

LAMPETER-STRASBURG SCHOOL DISTRICT

Administration Building

Academic Committee Agenda

February 5, 2024

6:30 p.m.

Items for Discussion:

1. Title I Program Update
2. Lampeter Strasburg Comprehensive Plan
 - a. Comprehensive Plan
 - b. Academic Standards and Assessment Requirements (Chapter 4)
 - c. Gifted Education Plan Assurances (Chapter 16)
 - d. Student Services Assurances (Chapter 12)
 - e. Induction Plan (Chapter 49)
 - f. Professional Development Plan (Act 48)
3. Textbook Approvals:
 - a. Elementary Mathematics: Savvas- enVision Mathematics (2024)
 - b. Algebra I – ALEKS (McGraw Hill)
4. Policy Updates
 - a. 109 Resource Materials
 - b. 110 Instructional Supplies
 - c. 111 Lesson Plans

Items from the Group:

LAMPETER-STRASBURG SCHOOL DISTRICT

Low Income Counts by School

School	2019	2020	2021	2022	2023
Lampeter Elementary	23.62%	25.71%	24.57%	28.03%	31.72%
Hans Herr Elementary	25.31%	21.43%	24.73%	26.72%	30.00%
Martin Meylin Middle	28.17%	21.59%	24.18%	24.73%	28.13%
L-S High School	24.40%	22.43%	26.89%	26.38%	26.50%
Lampeter Elementary					35.50%
Early Childhood Center					31.21%
Lampeter Elementary					34.21
Hans Herr Elementary					31.97
Martin Meylin Middle					30.62
L-S High School					28.51

	Enrollemnts	Withdrawals
LE	29	24
HH	37	28
MM	30	23
HS	33	54



Intent to Plan a Title I Schoolwide Program

Please complete this form for each school that intends to plan a Title I Schoolwide Program. Return completed form to Pennsylvania Department of Education via email attachment to Chrystal Randolph in the Division of Federal Programs at: chryrandol@pa.gov

For additional information, contact Kimberly Connelly at: kimbconnel@pa.gov

District/Charter:

Date:

List School Year Intending to Implement Schoolwide Program:

Complete Mailing Address:

Title I Director:

Phone #:

Fax #:

Email:

Title I Director Signature: Andrew Godfrey

School Information

School Building:

Grade Levels:

Enrollment:

Complete Mailing Address:

Percent Low Income: _____ as determined by: Free/Reduced Price Lunches: _____ or Other: _____

Principal: _____

Phone #:

Fax #:

Email:

Principal Signature: [Signature]

Narrative not required

This school is over 40% Free/Reduced

Narrative Required

This school is less than 40% Free/Reduced (**Next Page**)

Intent to Plan a Title I Schoolwide Program

Only Schools that have less than 40% Free and Reduced need to complete this narrative:

Outline how a Schoolwide Program would best serve the needs of students in your school and how it will improve academic achievement and/or other factors (may include additional pages if necessary).

A comprehensive Schoolwide Title I Program at Hans Herr Elementary can effectively address the challenges posed by the increasing poverty rate, foster an inclusive learning environment, and improve academic achievement through the implementation of various strategies.

Targeted Support for Economically Disadvantaged Students:

Enhance specialized academic programs and interventions tailored to the needs of students from economically disadvantaged backgrounds.

Enhanced Multi-Tiered System of Supports (MTSS):

Establish a defined MTSS model to identify and address the diverse needs of students.

Provide professional development for teachers to effectively implement the MTSS model.

Regularly assess students' progress through data-driven decision-making to ensure timely intervention and support.

Inclusive Learning Environment:

Implement differentiated core instruction strategies to accommodate various learning styles and abilities.

Foster a school culture that embraces diversity and inclusion.

Conduct regular staff training on cultural competency and inclusive teaching practices.

Encourage collaboration among staff members to share responsibility for the success of all students.

Flexibility in Staff Scheduling:

Evaluate the current staff scheduling system to identify areas for improvement.

Provide training for staff on flexible scheduling and collaborative planning.

Create a scheduling structure that allows for personalized attention to student needs and facilitates teamwork among educators.

Engage parents and encourage their active participation in their child's education:

Organize informational sessions to enhance parents' understanding of the curriculum and ways to support learning at home.

Utilize technology to improve communication between school and parents and provide access to online resources.

By addressing these factors comprehensively, the Schoolwide Program at Hans Herr Elementary can create a more supportive and inclusive learning environment, enhance academic achievement, and contribute to the overall well-being of students, especially those affected by the increasing poverty rate. Regular assessments and adjustments will be crucial to ensuring the program's effectiveness and responsiveness to evolving needs.

LAMPETER-STRASBURG SCHOOL DISTRICT
Comprehensive Planning Priorities 2024-2027

LSSD	Lampeter Elementary	Hans Herr Elementary	Martin Meylin Middle School	L-S High School
Ensure the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.	Communicate clearly and accurately each student's level of achievement	Best practices in instruction, assessment, and grading	Establishment of grading practices that reflect student learning (mastery of standards)	Meeting the academic needs of all students (intervention, enrichment, rigor)
Lesson clarity including clear learning intentions, rationale, and clear criteria for student success are essential for student engagement.	Establish clear learning intentions with defined expectations	Student Engagement through Lesson Clarity and Criteria for Success	Student Engagement	Increasing student engagement through clear and intentional instructional practices
Meeting the social and emotional needs of all students is essential to academic success	Meet the social, emotional, and behavioral needs of all students	Continued Focus on Social Emotional Needs of Students	Meet the social and emotional needs of all students	Meeting the social and emotional needs of students and staff



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For additional information, contact Kimberly Connelly at: kimbconnel@pa.gov

District/Charter:

Date:

List School Year Intending to Implement Schoolwide Program: 2024-2025

Complete Mailing Address:

Title I Director:

Phone #:

Fax #:

Email:

Title I Director Signature: Andrew Godfrey

School Information

School Building:

Grade Levels:

Enrollment:

Complete Mailing Address:

Percent Low Income: _____ **as determined by:** Free/Reduced Price Lunches: _____ **or Other:** _____

Principal: _____

Phone #:

Fax #:

Email:

Principal Signature: Michèle Westphal

Narrative not required

This school is over 40% Free/Reduced

Narrative Required

This school is less than 40% Free/Reduced (**Next Page**)

Intent to Plan a Title I Schoolwide Program

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Outline how a Schoolwide Program would best serve the needs of students in your school and how it will improve academic achievement and/or other factors (may include additional pages if necessary).

The student population at Lampeter Elementary continues to change, and as result, the academic needs of all students have increased. We have seen an increase in poverty rates climbing to 31.72% reported poverty, which is an 8% increase in 5 years. With the changes in our demographics, we have also experienced changes in: the student readiness skills that students bring to each school year or school day, the academic work that students are able to complete outside of school, and the role that parents play in the academic programming of their children. Our academic achievement data shows that an increased percentage of students could benefit from adjusted instructional strategies and interventions in reading and mathematics. As a result, we need to examine teaching and learning in core instruction, better define our MTSS model, consider ideas that will create more flexible learning opportunities across the building, and alter the way we include parents in the learning process. A schoolwide model will allow us to bring all stakeholders to the table to examine the strengths and needs within our school. We will be able to allow for more flexibility within our MTSS model and meet the ever changing needs of our students. Finally, we will be able to consider parent engagement models that can serve all families to support the growth and development of our students.

Goal Setting

Priority: Ensure the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	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.	Instructional Practices	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.
Essential Practices 1: Focus on Continuous Improvement of Instruction	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.	Student Support Systems	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	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2027, all staff and students will be able to communicate clear learning intentions and the criteria for learning success.	Clarity of learning and criteria for success	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	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 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.	Social and Emotional Needs of Students	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.

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
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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 fluxuation 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

Indicator Students in significant subgroups continue to meet or exceed growth targets in most academic areas. Grade Level(s) and/or Student Group(s) Significant subgroups	Comments/Notable Observations Data based on the 2022 Future Ready PA Index.
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). Grade Level(s) and/or Student Group(s) Middle and High School - All Students.	Comments/Notable Observations Data based on the 2022 Future Ready PA Index.
Indicator Middle School students with disabilities are meeting and/or exceeding growth targets in English Language Arts and Mathematics. Grade Level(s) and/or Student Group(s) Middle School	Comments/Notable Observations Data based on the 2022 Future Ready PA Index.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
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. Grade Level(s) and/or Student Group(s) High School- Grades 9-12	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.
Indicator Hans Herr Elementary and Lampeter-Strasburg High School met or exceeded State standards for demonstrating growth in English Language Arts and Science. Grade Level(s) and/or Student Group(s) Hans Herr Elementary and Lampeter-Strasburg High School	Comments/Notable Observations Data based on the 2022 Future Ready PA Index.
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. Grade Level(s) and/or Student Group(s) Hans Herr Elementary	Comments/Notable Observations Data based on the 2022 Future Ready PA Index.

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. Grade Level(s) and/or Student Group(s) Lampeter-Strasburg High School	Comments/Notable Observations Data based on the 2022 Future Ready PA Index.
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Challenges

Indicator In grades 6 and 8, students have not demonstrated a consistent pattern of growth in English Language Arts. Grade Level(s) and/or Student Group(s) Middle School - 6-8	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%.
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. Grade Level(s) and/or Student Group(s) Students with Disabilities and Low Socioeconomic	Comments/Notable Observations Data based on the 2022 Future Ready PA Index and district collected data.
Indicator Grade 8 students in 2022-2023 did not meet the PA standard for demonstrating growth in Science. Grade Level(s) and/or Student Group(s) Middle School	Comments/Notable Observations Data based on the 2022 Future Ready PA Index and district collected data.
Indicator Increased identification of students with disabilities in the areas of OHI and Emotional Disturbance. Grade Level(s) and/or Student Group(s) K-8; Lampeter Elementary, Hans Herr Elementary, and Martin Meylin Middle School.	Comments/Notable Observations District collected Data.
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. Grade Level(s) and/or Student Group(s) K-12 All classrooms	Comments/Notable Observations Data was collected as part of a an instructional program review conducted in collaboration with IU13.
Indicator	Comments/Notable Observations

<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.

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.
Students in significant subgroups continue to meet or exceed growth targets in most academic areas.
All District buildings exceeded the state standards for demonstrating growth for Mathematics.
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.

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.

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
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.
Districtwide, special Education and ESL students' proficiency rates on the Math PSSA are 28-52% lower than the rate for all students.
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.

