

Lampeter-Strasburg SHS

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Lampeter-Strasburg High School		2607
Address 1		
1600 Book Road		
Address 2		
PO Box 0428		
City	State	Zip Code
Lampeter	PA	17537
Chief School Administrator		Chief School Administrator Email
Kevin S. Peart, Ed.D.		kevin_peart@l-spioneers.org
Principal Name		
Benjamin Feeney, Ed.D.		
Principal Email		
benjamin_feeney@l-spioneers.org		
Principal Phone Number		Principal Extension
717-464-3311		2001
School Improvement Facilitator Name		School Improvement Facilitator Email
Andrew M. Godfrey, Ed.D.		andrew_godfrey@l-spioneers.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Benjamin Feeney	Principal	L-S High School	benjamin_feeney@l-spioneers.org
Andrew Godfrey	District Level Leaders	L-S Administration	andrew_godfrey@l-spioneers.org
Karen Staub	Education Specialist	Special Education	karen_staub@l-spioneers.org
Donald Spangler	Teacher	L-S High School	donald_spangler@l-spioneers.org
Susan Rettew	Teacher	L-S High School	susan_rettew@l-spioneers.org
Michelle Schatzmann	Education Specialist	L-S High School Special Educaiton	michelle_schatzmann@l-spioneers.org
Sarah Harsh	Parent	L-S High School Parent	sarah_harsh@l-spioneers.org
Truman Horst	Student	L-S High School Student	112834@l-spioneers.org
Amanda Kinert	Community Member	L-S Community Member	amandakinert3@gmail.com
Shrey Singh	Student	L-S High School Student	116088@l-spioneers.org

Vision for Learning

Vision for Learning

The Lampeter-Strasburg School District recognizes that each child has the 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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Keystone Algebra Exam	All students, including students with IEP's, showed increased achievement during the 2022-2023 school year
Keystone Literature Exam	All students, including students with IEP's, showed increased achievement during the 2022-2023 school year.
PVAAS Growth for Algebra	All students, including students with IEP's, showed increased growth meeting or exceeding state established growth targets. 84% of students with IEP's met or exceeded the growth target for the 2022-2023 school year.
PVAAS Growth for Literature	While not meeting the state established targets for growth, students demonstrated increased growth overall.

Challenges

Indicator	Comments/Notable Observations
Keystone Literature Exam	Data showed 0% proficiency in literature for students with IEP's for the 2020-2021 school year- this was the school year following school closures due to the pandemic. During the 20-21 school year, students were educated in a hybrid schedule or virtual learning environment. In the Spring of 2022, 50% of students with IEP's scored at the basic level and 31% scored at the below basic level on the Keystone Literature Exam.
Keystone Literature Exam	As a result of student scores for Keystone Exams being 'banked' until a student's junior year, many students were deemed proficient for passing the keystone trigger course in Spring 2020 without a Keystone score.
Keystone Literature Exam	Only 66% of students with IEP's met the state expected growth target as measure by PVAAS.
Keystone	Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels are remain below

Algebra Exam	the proficiency expectations. Fifty-two percent of students with IEP's scored below basic and 44% of students with IEP's scored basic on the Algebra Keystone Exam in the Spring of 2022.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Keystone Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations All students, including students with IEP's, showed increased achievement during the 2021-2022 school year. While not meeting the state established targets for growth, students demonstrated increased growth overall.
Indicator Keystone Algebra ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations All students, including students with IEP's, showed increased achievement during the 2021-2022 school year. All students, including students with IEP's, showed increased growth meeting or exceeding state established growth targets.
Indicator Graduation Rate- ESSA Student Subgroups	Comments/Notable Observations The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.

Challenges

Indicator Keystone Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Data showed 0% proficiency in literature for students with IEP's for the 2020-2021 school year- this was the school year following school closures due to the pandemic. During the 20-21 school year, students were educated in a hybrid schedule or virtual learning environment.
Indicator Keystone Algebra	Comments/Notable Observations Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels are remain below the proficiency expectations.

ESSA Student Subgroups Students with Disabilities	
Indicator Graduation Rate- ESSA Student Subgroups	Comments/Notable Observations There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure.

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.

While not meeting the state established targets for growth, students demonstrated increased growth overall.
The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.

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.

Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels remain below the proficiency expectations. (only 19% proficient or advanced on the Literature Keystone and only 4% proficient on the Algebra Keystone Exam)
There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. (Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IEP Goal Progress	Goal progress is collected and reviewed at all levels by the Special Services Director.

English Language Arts Summary

Strengths

Goal data is used to inform instruction and determine intervention based on identified needs.

Challenges

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.

Mathematics

Data	Comments/Notable Observations
IEP Goal Progress	Goal progress is collected at all levels by the Special Services Director.

Mathematics Summary

Strengths

Goal data is used to inform instruction and determine intervention based on identified needs.

Challenges

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Only 30% of students with IEP's scored proficient or advanced on the Biology Keystone Exam in 2023.	These scores are trending up and increased from the previous year.
83% of students with IEP's met the state growth target according to PVAAS in 2022.	Although almost 70% of students are not proficient or above, students are meeting or exceeding growth targets.

Science, Technology, and Engineering Education Summary

Strengths

Achievement in Science is increasing slowly and exceeded previous school years.

Challenges

Students with IEP's are not meeting the state mandated levels for achievement for science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students in grade 11 met the state Chapter 339 required evidence.	The district has now aligned the graduation project requirements with state Chapter 339 guidelines.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Ag Production	This plan is based on the special education subgroup for ELA and Mathematics.

