.
Engage instructional teams in assessing and monitoring student mastery	Continue to provide ongoing professional development/support related differentiated instructional practices.
Engage instructional teams in assessing and monitoring student mastery	Provide professional development/coaching for administration related student centered classrooms and clarity of lesson design and criteria for success.
Provide Tiered system of instructional and behavioral supports in interventions.	Evaluate/assess the impact of social/emotional and behavioral needs on student learning.
Provide Tiered system of instructional and behavioral supports in interventions.	Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support.
Provide Tiered system of instructional and behavioral supports in interventions.	Revise and/or develop new systems of support to address the social emotional/behavioral needs of all students.

Communicating Clear Learning Intentions/Rational as well as Clear Criteria for Student Success

Action Step		
<ul style="list-style-type: none"> Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success. Continue to provide ongoing professional development/support related differentiated instructional practices. Provide professional development/coaching for administration related student centered classrooms and clarity of lesson design and criteria for success. 		
Audience		
All Classroom Teachers and building/central office administration		
Topics to be Included		
Student engagement- communicating clear learning intentions/rational and criteria for student success		
Evidence of Learning		
Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Godfrey, Assistant Superintendent / Building Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Yearly or as appropriate and needed

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Conference	Once and/or as available
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Five session and then as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Structured Literacy

Action Step
<ul style="list-style-type: none"> • Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success. • Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support. • Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support. • Continue to provide ongoing professional development/support related differentiated instructional practices.
Audience
Classroom Teachers / Para Educators / Administration
Topics to be Included

The implementation of structured literacy as a strategy to improve literacy K-12.		
Evidence of Learning		
Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Godfrey, Assistant Superintendent; Building Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Ongoing throughout the timeline of this plan
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Conference	As available and appropriate
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Social and Emotional Learning

Action Step		
<ul style="list-style-type: none"> Evaluate/assess the impact of social/emotional and behavioral needs on student learning. Revise and/or develop new systems of support to address the social emotional/behavioral needs of all students. 		
Audience		
All teachers, para-educators, and administration		
Topics to be Included		
Strategies to support the social and emotional needs of students and the impact social and emotional needs have on learning.		
Evidence of Learning		
Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.		
Lead Person/Position	Anticipated Start	Anticipated Completion

Building Principals, Social Worker, School Counselors, School Psychologists	2024-07-01	2027-06-30
---	------------	------------

Learning Format

Type of Activities	Frequency
Inservice day	As needed and appropriate
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Conference	As appropriate and available.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Mandated School Safety Training(s)

Action Step		
<ul style="list-style-type: none"> Evaluate/assess the impact of social/emotional and behavioral needs on student learning. 		
Audience		
All Staff		
Topics to be Included		
School Safety, Trauma Informed Practices, Threat Assessment		
Evidence of Learning		
Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Godfrey, Assistant Superintendent	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Lesson studies	As required/legislated
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 2d: Managing Student Behavior• 2a: Creating an Environment of Respect and Rapport• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Engage instructional teams in assessing and monitoring student mastery	Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success.
Engage instructional teams in assessing and monitoring student mastery	Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support.
Provide Tiered system of instructional and behavioral supports in interventions.	Continue the evaluation of current academic support/enrichment tiered support implementation and its impact on student achievement.
Provide Tiered system of instructional and behavioral supports in interventions.	Evaluate/assess the impact of social/emotional and behavioral needs on student learning.
Provide Tiered system of instructional and behavioral supports in interventions.	Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support.
Provide Tiered system of instructional and behavioral supports in interventions.	Revise and/or develop new systems of support to address the social emotional/behavioral needs of all students.
Provide Tiered system of instructional and behavioral supports in interventions.	Reinforce systems of tiered support to meet the academic needs of all students.

Communication of Comprehensive Planning Goals and Outcomes

Action Step		
<ul style="list-style-type: none"> Continue the evaluation of current academic support/enrichment tiered support implementation and its impact on student achievement. Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success. Evaluate/assess the impact of social/emotional and behavioral needs on student learning. Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support. Implement instructional strategies aligned with structured literacy research in core instruction and during tiered support. Revise and/or develop new systems of support to address the social emotional/behavioral needs of all students. Reinforce systems of tiered support to meet the academic needs of all students. 		
Audience		
Teachers; Administrators; School Board Members; Parents, Community Members.		
Topics to be Included		
Overview/Updates of progress towards Comprehensive Planning Goals and Action Steps, specifically the action steps outline above.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst. Superintendent; Administration	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	Ongoing throughout the Comprehensive Planning timeline.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date