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 successCo-constructing learning intentions and success criteria with studentsProviding 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 Data- 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: • 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 to the 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: • 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 advance 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.
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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: • 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.
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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.
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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.
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To find ways to ensure effective, standards-aligned curriculum and assessment.
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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
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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

LAMPETER-STRASBURG SD

PO Box 428

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers	
Pre K - 2	Yes	558	
3 - 5	Yes	630	
6 - 8	Yes	654	
9 - 12	Yes	917	
		Total	2759

Chapter 4**Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

PA-Core Mathematics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Science and Technology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Environment and Ecology

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Civics and Government

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Economics

9-12

9-12

Geography

6-8, 9-12

6-8, 9-12

History

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Arts and Humanities

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Health, Safety, and Physical Education

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8

Family and Consumer Sciences

6-8, 9-12

6-8, 9-12

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

- | | |
|---|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

The district has reviewed and aligned all state assessed content area curricula to the updated PA Core Standards. All curriculum is reviewed yearly through Curriculum, Instruction, and Assessment Committees for all subject areas. Curriculum is updated/revised based on the recommendations of these committees. Curriculum is established for newly approved courses as warranted. Currently, the district is continuing the process of moving all curriculum into an online format for consistency and alignment. All district curriculum will be reviewed/updated as appropriate through the process. A sample of the curriculum in the new format has been uploaded.

7. List resources, supports or models that are used in developing and aligning curriculum.

The district uses the Learning Focused School Model to develop curriculum based on big Ideas broken down into essential questions. All curriculum continues to be reviewed/updated and migrated into a consistent format using EdInsight as an online curriculum writing tool. Resources, such as textbooks, are used to support our curricula- a textbook is not curriculum. A variety of supplemental resources are also used to support our curricula. Many of these resources are online given our 1:1 learning environment throughout all grade levels.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

All curriculum is currently available on the District's EdInsight page and on the District's Curriculum, Instruction, and Assessment Schoology Group. The EdInsight software provides a consistent format and housing for all district curriculum. Materials are aligned to support curriculum and are provided to staff responsible for the delivery of each curriculum.

Planned instruction consists of at least the following elements: (Chapter 4.12)

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
10. Essential content is developed from PA Core/Academic Content Standards.	Yes
11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.	Yes
12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
13. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
14. Course objectives to be achieved by all students are identified.	Yes
15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

All curriculum will be reviewed/updated through department curriculum, instruction, and assessment committees and through the continued migration of curricula into a consistent format using EdInsight. Through the process of migrating our curriculum to this new tool, all curriculum will be reviewed and updated if/as needed. updated as appropriate.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	No
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Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?	No
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ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	69
B. Non-Data Available Classroom Teachers	17
C. Non-Teaching Professionals	10
D. Principals	4
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1e: Designing Coherent Instruction	1a: Demonstrating Knowledge of Content and Pedagogy	1e: Designing Coherent Instruction

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4f: Showing Professionalism	4f: Showing Professionalism

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

We look to continue create a welcoming, safe, and positive learning environment for all students, that is conducive to their ability to learn and grow. We will look to continue to support teachers in providing necessary resources and time to build strong and cohesive lessons. Additionally, we will look to employ teachers with time and space to build and maintain relationships with their students, colleagues, parents, and the community. Continued work with social, emotional and behavioral strategies to enhance and further develop a positive classroom and school culture. Continue to provide professional learning opportunities on instructional practices that meet the needs of all learners. Addition of collaboration times for content teachers at each grade level to build upon strengths and foster consistency. Addition of special education learning support teachers to team meetings for further student supports and communication.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1c: Setting Instructional Outcomes	1c: Setting Instructional Outcomes

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2c: Managing Classroom Procedures	2e: Organizing Physical Space
Domain 3: Instruction	3c: Engaging Students in Learning	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4c: Communicating with Families	4c: Communicating with Families

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Focus on clarity of understanding of standards to lead to the development of clear and aligned curriculum, instructional practices and assessments. Ultimately, once the clarity is established, then teachers will be able to focus on using the appropriate data to inform their instruction and increase student engagement in learning. Plans to focus on student engagement from an instructional lens through building priority goals. Participation in the Adopt a Middle School program to support project based learning and provide targeted PD to teachers wishing to participate. A shift in recording of parent contact recording using EdInsight to document. We will look to help teachers focus on their lesson clarity for student understanding by setting achievable daily learning goals. We will also look to create physical learning spaces that address the students and teachers' needs

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
Provided at the district level	All goals are extensions and/or components aligned with the district's approved comprehensive plan.
Provided at the building level	All goals are extensions and/or components aligned with the district's approved comprehensive plan.

Goals Set	Comments/Considerations
Individual principal choice	All goals are extensions and/or components aligned with the district's approved comprehensive plan.
Other (state what other is)	All goals are extensions and/or components aligned with the district's approved comprehensive plan.

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	NA	NA
District-Designed Measure & Examination	Grades K-12	Curriculum-based measures; common curriculum assessments; Project Based Learning Rubrics.
Nationally Recognized Standardized Test	Grades 3-12	PSSA and Keystone Exmas
Industry Certification Examination	Grade 9-12	NOCTI
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	NA	NA

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment PSSA English Language Arts and Mathematics Exams			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once per School Year	No	Yes	Yes		
Assessment PSSA Science Exam			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Once Per School Year	No	Yes	Yes		
Assessment Keystone Exams- Algebra I, Literature, and Biology			Type of Assessment Summative		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Twice Per Year (Block Schedule)	No	No	Yes	Yes	

Assessment
DIBELS / Running Records

Type of Assessment
Benchmark

Frequency or Date Given
Up to three times per year

K-2
Yes

3-5
Yes

6-8
No

9-12
No

Assessment
Classroom Diagnostic Exam- English Language Arts, Mathematics, and Science

Type of Assessment
Diagnostic

Frequency or Date Given
Up to three times per year.

K-2
No

3-5
Yes

6-8
Yes

9-12
Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Benchmark and Diagnostic assessments are used to measure progress towards grade level prescribed standards as students progress through the school year. Data is reviewed by data teams to monitor student progress and provide enrichment and support as needed. These measures are also used at some levels as part of established criteria for eligibility for our targets Title I program in reading and mathematics.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Lampeter-Strasburg School District

113363603

1600 Book Road, PO Box 428, Lampeter, PA 17537

Andrew M. Godfrey, Ed.D.

andrew_godfrey@l-spioneers.org

717-464-3311 X 1003

Kevin S. Peart, Ed.D

kevin_peart@l-spioneers.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Andrew Godfrey	Asst. Superintendent	Administrator	Administration Personnel
Kevin Peart	Superintendent	Administrator	Administration Personnel
Benjamin Feeney	High School Principal	Administrator	Administration Personnel
Alicia Kowitz	Middle School Principal	Administrator	Administration Personnel
Jeffrey Smecker	Elementary Principal	Administrator	Administration Personnel
Michele Westphal	Elementary Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Paula Long	Middle School Teacher	Middle School Teacher	Teacher
Kimberly Smith	Elementary Teacher	Elementary Teacher	Teacher
Christi Henry	Elementary Teacher	Elementary Teacher	Teacher
Joan Johnson	Math Coach	Education Specialist	Education Specialist
Amanda Kinert	Parent	Parent of Child Attending	School Board of Directors
Rachel Welsh	Parent	Parent of Child Attending	School Board of Directors
Jennifer Risser	Tech Coach	Education Specialist	Education Specialist
Larry Lavato	Local Business Member	Local Business Representative	School Board of Directors
Amanda Schlee	Community Member	Community Member	School Board of Directors
Kristina Szoke	Community Member	Community Member	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets annually with additional meetings scheduled based on need. Subcommittees can be utilized depending on topics and needs.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

COMMUNICATING CLEAR LEARNING INTENTIONS/RATIONAL AS WELL AS CLEAR CRITERIA FOR STUDENT SUCCESS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success.</p> <p>Continue to provide ongoing professional development/support related differentiated instructional practices.</p> <p>Provide professional development/coaching for administration related student centered classrooms and clarity of lesson design and criteria for success.</p>	<p>All Classroom Teachers and building/central office administration</p>	<p>Student engagement-communicating clear learning intentions/rational and criteria for student success</p>	<p>Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.</p>
Lead Person/Position			Anticipated Timeline
<p>Andrew Godfrey, Assistant Superintendent / Building Administration</p>			<p>07/01/2024 - 06/30/2027</p>

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Yearly or as appropriate and needed	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings
Conference	Once and/or as available	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Five session and then as needed	3c: Engaging Students in Learning 3a: Communicating with Students 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide ongoing professional development related to developing and communicating clear learning intentions/rational as well as clear criteria for student success.	Classroom Teachers / Para Educators / Administration	The implementation of structured literacy as a strategy to improve literacy K-12.	Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.
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.			
Lead Person/Position			Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Andrew Godfrey, Assistant Superintendent; Building Administration	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Ongoing throughout the timeline of this plan	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
Conference	As available and appropriate	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Structured Literacy

SOCIAL AND EMOTIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate/assess the impact of social/emotional and behavioral needs on student learning.	All teachers, para-educators, and administration	Strategies to support the social and emotional needs of students and the impact social and emotional needs have on learning.	Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.
Revise and/or develop new systems of support to address the social emotional/behavioral needs of all students.			
Lead Person/Position			Anticipated Timeline
Building Principals, Social Worker, School Counselors, School Psychologists			07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	As needed and appropriate	2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources	
Conference	As appropriate and available.	3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

MANDATED SCHOOL SAFETY TRAINING(S)

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate/assess the impact of social/emotional and behavioral needs on student learning.	All Staff	School Safety, Trauma Informed Practices, Threat Assessment	Student achievement- multiple measures (PSSA, Keystone, CDT, DIBELS, Curriculum Based Measures). Classroom Observation data.
Lead Person/Position			Anticipated Timeline
Andrew Godfrey, Assistant Superintendent			07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Lesson studies	As required/legislated	1d: Demonstrating Knowledge of Resources 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

All middle level (grade 6,7,8) teachers and some high school English Teachers.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Each year, district and building level goals are reviewed by the School Board of Directors, Administration, and by building leadership teams. All professional development activities are evaluated by participating staff at the conclusion of each activity. Additionally, each activity is evaluated over time for the impact on student achievement. This is accomplished through the collection of data specific to each goal, action step, and professional development activity. Data may include, but is not limited to, student achievement data (formative/summative), behavioral data, attendance and discipline rates, and perceptive data collected through staff, student, and parent surveys. Data is evaluated through school leadership/data teams, through district Curriculum, Instruction, and Assessment team meetings, at annual School Board Retreat, and District administrative meetings. Evaluation and review is essential to determine next steps moving forward if adjustment to current action steps are needed.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council’s Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