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

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.

NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.

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.

NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.

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
IEP Goal Progress- 93.9% of all IEP goals for high school aged students were met during the 2023-2024 school year.	Goal progress is collected and reviewed at all levels by the Special Services Director.

Students Considered Economically Disadvantaged

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

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.

Goal data is used to inform instruction and determine intervention based on identified needs. 93.9% of all IEP goals for high school aged students were met during the 2023-2024 school year.

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.

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior

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
While not meeting the state established targets for growth, students demonstrated increased growth overall.	False
The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.	True
Goal data is used to inform instruction and determine intervention based on identified needs.	True
Goal data is used to inform instruction and determine intervention based on identified needs. 93.9% of all IEP goals for high school aged students were met during the 2023-2024 school year.	False
Achievement in Science is increasing slowly and exceeded previous school years.	False
Goal data is used to inform instruction and determine intervention based on identified needs.	False
NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels remain below the proficiency expectations. (only 19% proficient or advanced on the Literature Keystone and only 4% proficient on the Algebra Keystone Exam)	False
There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. (Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure)	True
Goals are based upon instructional levels which by disability definition would not be at grade level. State	True

assessments, however, are always based on grade level expectations.	
Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.	False
NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.	False
Implement a multi-tiered system of supports for academics and behavior	False
Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.	False
Students with IEP's are not meeting the state mandated levels for achievement for science.	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.

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations. Over a six-year period, only 3% of identified students did not graduate on time as a result of true failure.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. (Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure)		True
Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Goal data is used to inform instruction and determine intervention based on identified needs.	This will continue to be a practice moving forward.
The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.	Students are getting the needed support to graduate.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Find avenues to ensure students are ready to move into competitive employment following their senior year.
	Continue to identify instructional levels and needed interventions to maximize student growth.

Goal Setting

Priority: Continue to identify instructional levels and needed interventions to maximize student growth.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Literature Keystone Exam for the Special Education Subgroup.			
Measurable Goal Nickname (35 Character Max)			
ELA IEP Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60%	70%	80%	90%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Algebra I Keystone Exam for the Special Education Subgroup.			
Measurable Goal Nickname (35 Character Max)			
Math IEP Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Find avenues to ensure students are ready to move into competitive employment following their senior year.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, develop a transition instructional sequence to support post school employment outcomes.			
Measurable Goal Nickname (35 Character Max)			
IEP Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Phase 1	Phase 2	Phase 3	Phase 4

Action Plan

Measurable Goals

ELA IEP Goal	Math IEP Goal
IEP Graduation Rate	

Action Plan For: Use of Research Based Programs and/or Strategies for Literacy and Mathematics

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Literature Keystone Exam for the Special Education Subgroup. By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Algebra I Keystone Exam for the Special Education Subgroup.

Action Step		Anticipated Start/Completion Date	
Ensure all IEP goals are standards aligned and rigorous, are consistent with progress monitoring and graphing of student progress, and instructional changes are implemented in a timely manner.		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mrs. Karen Staub, Special Services Director	Time	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students make progress	Case managers; teachers; administration; ongoing as outlined in every IEP goal.

Action Plan For: Developing Transition Plans

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, develop a transition instructional sequence to support post school employment outcomes.

Action Step	Anticipated Start/Completion Date

Prioritize transitional needs, identify time during school hours, and determine staff to support a new transitional instructional sequence in coordination with outside agencies.		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mrs. Karen Staub, Special Services Director	Instructional resources; job trainer services; time	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The development of a transitional instructional sequence to support post school employment outcomes.	Case managers; teachers; administration; fulfillment of transition plan activities and services within the employment realm.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use of Research Based Programs and/or Strategies for Literacy and Mathematics	Ensure all IEP goals are standards aligned and rigorous, are consistent with progress monitoring and graphing of student progress, and instructional changes are implemented in a timely manner.
Developing Transition Plans	Prioritize transitional needs, identify time during school hours, and determine staff to support a new transitional instructional sequence in coordination with outside agencies.

Structured Literacy

Action Step		
<ul style="list-style-type: none"> Ensure all IEP goals are standards aligned and rigorous, are consistent with progress monitoring and graphing of student progress, and instructional changes are implemented in a timely manner. 		
Audience		
Special Education Teachers; possibly English Teachers.		
Topics to be Included		
Structured Literacy strategies		
Evidence of Learning		
IEP Goals; CDT; PVAAS; Keystone		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Godfrey, Assistant Superintendent	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Inservice day	One full day; extended support during early dismissal
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Transition Reboot Camp

Action Step
<ul style="list-style-type: none"> Prioritize transitional needs, identify time during school hours, and determine staff to support a new transitional instructional sequence

in coordination with outside agencies.		
Audience		
High School Special Education Teachers		
Topics to be Included		
Transition planning and services		
Evidence of Learning		
Completion of meaningful services and activities within the transition grid of IEP's.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Karen Staub, Special Education Supervisor	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Half-Day with ongoing department support
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Indicator 13 Effective Practices in Transition Training	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">HSImprovementPlan_BoardAffirmationStatement_081924.pdf

Chief School Administrator	Date
Kevin S. Peart	2024-08-20
Building Principal Signature	Date
Benjamin J Feeney, Ed.D.	2024-07-31
School Improvement Facilitator Signature	Date
Andrew M. Godfrey, Ed.D.	2024-08-01