Lampeter-Strasburg SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

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		
Kevin S. Peart, Ed.D		
Chief School Administrator Email		
kevin_peart@l-spioneers.org		
Educator Induction Plan Coordinator Name		
Andrew Godfrey		
Educator Induction Plan Coordinator Name Email		
andrew_godfrey@l-spioneers.org		
Educator Induction Plan Coordinator Phone Number		Extension
(717) 464-3311		1003

Steering Committee

1Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Kevin S. Peart	Superintendent	Administrator	Administration Personnel
Andrew M. Godfrey	Asst. Superintendent	Administrator	Administration Personnel
Rachel Welsh	Special Education Teacher	Education Specialist	Education Specialist
Kristie Poyer	Teacher Elementary	Teacher	Teacher
Dan Colvin	Teacher Elementary	Teacher	Teacher
Amanda Kinert	ELA Instructional Coach	Education Specialist	Education Specialist
Joan Johnson	Math Instructional Coach	Education Specialist	Education Specialist
Amy Beard	Teacher MS	Teacher	Teacher
Jennifer Wade	Teacher HS	Teacher	Teacher

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
Other In most cases, mentors and inductees have compatible schedules. However, since the Lampeter-Strasburg School District is a relatively small school district, there are times when the inductee may have been hired for a specialized area, such as guidance, school psychology, school nurse, or special education. In these cases, it is difficult to have compatible schedules since the mentor teacher and the inductee may work in different buildings.	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Building principals and department supervisors serve an integral role in the identification of the mentor teacher. Through observation and evaluation of their professional staff and first-hand knowledge of their building and departmental leaders, these administrators are able to match mentors with inductees based on a number of factors, i.e., experience and professional development needs, planning schedules, departmental needs, pedagogical expertise, and personality.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes
Other Three New Teacher meetings are held throughout the year to evaluate needs and adjust programming if needed to support our inductees. These meetings also used to discuss new/ongoing topics. These meetings are held after school hours with the Asst. Superintendent.	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

All new professional staff are welcomed to the Lampeter-Strasburg Family during a two-day induction orientation referred to as “Rookie Camp.” Rookie Camp includes a variety of activities, and several topics are presented, reviewed, and discussed including, but not limited to: Curriculum, Assessment, Technology, Special Education, Act 48/Level II Certification, and professional conduct and ethics. New staff are provided with an opportunity to meet the administrative team, key district office personnel, and are provided with a narrated tour via school bus of the district by the Superintendent. The two days conclude with lunch on day two where new staff are introduced to their mentors and provided time to collaborate and work together. All mentors are assigned to their mentees for a duration of two (2) years. Year 1 with a strong focus on procedures, classroom management, instructional practices, and community/building/district culture. Year 2 with a continued stronger focus on instructional practices. Additionally, three after school meetings are held throughout the school year with inductees and mentors. Inductee and mentor meetings are held on separate days and times to allow are inductees and mentors the

opportunity to reflect and share information about their needs in a safe environment, while providing administrators the opportunity to determine if the necessary supports are in place and/or if additional supports are needed. These meetings include new topics as well as open conversation related to procedures and expectations. Additional professional development and/or support are provided based on the needs identified in these meetings. Throughout the induction process, the inductee, and the mentor teacher work through a New Teacher Checklist to document, through date and signature, the completion of the designated activities/topics essential to her/his teaching assignment. Mid-year and end-of-year reflection also occur between the inductee and the mentor teacher. These tools are reviewed each year with both the inductees and mentor teachers to determine relevance. Revisions are made to each tool based on inductee, mentor teacher, and administrative input. A culminating evaluation report is completed by the inductee and is submitted to the building principal, mentor, and Assistant Superintendent. This evaluation report focuses on an analysis of the level of support given to the inductee during this process, suggested changes to the induction program, and areas of additional support needed in the following areas: teaching skills, classroom management and organizational skills, District standards and methods of operation, building standards and methods of operation, awareness of student needs, and professional development. Once the induction process is completed, the evaluation report is signed by the inductee, the mentor teacher, the building principal, and the Superintendent. A copy of this completed report is maintained in the employee's personnel file. The Assistant Superintendent notifies the Pennsylvania Department of Education regarding the inductee's successful completion of the Induction Program and the ensuing tenure status.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

L.S Induction Plan Updated 2024.pdf

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

3a: Communicating with Students

4b: Maintaining Accurate Records

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

A culminating evaluation report is completed by the inductee and is submitted to the building principal, mentor, and Assistant Superintendent. This evaluation report focuses on an analysis of the level of support given to the inductee during this process, suggested changes to the induction program, and areas of additional support needed in the following areas: teaching skills, classroom management and organizational skills, District standards and methods of operation, building standards and methods of operation, awareness of student needs, and professional development. Evaluation is built into new teacher and mentor meetings held throughout the school year through ongoing discussions. Surveys are also used to evaluate the effectiveness of meetings/training and professional development.

InductionPlan

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If “No” is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date

Lampeter-Strasburg SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

Profile

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		
Kevin S. Peart, Ed.D		
Chief School Administrator Email		
kevin_peart@l-spioneers.org		
Single Point of Contact Name		
Andrew Godfrey		
Single Point of Contact Email		
andrew_godfrey@l-spioneers.org		
Single Point of Contact Phone		Single Point of Contact Extension
(717) 464-3311		1003

Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Each year information is shared in a variety of formats. The school calendar, disseminated to all families attending the District, includes information about a parent's right to request evaluation to explore Gifted eligibility. The Special Services section of the District website has a Gifted Education tab, which houses extensive information pertaining to the overall program philosophy, how eligibility is determined, the District program goals and programming options, and student records. Lastly, a letter goes home to all 2nd grade families each year, providing detailed information on the universal screening completed each Spring.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

A universal screening is conducted in the spring of 2nd grade. Currently, the District administers the Cognitive Abilities Test (CogAT) to all students during their 2nd grade year. The screening is done to help District staff target students who may need challenge/enrichment beyond what the typical classroom teacher is able to provide. The CogAT is a fast but reliable and valid measure to indicate possible giftedness. Students scoring at/above the 90th percentile on the screening are referred for formal evaluation with the school psychologist. High achieving students prior to spring of 2nd grade, for whom staff identify as highly likely in need of specially designed instruction, are referred to the gifted support teacher for informal Challenge programming. These students typically score 2 years or more above grade level on reading and/or math assessments. At any time, while receiving these services, parents or school staff may recommend formal testing. Offering these services at the K-2 level, prior to formal testing, has helped to provide educational enrichment to high achieving students while also waiting on formal evaluation until such time as cognitive scores are more stable and reliable measures of true mental giftedness. Students at all ages/grades may be referred by teachers or parents for screening and evaluation, beyond the general guidelines of the universal screening. The special services director oversees the universal screening process as well as individual screenings. The school psychologist assist with the 2nd grade universal screening, and school counselors assist with individual screenings.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

The district has created eligibility guides which take into account the required multiple criteria when determining Gifted eligibility. The guides also help to focus upon academic strength 'needs' for those found eligible, to ensure appropriate GIEP planning in regards to enrichment and acceleration. Formal, standardized assessments typically used within gifted evaluations include the Wechsler Intelligence Scale for

Children, 5th Edition, the Kaufman Test of Educational Achievement, 3rd Edition, and the Scales for Identifying Gifted Students, 2nd Edition. Other measures are used from time to time, especially if evaluating for both gifted education and special education. For example, the Wechsler Individual Achievement Test may be used in place of the Kaufman. Additional curriculum-based measurement probes are used if additional data is needed to help in GIEP development. Currently, EasyCBM is used for this purpose as they align with the PA Core Standards and have national norms to help in decision making. In addition to information gathered through testing by the school psychologist, there are many other sources of data reviewed when making recommendations for gifted support services. This includes PSSA and Keystone data, CDT data, teacher input forms, standards-based report card data (K-5), Chuska scales, and various rubrics utilized to measure critical thinking, leadership, and other student affective skills. The District has two Identification Rubrics, divided by grade. These rubrics are included within Gifted Written Reports and always shared with families during meetings. Both rubrics are included for full review.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

Philosophy The Lampeter-Strasburg School District is committed to an educational program that recognizes individual student differences. Embodied in this commitment is the responsibility to help mentally gifted students maximize their high potential. Lampeter-Strasburg School District recognizes the varied dimensions of giftedness and thus utilizes multiple criteria to identify gifted students. Multiple criteria include leadership, school achievement, cognitive ability, and creativity. These students exhibit learning styles and thinking dimensions which demand experiences both inside and outside the educational mainstream. The program for gifted students provides a comprehensively planned curriculum that allows both acceleration and enrichment. Incorporated in the program are higher-level thinking skills such as inquiry, problem solving, and creative thinking. Development of self-direction, risk-taking, curiosity, imagination, and interpersonal relations is also emphasized.

Program Goals

- To provide all district personnel with adequate knowledge, skills, and resources to be effective partners in the delivery of gifted education programming.
- To encourage parental involvement in all phases of the gifted education program.
- To identify and meet the needs of all students with giftedness, including culturally diverse and underachieving students.
- To include instructional strategies which stress learning, motivation, creativity, and leadership.
- To utilize community resources in the implementation of gifted education programming.
- To encourage active participation of all staff members.
- To promote a learning environment that encourages and rewards divergent thinking and risk-taking.
- To support gifted students in the development of a positive self-concept, intrinsic motivation, awareness of self and others, and the ability to transfer information to humanistic goals.

Program Options

A wide variety of options are available to students within their Individualized Education Plans. The learning objectives in each student's Gifted Individual Education Plan (GIEP) are developed from his or her unique needs. Development of creativity, leadership, high level thinking and problem solving, advanced study and research skills, and affective skills are included in the GIEPs as needed/appropriate for individual

students. Consultative services to the regular classroom teacher, instruction in the gifted support classroom for various amounts of time, seminars, independent studies, field trips, and mentoring are available to students in all grade levels. Acceleration and enrichment are provided both within the regular classroom setting and through the instruction provided by the teacher of the gifted. Close communication between the regular education teachers, parents, and the gifted education teachers occurs throughout the school years. Students are involved in program planning at the high school and as appropriate in earlier grades. Below are examples of gifted support units of study: K-2 Units Discipline Emphasis Reading and Math Enrichment ELA/Math content standards critical thinking; creativity; group process Group projects research and technology creativity; group process Independent projects research and technology leadership; creativity; interest areas 3rd Grade Units Discipline Emphasis Scientific Process science critical thinking; group process Medieval Times humanities critical and creative thinking Relationships research and technology leadership; interest areas 4th Grade Units Discipline Emphasis Brain Studies science critical thinking; self-reflection Inventions / Modern Times humanities creative thinking; group process Wonders of the World research and technology leadership; interest areas 5th Grade Units Discipline Emphasis Mysteries and Enigmas science; research and technology critical and creative thinking; interest areas Perspectives Unit humanities group process; leadership Survival Skills for Gifted Students affective skills and student skills self-reflection 6th-8th Grade Units Discipline Emphasis Moebius Strips Math critical and creative thinking 3D Modular-Polyhedra Math critical and creative thinking Balloon Cars Science critical and creative thinking Marshmallow Towers Science and math critical and creative thinking Independent Projects Varies Interest areas and risk taking Mousetrap Mobiles Science critical and creative thinking Round Robin Writing English Critical thinking; group process skills Fictionary English Critical thinking; group process skills Philosophical challenges Humanities Critical thinking; group process skills; leadership Survival Skills for Gifted Students Affective Affective and Self Advocacy skills 9th-12th *at student choice* Discipline Emphasis Open Yale, edX, and Modern States Courses (or similar) All critical thinking; self-reflection; interest areas Navigating the College Board Research and Technology Critical and creative thinking; self-reflection Writing challenges English leadership; interest areas SAT prep English and Math Interest areas; self-reflection Stock Market simulation Cross-curricular Critical and creative thinking; group process and leadership skills Foreign Language studies (beyond what's offered at the high school) Humanities Linguistic interest area Book Study English/humanities Interest area; group process skills; critical and creative thinking Math logic puzzles / philosophical challenges Math and humanities group process skills; critical and creative thinking Variety of online lessons through Common Sense Education / Digital Citizenship Cross-curricular Critical and creative thinking; group process and leadership skills Variety of online lessons and activities through Exquisite Minds, Gifted and Creative Children Cross-curricular Critical and creative thinking; group process and leadership skills Discovering U, virtual college sessions College/Career readiness Self reflection; interest areas 1:1 Consultative and Support meetings Cross-curricular; Affective; College/Career readiness Self reflection; interest areas; leadership skills Below are examples of enrichment happening in the K-12 general education classroom: Cluster grouping Enrichment/extension activities – taking grade level units of study and increasing the depth and breadth, and/or adding in cross-curricular connections Curriculum compacting and/or telescoping Technology-based supports (above-level math online program, for

example) Above level instructional groups (reading and math) Projects/activities, fostering creativity, critical thinking and leadership as well as interest areas Time for independent study projects Acceleration Any time staff or parents feel single-subject or whole grade acceleration may be needed, a Gifted Reevaluation is completed. Assessments used are related to the question at hand. For example, if single subject acceleration in math is being considered, we proceed with informal assessments including Easy CBM probes, CDTs, and end of year math assessments provided by the District math coach. If whole grade level acceleration is being considered, the Iowa Acceleration Scales are used. The District typically has two or more reevaluations each school year to consider acceleration, and it's most often related to math. The District is fortunate to have all buildings on one campus, breaking down any barriers for above level placement for any course. GIEPs include very specific information on logistics, any time single subject acceleration is in place. Everything from key card access to handling 2 hour delays or early dismissals is outlined in the student's GIEP. When whole grade acceleration is recommended, the District ensures any social/emotional needs are met especially if it results in a very young student placed in any particular grade (for example, 7th grade age at the High School). Any such services are included in the Support Services section of the student's GIEP.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

Until recently, the gifted designations were not flowing correctly between Power School Special Programs and Power School Student Information Systems. The District special services director, special services secretary, PIMS coordinator, and technology assistant have been working with Power School representatives since August 2023 and finally have data resolved. Currently, 153 students are indicated as GY in SIS field 80. 4 students are indicated as GS in SIS field 80, and 2 students are indicated as GX in SIS field 80. A thorough review of gifted support teacher caseloads confirms these numbers are all accurate. Power school continues to have a glitch with the transfer of this data, but the special services director and special services secretary are now aware of a manual fix that will continue to be applied until such time as Power School corrects their communication breakdown. This manual fix will be shared with gifted support teachers at a department meeting on January 29, 2024, and a Screencast video demonstrating the manual fix has already been created and uploaded to the District shared drive for special services.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

A review of ethnicity of students receiving gifted services reveals no significant disproportionality. 9.7% of our students identified as mentally gifted are from the minority subgroups including Hispanic, Black, Multiracial and Asian. This is relatively comparable to our District percentage of students in those minority subgroups. The District also serves students who are twice exceptional, needing both special

education and gifted education. Multidisciplinary teams routinely review and account for intervening factors such as ADHD, autism, and emotional disturbance. Given our universal screening in 2nd grade, many students who may not have been historically referred for evaluation are now assessed, and the District plans to continue to utilize a universal screening moving forward.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

The District relies heavily on the IU13 Gifted Network for ongoing professional development for gifted support teachers and administrators. The special services director shares information and resources on a regular basis with staff and administrators, and assists all building principals with planning and implementation of enrichment and acceleration. Training is provided to general education staff in a number of ways. At the elementary level the gifted support teacher presents on gifted traits and tips to help differentiate strong students and potentially gifted students. She further collaborates with classroom teachers and program specialists, to create informal enrichment groups in reading and math for students in kindergarten through 2nd grade. 2nd grade is when our universal screening is held, and this is a way to ensure outreach to students who may require services prior to that time. At the middle and high school level, training comes more in line with overall differentiation and student-centered learning. For all students with GIEPs, the gifted support teachers are in regular collaboration with general education staff. They meet to review enrichment occurring in both settings, and to ensure appropriate differentiation is in place across each student's day. Gifted support teachers help to provide resources and support for enrichment and extension activities within the general education classroom. The special services director provides training and guidance ongoing, to support all student needs. This occurs most often related to whole grade and single subject acceleration.

Training for general education teachers	\$0
Staff costs	\$366,700
Training for gifted support staff	\$0
Materials used for project-based learning	\$100
Transportation	\$0
Field Trips	\$4,900

Signatures and Quality Assurance

Chief School Administrator	Date

LAMPETER-STRASBURG SD

PO Box 428

Student Services Assurances (Chapter 12) | 2024 - 2027

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Lampeter-Strasburg School District

113363603

1600 Book Road, PO Box 428 , Lampeter, PA 17537

Andrew M. Godfrey, Ed.D.

andrew_godfrey@l-spioneers.org

(717) 464-3311 Ext. 1003

Kevin S. Peart, Ed.D

kevin_peart@l-spioneers.org

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

Yes

Safety and Violence Prevention Program

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#)) and in compliance with [§ 12.41\(d\)](#))

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#))

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#))

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 1/28/2024 PRINCIPAL: _____
TEACHER: _____ CHAIRMAN: Joan Johnson
GRADE & DEPARTMENT: K-5 SUBJECT: Mathematics
BOOK: enVision COMPANY: Savvas
COPYRIGHT DATE: 2024 # OF BOOKS NEEDED: 1200 COST/BOOK: \$129
Chairperson Signature: _____ Principal Signature: _____

<u>FORMAT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<u>x</u>	_____	_____
2. How extensively, effectively and wisely are graphs, charts and maps used?	<u>x</u>	_____	_____
3. How colorful and attractive is the cover?	<u>x</u>	_____	_____
4. How attractive and modern-looking is the page layout?	<u>x</u>	_____	_____
5. How readable and attractive is the type face?	<u>x</u>	_____	_____
6. How does margin and spacing of print enhance readability and attractiveness?	<u>x</u>	_____	_____
7. How well is textbook referenced and indexed?	<u>x</u>	_____	_____
8. How durable and readable is the paper used in the pages of the book?	<u>x</u>	_____	_____
9. How sturdy is the construction of the book and its binding?	<u>consumable</u>	_____	_____

<u>CONTENT</u>			
1. How well does content meet maturity level of pupils?	<u>x</u>	_____	_____
2. How well does readability level meet most pupils for whom it was selected?	<u>x</u>	_____	_____
3. How well does content meet needs and interest of pupils?	<u>x</u>	_____	_____
4. How adaptable is content to a wide range of individual differences of pupils?	<u>x</u>	_____	_____
5. How well does content deal or relate with situations in which pupils find themselves?	<u>x</u>	_____	_____
6. How well are inter-relationships of materials in the book presented?	<u>x</u>	_____	_____

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	_____	_____	_____
8. How well is balance met between problem-centered and subject-centered materials?	_____x_____	_____	_____
9. How free is content of prejudices on controversial issues?	_____x_____	_____	_____
10. How fairly and completely are controversial issues handled?	_____	_____	_____
11. How correct is factual material of content?	_____x_____	_____	_____
12. How free of bias and prejudices is the factual content and illustrations?	_____x_____	_____	_____
13. How up-to-date are illustrations, references, resources and total content?	_____x_____	_____	_____
14. How interesting and clear is the style of writing?	_____x_____	_____	_____
15. How resourceful is content in terms of illustration devices and character portrayals?	_____x_____	_____	_____
16. How extensive and effective are study helps and aids?	_____x_____	_____	_____
17. How adequate are footnotes for identification purposes?	_____	_____	_____
18. How adequate and effective are evaluative devices for pupil use?	_____x_____	_____	_____

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

This textbook will best support teachers' efforts to better meet the needs of students while teaching the content delineated by the PA Core Standards and eligible content. The program is extremely robust in providing resources to teach all levels of students and to challenge all our students with mathematical problem solving and critical thinking. The online program components will enhance our teachers' abilities to evaluate data effectively and address student deficiencies.



Joan Johnson
K-12 Math Coach
Lampeter-Strasburg Sch Dist
PO Box 428
Lampeter, PA 17537-0428
United States

Quote Number: 221793-4
Quote Creation Date: 01-16-2024
Quote Expiration Date: 09-30-2024

Quote Release: 4

Lampeter Strasburg SD (PA enVision K-5) 6-YR Jan 2024
Price Quote Summary

Solution	Base Amount	Free Amount	Total
enVision Math	\$ 183,874.00	\$ 73,887.00	\$ 183,874.00
enVisionMATH® for Professional	\$ 8,400.00		\$ 8,400.00
Solution Subtotal	\$ 192,274.00	\$ 73,887.00	\$ 192,274.00
Shipping & Handling			\$ 18,369.94
Total			\$ 210,643.94

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
enVision Math						
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 1						
9781428521315	ENVISION MATHEMATICS 2024 PENNSYLVANIA STUDENT EDITION 6-YEAR SUBSCRIPTION +6-YEAR DIGITAL COURSEWARE LICENSE GRADE 1	151.00	0	180	\$0.00	\$27,180.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 1 Subtotal						\$ 27,180.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 2						
9781428521322	ENVISION MATHEMATICS 2024 PENNSYLVANIA STUDENT EDITION 6-YEAR SUBSCRIPTION +6-YEAR DIGITAL COURSEWARE LICENSE GRADE 2	151.00	0	210	\$0.00	\$31,710.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 2 Subtotal						\$ 31,710.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 3						
9781428521339	ENVISION MATHEMATICS 2024 PENNSYLVANIA STUDENT EDITION 6-YEAR SUBSCRIPTION +6-YEAR DIGITAL COURSEWARE LICENSE GRADE 3	151.00	0	205	\$0.00	\$30,955.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 3 Subtotal						\$ 30,955.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 4						
9781428521346	ENVISION MATHEMATICS 2024 PENNSYLVANIA STUDENT EDITION 6-YEAR SUBSCRIPTION +6-YEAR DIGITAL COURSEWARE LICENSE GRADE 4	151.00	0	210	\$0.00	\$31,710.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 4 Subtotal						\$ 31,710.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 5						
9781428521353	ENVISION MATHEMATICS 2024 PENNSYLVANIA STUDENT EDITION 6-YEAR SUBSCRIPTION +6-YEAR DIGITAL COURSEWARE LICENSE GRADE 5	151.00	0	215	\$0.00	\$32,465.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade 5 Subtotal						\$ 32,465.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade K						
9781428521308	ENVISION MATHEMATICS 2024 PENNSYLVANIA STUDENT EDITION 6-YEAR SUBSCRIPTION +6-YEAR DIGITAL COURSEWARE LICENSE GRADE K	151.00	0	190	\$0.00	\$28,690.00
enVision Mathematics Pennsylvania (c)2024 Grades K-5 - Grade K Subtotal						\$ 28,690.00
enVision Mathematics ©2020 Common Core - Grade 1						
9780134959689	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE 1	218.50	11	0	\$2,403.50	\$0.00
9780134954608	ENVISION MATHEMATICS 2020 LANGUAGE SUPPORT HANDBOOK GRADE 1	156.00	11	0	\$1,716.00	\$0.00
9780134963143	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE 1	17.50	11	0	\$192.50	\$0.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
enVision Mathematics ©2020 Common Core - Grade 1 Subtotal					\$ 4,312.00	\$ 0.00
enVision Mathematics ©2020 Common Core - Grade 2						
9780134959696	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE 2	218.50	11	0	\$2,403.50	\$0.00
9780134954615	ENVISION MATHEMATICS 2020 LANGUAGE SUPPORT HANDBOOK GRADE 2	156.00	11	0	\$1,716.00	\$0.00
9780134963150	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE 2	17.50	11	0	\$192.50	\$0.00
enVision Mathematics ©2020 Common Core - Grade 2 Subtotal					\$ 4,312.00	\$ 0.00
enVision Mathematics ©2020 Common Core - Grade 3						
9780134959702	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE 3	218.50	11	0	\$2,403.50	\$0.00
9780134954622	ENVISION MATHEMATICS 2020 LANGUAGE SUPPORT HANDBOOK GRADE 3	156.00	11	0	\$1,716.00	\$0.00
9780134963174	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE 3	17.50	11	0	\$192.50	\$0.00
enVision Mathematics ©2020 Common Core - Grade 3 Subtotal					\$ 4,312.00	\$ 0.00
enVision Mathematics ©2020 Common Core - Grade 4						
9780134959719	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE 4	218.50	11	0	\$2,403.50	\$0.00
9780134954639	ENVISION MATHEMATICS 2020 LANGUAGE SUPPORT HANDBOOK GRADE 4	156.00	11	0	\$1,716.00	\$0.00
9780134959665	ENVISION MATHEMATICS 2020 COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM PART 2 GRADE 4/6	194.00	0	2	\$0.00	\$388.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780134963181	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE 4	17.50	11	0	\$192.50	\$0.00
enVision Mathematics ©2020 Common Core - Grade 4 Subtotal					\$ 4,312.00	\$ 388.00
enVision Mathematics ©2020 Common Core - Grade 5						
9780134959726	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE 5	218.50	11	0	\$2,403.50	\$0.00
9780134954646	ENVISION MATHEMATICS 2020 LANGUAGE SUPPORT HANDBOOK GRADE 5	156.00	11	0	\$1,716.00	\$0.00
9780134963198	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE 5	17.50	11	0	\$192.50	\$0.00
enVision Mathematics ©2020 Common Core - Grade 5 Subtotal					\$ 4,312.00	\$ 0.00
enVision Mathematics ©2020 Common Core - Grade K						
9780134959672	ENVISION MATHEMATICS 2020 TEACHER RESOURCE MASTERS PACKAGE GRADE K	218.50	11	0	\$2,403.50	\$0.00
9780134954592	ENVISION MATHEMATICS 2020 LANGUAGE SUPPORT HANDBOOK GRADE K	156.00	11	0	\$1,716.00	\$0.00
9780134959658	ENVISION MATHEMATICS 2020 COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM PART 1 GRADE K/3	194.00	0	4	\$0.00	\$776.00
9780134963136	ENVISION MATHEMATICS 2020 PRACTICES POSTERS GRADE K	17.50	11	0	\$192.50	\$0.00
enVision Mathematics ©2020 Common Core - Grade K Subtotal					\$ 4,312.00	\$ 776.00
enVision Mathematics ©2020 for Pennsylvania - Grade 1						
9780768573008	ENVISION MATHEMATICS 2020 PENNSYLVANIA TEACHER EDITION PACKAGE GRADE 1	727.50	11	0	\$8,002.50	\$0.00
enVision Mathematics ©2020 for Pennsylvania - Grade 1 Subtotal					\$ 8,002.50	\$ 0.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Virtual Elementary enVisionMath Professional Learning ©2020						
0000000125339	VIRTUAL ENVISION MATH K-5 @2020 PROFESSIONAL DEVELOPMENT (3 HRS)	1500.00	0	1	\$0.00	\$1,500.00
Virtual Elementary enVisionMath Professional Learning ©2020 Subtotal						\$ 1,500.00
enVision Mathematics Common Core Professional Development©2020 - Implementation Essentials						
0000000124091	ENVISION MATHEMATICS COMMON CORE GRADES K-5 2020 IMPLEMENTATION ESSENTIALS	3450.00	0	2	\$0.00	\$6,900.00
enVision Mathematics Common Core Professional Development©2020 - Implementation Essentials Subtotal						\$ 6,900.00
enVisionMATH® for Professional Development Subtotal						\$ 8,400.00
Solution Subtotal					\$ 73,887.00	\$ 192,274.00
Shipping and Handling						\$ 18,369.94
					Total	\$ 210,643.94

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form **or** by mail. Please submit your PO and price quote via one of the following methods:

Online: <https://support.savvas.com/support/s/customerserviceus>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over \$1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site:

<https://worktext-subscriptions.savvas.com>

Annual subscriptions for iLit and Successmaker Only: Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified.

Technical support services are included with purchase of Savvas digital products.

online help: <https://support.savvas.com/support/s/k12-curriculum-support-form>

phone: 1-800-848-9500

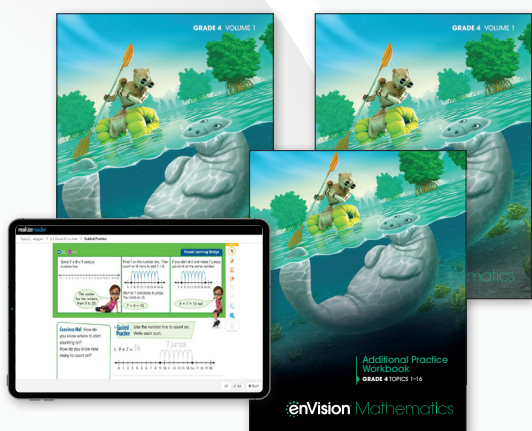
Professional Services: Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products (<https://mysavvastraining.com>).

enVision[®] Mathematics

Kids See the Math. Teachers See Results.

Engaged & Personalized Learning

enVision Mathematics ©2024 allows students to easily access lesson content, videos, games, and interactive tools—online or offline.



Student's Edition (English and Spanish), 2 Volumes (Print and online Interactive Student Edition Realize Reader)

The interactive text increases engagement and deepens understanding of math ideas. Students explain their thinking, solve problems, and make it their own. Available for use online as well as offline.

Additional Practice Workbook (English and Spanish) (Print and online Interactive Additional Practice Realize[®] Reader)

The student workbook includes two pages of additional practice for each lesson.

Teacher's Edition, 2 Volumes

(Print and online Teacher's Edition Realize Reader)

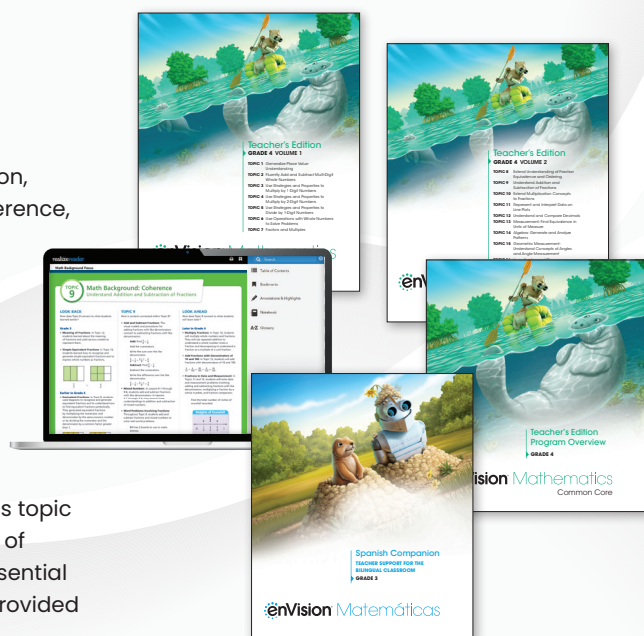
For each grade, K-5, 2 volumes that include comprehensive teaching support through problem-based learning, visual learning, differentiation, and assessment. Topics and lessons balance instructional focus, coherence, and rigor. Embedded math background and professional learning.

Teacher's Edition Program Overview

A user's guide and professional learning resource in one! Explore pacing, lessons, differentiated instruction, and components.

Spanish Teacher Companion

Use alongside the Teacher's Edition to provide full language support in both Spanish and English. The Spanish Teacher Companion contains topic and lesson planning, teaching, and assessment support. A translation of key instructional lesson elements such as mathematics objectives, essential understandings, materials, vocabulary, and classroom dialogue are provided for each lesson.





Math Practices Classroom Posters

Set of classroom posters describing each of the 8 Mathematical Practices in student friendly language and images.

Assessment Sourcebook (English and Spanish)

Assessment Guide and collection of program assessments: Readiness Test Progress Monitoring Assessments, Basic-Facts Timed Tests (Grades 1-5), Topic Assessments, Topic Performance Tasks, Cumulative/Benchmark Assessments.

Teacher's Resource Masters, 2 Volumes (English and Spanish)

Includes program resources pages: Home-School Connection Letters, Pick a Project, *enVision*® STEM Activities, Build Mathematical Literacy, Enrichment, Interactive Math Stories (Grades K-2), Daily Review, Reteach to Build Understanding, and Fluency Practice/Assessment.

Language Support Handbook

Grade-level teacher resource supports the Council of Great City Schools Key Areas of Instructional Practice¹. Topic and lesson plans promote the development of language modalities in mathematics and support online, interactive Academic Vocabulary Activities K-5 and student Self Assessment grades 3-5.

Math Diagnosis and Intervention System

A system to allow teachers to diagnose math intervention needs and provide Tier 3 intervention. The system includes two-page intervention lessons, guided instruction, and diagnostic tests. Organized by content strands and tied to lesson concepts.

Problem-Solving Leveled Reading Mats (English and Spanish)

Beautiful image-heavy mats available for each topic at Grades K-5 with an accompanying lesson-specific Problem-Solving Reading Activity for two lessons in the topic. Two-sided mats include on-level text on one side and below-level text on the other side. The Problem-Solving Reading Activity Guide provides suggestions on how to use mats for each topic.

Quick-and-Easy Centers Kit for Differentiated Instruction

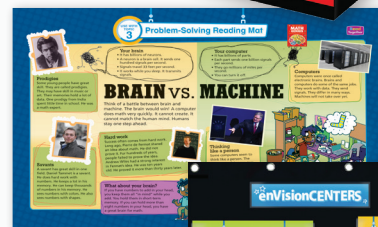
This handy organizer includes 6 sets of each Leveled Reading Mat as well as a Teacher's Guide, and holds printed resources for the Differentiated Activity Centers.

Today's Challenge Teacher's Guide (English and Spanish)

Provides instructional support to be used with each of the Today's Challenge problems.

Manipulative Kits

Grade-specific kits that include manipulatives used within the lessons.



¹Council of the Great City Schools. 2016. A framework for re-envisioning mathematics instruction for English language learners. Washington D.C.

SavvasRealize.com

SavvasRealize.com offers flexibility in planning, teaching, learning, discussing, and progress monitoring. It's easy to navigate, assign resources, search, customize, plan, assess, and analyze data. Savvas Realize® has integrated Google Classroom and Microsoft OneDrive allowing teachers to share Realize auto-graded assignments directly in students' feeds.

Let's Investigate!

Provides a problem-based learning student-led lesson. These lessons give more time for exploration and digging deeper into the mathematics. Provided online, these resources can be easily printed. Teaching support is based on the 5 Practices: Anticipate, Monitor, Select, Sequence, and Connect.

Topic Overview Professional Learning Videos

Videos from the authors sharing their expertise and information on each topic.

Classroom Videos

Let you see the program in action with expert input from authors for each step of the proven *enVision*® lesson structure.

Listen and Look For Videos

Short professional learning videos that use examples of student work to prepare teachers for what student understanding of the Standards in the upcoming lesson will sound and look like.

Math Games

Online thinking games to motivate and enhance learning. Intelligently interactive, each game challenges students to apply previous math learning and build to more complex concepts. Includes vocabulary and fluency games.

Math Practices Animations

Short videos for each of the 8 Mathematical Practices. Videos explain and demonstrate each Mathematical Practice in student-friendly language.

Visual Learning Animations Plus (English and Spanish)

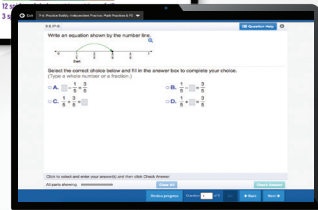
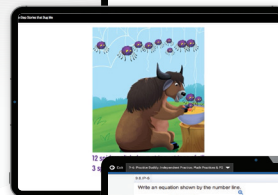
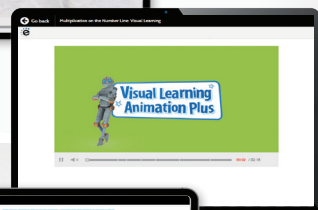
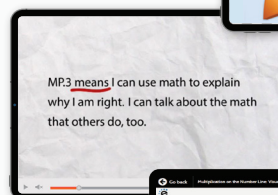
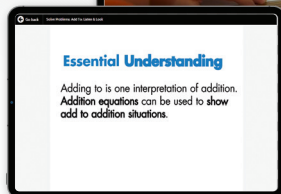
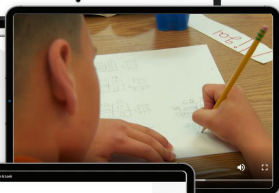
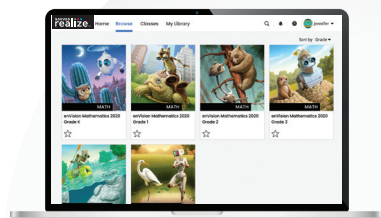
Students interact with this step-by-step representation of the lesson concept helping to make the mathematics explicit.

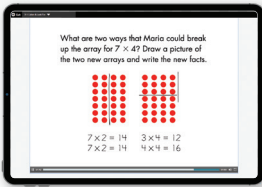
Interactive, Animated Math Stories

Available online with accompanying blackline masters, these stories introduce math concepts for each topic at Grades K-2.

Practice Buddy Online (English and Spanish)

For grades K-5, Practice Buddy offers auto scoring with on-screen help and online personalized practice that provides Independent Practice, Math Practices and Problem-Solving, as well as Homework and Practice for every lesson. Also provides practice and assessment on fluency subskills.



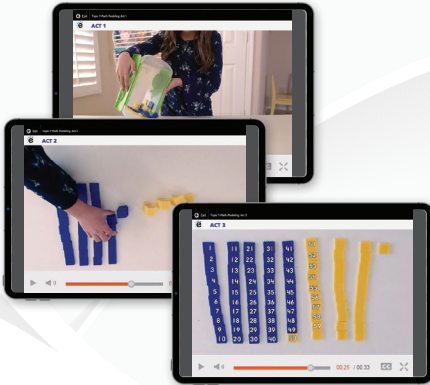


SAVVY Adaptive Practice (Grades 3-5)

Personalize assignments in real time, support students when they struggle, add just-right enrichment, and track progress. Easy-view dashboards display actionable data in one place to help teachers better respond to individual student needs and ensure mastery.

3 Act Math (English and Spanish)

This engaging multimedia experience involves students in actively performing mathematical modeling. (Videos in English and Spanish).



Today's Challenge (English and Spanish)

Five problems with increasing difficulty using the same data to reinforce the kind of thinking students need for success on next generation assessments.

Solve and Share (English and Spanish)

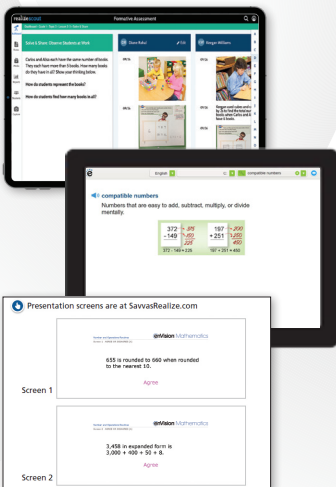
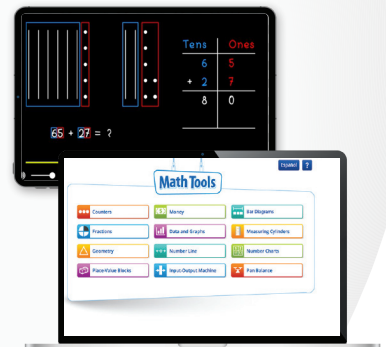
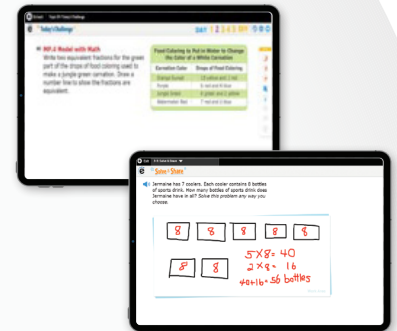
Each lesson opens with a rich problem for students to discuss and share solution strategies. Begin every lesson with the power of problem-based learning and classroom conversation.

Another Look Homework Videos

Videos offering online help for every lesson from an engaging video that presents an example similar to the one in Another Look in the Student Edition.

Math Tools and Digital Math Tools Activities

A suite of digital math tools to teach for understanding. Students have access to a wide range of interactive digital tools anytime and anywhere. For every topic, there is a Digital Math Tools Activity (online blackline master) provided or a reference to an Online Math Game.



Realize® Scout Observational Assessment Tool

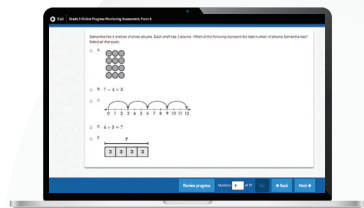
Record observations, videos and pictures of student work to support formative assessment.

Animated Glossary (English and Spanish)

This online program glossary for students includes sound and animation.

Routines K-5

Teachers can flexibly implement Routines in 5-10 minutes at any time.



Online Assessments (English and Spanish)

Auto-scored online assessments ensure that students are on track for understanding of math concepts and skills, and gain experience using Next Generation assessment technologies.

- Readiness Test
- Progress Monitoring Assessment
- Quick Check
- Cumulative/Benchmark Assessment
- Topic Assessment

Teacher's Resource Masters Editable Files

Teacher's Resource Masters are available online as PDFs and editable word documents.

Editable PowerPoint Slides

Teachers have the ability to present program resources and lesson content in an engaging, interactive format provided on Savvas Realize. Editable PowerPoint® lesson slides are available as an additional presentation option.

Academic Vocabulary Activity (English and Spanish)

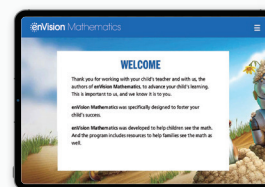
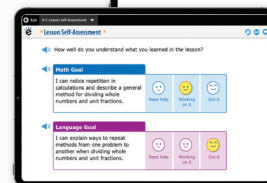
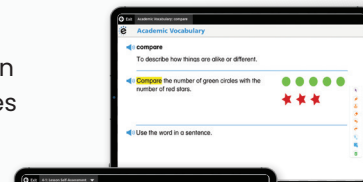
Students preview and demonstrate understanding of academic language through an online activity that supports each vocabulary word. Complete the vocabulary routines as a class or in partners.

Lesson Self-Assessment (Grades 3–5) (English and Spanish)

An exit ticket encourages students to reflect on their understanding of the language and the math goals of the lesson.

Family Engagement

Family engagement resources allow families to support their students at home, available 24/7, no login required. The Topic overview gives families a preview of upcoming content with visuals to support understanding. Easy access to video tutorials and vocabulary review are included. Compatibility with Google Translate™ allows for translation into more than 100 languages!



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LEARNING COMPANY

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800-848-9500

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ALEKS[®]



Learning That's as Unique as Every Student

Personalized Learning for 6–12 Mathematics



Teach Math the Way Students Learn

ALEKS® is an online math solution for sixth through twelfth grade that uses artificial intelligence to identify and provide instruction on the topics each student is most ready to learn. It's an approach proven to create math confidence and measurable success.



Differentiation for Each Student

ALEKS helps each student meet rigorous standards with differentiated instruction specific to their unique needs by creating an individualized learning experience that is:



Personalized

ALEKS creates personalized learning pathways that lead every student to mastery with periodic assessments to pinpoint knowledge gaps.



Focused

ALEKS uses adaptive technology to offer each student a selection of topics they are most ready to learn. Students are challenged, but never frustrated or bored.



Insightful

ALEKS provides actionable data to guide instruction with customizable reports that show student progress, mastery, and time on task. With *ALEKS*, it's easier than ever to provide students with individualized instruction based on their unique needs.

The Power of Research-Based Learning

Cutting-edge cognitive research has changed what we know about learning and has inspired the creation of technology-based tools to make learning more effective.



With ALEKS®, students achieve mastery more than 90 percent of the time.

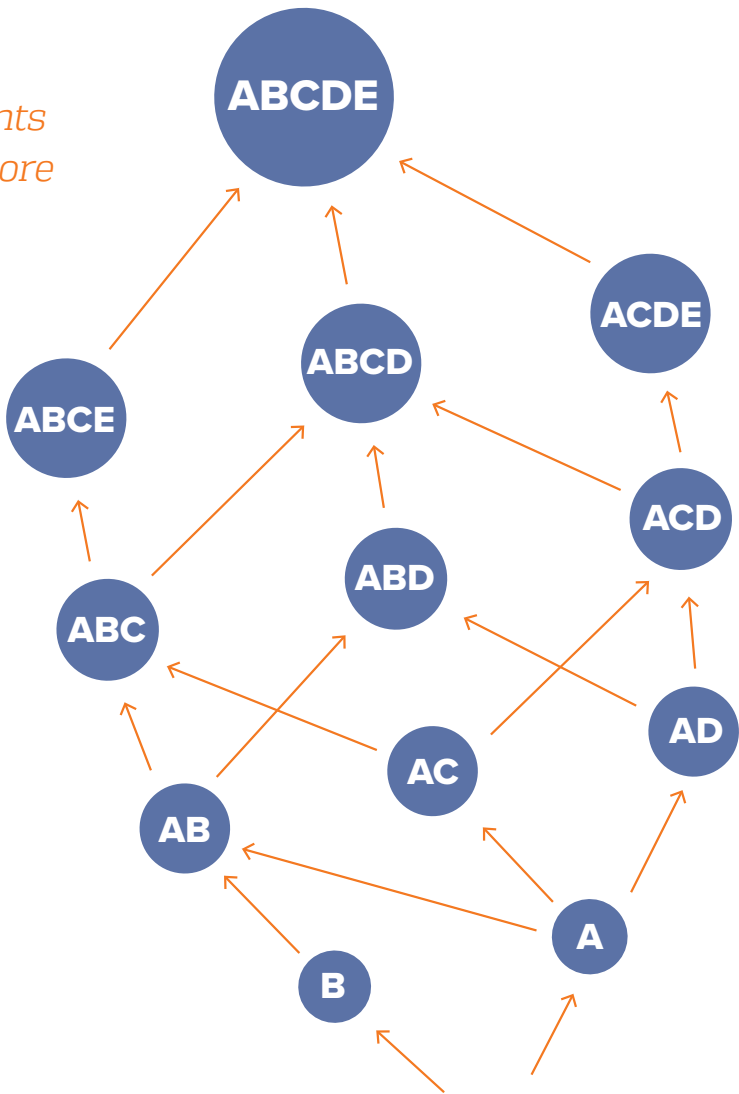
Designed to Ensure Mastery

ALEKS maps each student’s evolving knowledge state and continuously refines the way topics are connected to each other. By presenting the topics a student is most ready to learn next, ALEKS ensures a mastery rate of more than 90 percent.

Developed by Cognitive Scientists

ALEKS is the product of decades of research conducted at top universities with support from the National Science Foundation. Its unique approach to math instruction is based on a concept called Knowledge Space Theory, which holds that:

- Knowledge is not linear; it’s a complex web of interrelated topics.
- Every learner makes their own unique connections within this complex web and navigates it differently.
- Understanding how a student learns and creating unique learning pathways can accelerate concept mastery while reducing frustration and fatigue.



Meet State and National Standards

By combining adaptive learning technology and comprehensive progress monitoring, ALEKS accommodates the unique learning style of each student while still aligning with state and national standards to maximize results.

Focused, Differentiated Instruction

Dynamic instruction, differentiation, and flexible reporting options keep students and educators on track:

- **Regular Knowledge Checks** provide robust data essential for focused instruction.
- **An open-response environment** that gives educators a clear picture of student understanding.
- **Adaptive learning technology** that uses Knowledge Check results to pinpoint the unlearned concepts most crucial for students to know.

“Teachers and students like ALEKS. Students like the goal-setting in the program, and teachers like being able to set incentives.”

– Math Curriculum Coordinator, Clute, TX

Detailed Data

Real-time reporting allows educators to:

- Measure progress at the student, class, school, and district levels.
- View progress and ready-to-learn topics related to a specific math standard.
- Gain insight on how students may perform on standardized assessments and remediate potential knowledge gaps.

✓ Aligned to state and national standards.

Current Progress

ALEKS Table of Contents

Standards

View Course Content by Standards

view all topics / hide all topics ⓘ

Current Standards: Common Core State Standards for Grade 7 (2010)(View Different Standards)

▼ 7.rp: Ratios & Proportions

Progress 35%

Progress ⓘ

Remaining ⓘ

Ready to Learn ⓘ

Attempted, Not Yet Learned ⓘ

7.RP.A.1: Compute unit rates associated with ratios of fractions (Progress 5%)

There are 2 ALEKS topics that correspond to this standard.

• Word problem on unit rates associated with ratios of fractions


9%

91%

13%

0%

4 students out of 32 (13%) are Ready to Learn this topic.

 Message Students

✕

Bourbaki, Maria

Walker, Jennifer P.

Walker, Jose

Walker, Robert S.

(0) Other topics that these students are Ready To Learn

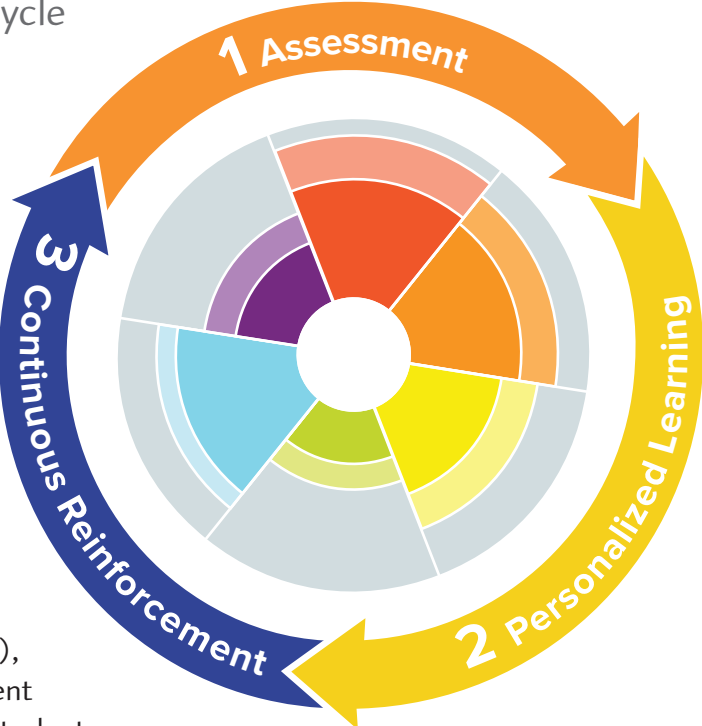
How ALEKS® Creates Personalized Instruction

ALEKS delivers a powerful three-phase cycle of learning and assessment that targets the unique needs of every student.

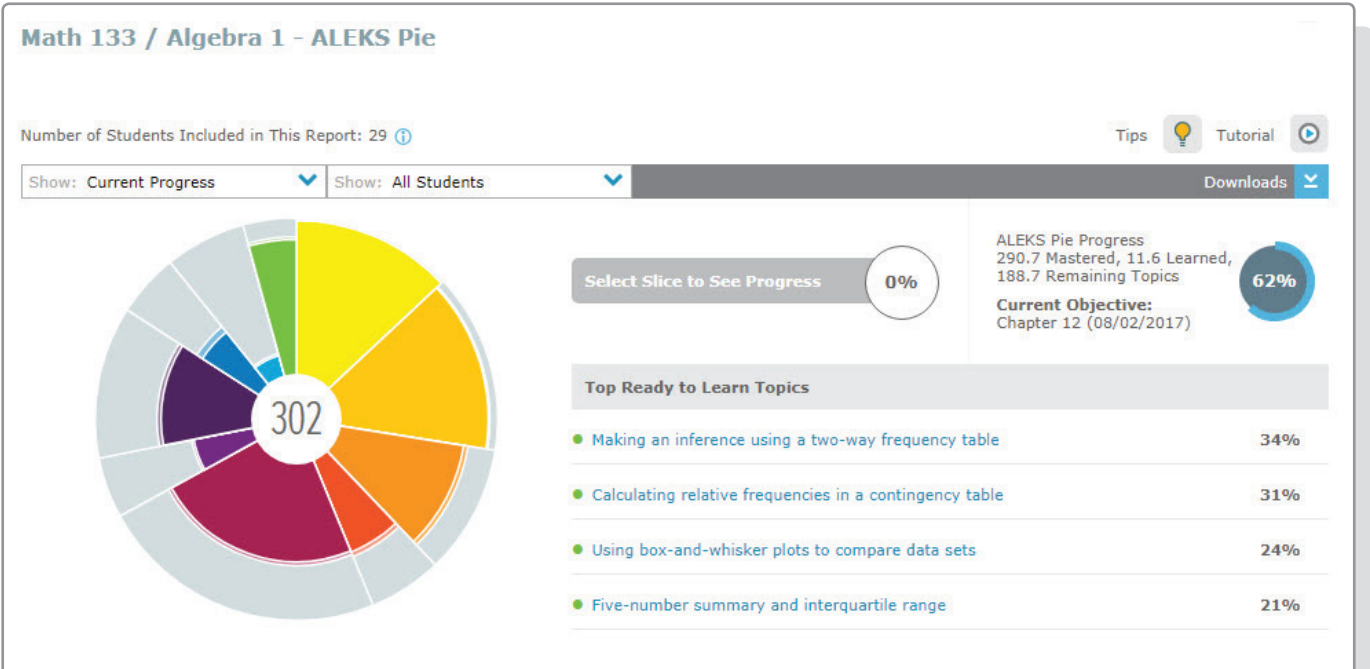
1

Assessment

Students begin with an Initial Knowledge Check to accurately measure what they know, don't know, and what concepts they are ready to learn next. The results are summarized in the ALEKS Pie, a tool that provides insight on student knowledge across multiple topics. Within each pie slice (topic area), the colored section shows what a student knows. The gray area shows what the student has left to learn.



✓ The ALEKS Pie provides teachers with an in-depth analysis on how each student is progressing on multiple topics.



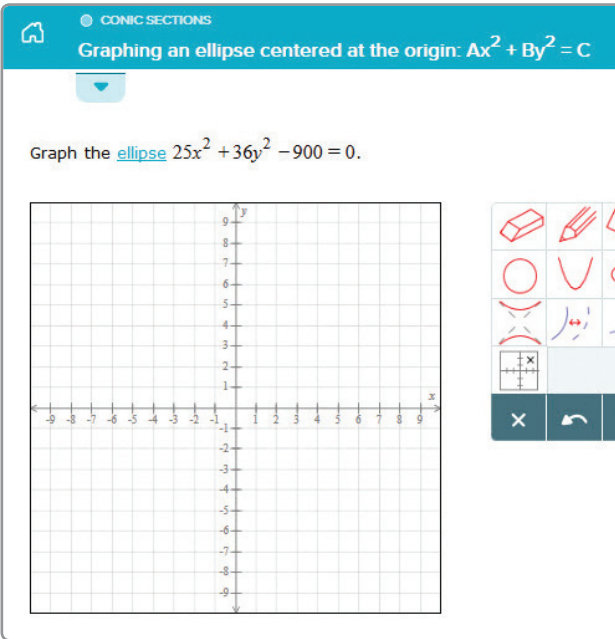
2

Personalized Learning

As students work through their ready-to-learn topics, ALEKS provides immediate feedback, detailed explanations, definitions, and other tools for building mastery.

ALEKS offers:

- A unique problem algorithm that generates a different leveled problem set for every student, every time.
- Detailed explanations for every problem including a dictionary and video resources.
- Open-response problems and intuitive input tools within Learning Mode that provide a more authentic measure of conceptual understanding.
- Content aligned to state and national standards.



✓ Students can demonstrate skills mastery in Learning Mode by using tools to solve open-response problems.

3

Continuous Reinforcement

As students learn new topics, ALEKS periodically rechecks their knowledge to ensure retention. The system then provides remediation for topics students have not successfully mastered.

The power of ALEKS, in Spanish

Located at the top of every page, the English-Spanish toggle lets students click to switch back and forth from English to Spanish instruction. The translation includes the entire program interface as well as all of its contents.

“After using ALEKS for a year, our Algebra Readiness 8th graders more than doubled the increase in CST score that’s typically seen at our school. Moreover, 56 percent of these students scored at least Proficient, compared to the usual 40 percent.”

– Teacher, Big Bear Lake, CA

If Every Student Learns Math Differently—Why Should Their Math Instruction Be the Same?

ALEKS® provides each student with a personalized pathway to math proficiency.

By combining assessment, personalized learning, and continuous reinforcement, *ALEKS* adapts to the individual needs of each student and customizes a unique learning pathway to help accelerate them to standard mastery. This three-phase cycle keeps students engaged by challenging each learner precisely at their level with concepts they are ready to learn, thus eliminating boredom and frustration.

To learn more, visit ALEKS.com/k12

Book	Policy Manual
Section	100 Programs
Title	Resource Materials
Code	109
Status	Active
Adopted	February 4, 2019

Authority

The Board shall, by an affirmative vote of a majority of the full Board, provide resource materials that implement, support and enrich the educational program of district schools.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Definition

Resource materials shall include nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital materials, software and instructional material.

Delegation of Responsibility

The Superintendent shall be responsible for the recommendation of all resource materials. No adoption or change of materials shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.[\[2\]](#)

The Superintendent or designee shall establish administrative regulations for the selection of resource materials.

A list of resource materials provided by the district shall be maintained by the Superintendent and shall be available to Board members, district staff, students, parents/guardians and community members.[\[4\]](#)

Guidelines

Selection procedures for resource materials shall be developed which:

1. Appoint appropriate administrative and instructional staff to select resource materials, subject to the approval of the Superintendent or designee.
2. Ensure that the Board's budgetary allotment for resource materials is spent efficiently and distributed equitably throughout the instructional program.
3. Ensure an inventory of resource materials that is well-balanced and well-rounded in coverage of subject, types of materials, and variety of content.
4. Evaluate the effectiveness of resource materials presently in use.
5. Direct staff to consult a variety of media sources before selections are made.

Resource materials shall be selected in accordance with the following guidelines:

1. Materials shall be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.

2. Wherever possible, materials shall be selected to provide opposing views on controversial issues so that students may develop critical reading and thinking skills.
3. Wherever possible, materials shall represent varied religious, ethnic, gender, and cultural groups and their contribution to American heritage.
4. Materials shall be factually accurate and of genuine literary or artistic value.
5. Materials shall be of a quality and durability appropriate to their intended use and longevity. Materials shall relate to, support, and enrich the courses of planned instruction adopted by the Board.[4]

A listing of all resource materials shall be made available for the information of the professional staff, Board members, students and parents/guardians.[5]

Selection of Library Media Center Resources

The Board, realizing the importance of access to information, directs the library media centers to provide materials that will enrich, support, and assist in implementing the educational program.

The Board delegates the authority for the selection of library media center resources to the District's professionally trained and certified staff.

The library media program shall provide depth, breadth, and relevance in all curricular areas. A wide range of materials at all levels of difficulty, with a diversity of appeal and different viewpoints, shall be provided.

Since knowledge of content is extremely important, standard, unbiased selection tools shall be used to guide librarians in their selection.

Challenged Materials

The review of challenged materials shall be handled objectively, weighing the value of the material as a whole and not on passages or segments considered out of context.

The challenged resource shall remain in the curriculum and/or library until the reconsideration process has been completed and a decision has to be made.

The administration, in coordination with the designated staff, is directed to adopt administrative procedures to respond to the selection and review of curriculum and/or library materials. Evaluation and revision of the procedures shall be made periodically as a component of the District's Comprehensive Plan.

The Superintendent or designee shall be responsible for overseeing all matters relating to resource materials and shall notify the Board of any recommendation for removal of materials caused by parental concerns.

Gifts to Library Media Center

All materials offered as gifts to the library media center shall be subjected to the same criteria for inclusion in the collection as any other material.

Gifts shall be accepted with the understanding that those unsuitable or not needed for the library media center collection may be disposed of as deemed appropriate by the library staff. Such gifts shall be considered the property of the School District.

Legal

[1. 24 P.S. 801](#)

[2. 24 P.S. 803](#)

3. Pol. 006

4. Pol. 105.1

[24 P.S. 807.1](#)

Pol. 000

Pol. 610

Book	Policy Manual
Section	100 Programs
Title	Instructional Supplies
Code	110
Status	Active
Adopted	February 4, 2019

Authority

The Board shall supply each staff member and student with the supplies and equipment that are deemed necessary for implementation of the approved educational program.[1]

The Board may require that students provide certain supplies for participation in extracurricular activities.

Guidelines

When individualized and nonreusable clothing or equipment is necessary for reasons of safety or health, students shall be required to provide their own clothing or equipment, which shall meet standards set by the school. Such standards shall be reasonably related to considerations of safety, health and protection of property.[2]

When students prepare useful items they are permitted to keep, they shall pay the district the cost of the materials used.

When provision of instructional supplies imposes a financial hardship on a student, the school district will assume the cost.

Delegation of Responsibility

The Superintendent or designee shall establish administrative regulations to ensure that no student is denied participation in the educational program for financial reasons and to guard the privacy of each student.

Legal [1. 24 P.S. 801](#)
 [2. 22 PA Code 12.11](#)

Book	Policy Manual
Section	100 Programs
Title	Lesson Plans
Code	111
Status	Active
Adopted	February 4, 2019

Authority

To ensure consistency and continuity of instruction, the Board requires professional staff members to develop and maintain daily lesson plans.[\[1\]](#)

Delegation of Responsibility

To facilitate more effective instruction, lesson plans must be prepared at least one (1) week in advance. Plan books will be inspected and must conform to the guidelines established by the building principal.

Teachers shall make thorough preparation for all daily lessons and shall prepare written plans reflecting such preparation.

Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue the instructional program or provide a meaningful educational alternative that relates to the subject area.

Plan books must remain in the teacher's desk overnight to be available to substitute teachers at all times.

Guidelines

Guidelines for implementation of this policy shall include:

1. The format for lesson plans shall be decided at the building level.
2. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e. unit of work, whichever is most appropriate.
3. Material to be used in a lesson, such as duplicated material and audiovisual resources may serve as an integral part of the plan.
4. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records may serve as an integral part of the lesson plan.

Legal [1. 24 P.S. 510](#)