



GETTYSBURG AREA SCHOOL DISTRICT
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Gettysburg Area School District Comprehensive Plan 2025-2028 Highlights

Mission & Vision	Educational Value Statements	
<p>Mission Gettysburg Area School District, in partnership with families and our community, is dedicated to excellence and committed to maximizing every student's opportunity to learn, grow, and achieve in a safe and healthy environment. We embrace our responsibility in developing a caring school community that enables all students to become productive members of our diverse world.</p> <p>Vision Gettysburg Area School District provides a safe and caring learning environment where students develop skills to learn in an ever-changing world and accept responsibility to use these skills to achieve and graduate ready to learn, work, serve, and succeed.</p>	<p>Students</p> <p>Staff</p> <p>Administration</p> <p>Parents</p> <p>Community</p> <p>Other (Optional)</p>	<p>Develop skills to learn in an ever-changing world and accept responsibility to use these skills to achieve and graduate ready to learn, work, serve, and succeed.</p> <p>Provide a safe and caring learning environment where students develop skills to learn and become productive members of our diverse communities. Staff will be dedicated to excellence and committed to maximizing every student's opportunity to reach their full potential for achievement.</p> <p>Lead and foster a safe and caring learning environment where staff and students develop skills to learn.</p> <p>In partnership with the school, nurture a dedication to excellence and commitment to maximizing their student's opportunity to grow and achieve.</p> <p>In partnership with the school, the community shall provide opportunities and resources necessary for a high quality public education.</p> <p>Be Here. Be Involved. Be Committed. Be Kind</p>

Goals	Evidence-Based Strategies
<p data-bbox="46 191 583 264">Make data a part of an ongoing cycle of instructional improvement</p> <p data-bbox="46 305 583 954">By the end of the 2027-2028 school year, the District will achieve full integration and utilization of the data dashboard as a tool for informed decision-making. The District will ensure 100% of relevant staff complete training, demonstrate proficiency in using the dashboard, and utilize it to support equitable, data-driven decision-making. Differentiated support will ensure staff have equitable access to training and tools, fostering organizational coherence, continuous improvement, and alignment with District goals.</p>	<p data-bbox="583 191 787 224">Action Steps</p> <ul data-bbox="646 264 2032 605" style="list-style-type: none"> <li data-bbox="646 264 2032 305">● Maintain and continuously update data dashboard for both internal and external facing data <li data-bbox="646 345 1564 386">● Identify and maintain processes for MTSS in each grade span <li data-bbox="646 427 2032 492">● Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders <li data-bbox="646 532 2032 605">● Advance equity of education and opportunity by examining longitudinal trends and patterns for student subgroups <p data-bbox="583 678 2032 751">Anticipated Output Utilization of dashboard to support equitable, data-driven decision making to improve overall learning and communication with stakeholders.</p>

Goals

Establish a foundation for continuous improvement and organizational coherence

By the end of the 2027-2028 school year, the district will have created continuity of special education services by increasing district operated programs, inclusive of low-incidence programming (Emotional Support, Autism Support, Life Skills Support and Intensive Learning Support) and existing learning support programming. This will allow for reduction of the number of students who are being educated outside of the bounds of the district.

Evidence-Based Strategies

Action Steps

- For the 2025/26 school year, create district classrooms in Life Skills Support and Intensive Learning Support
 - Life Skills Support
 - 1 class K-5
 - 1 class 9-12
 - Intensive Learning Support
 - 1 class 3-5 (reconfigured)
 - 1 class 6-8
 - 1 class 9-12
- For the 2026/27 school year, create district classrooms in Autism Support
 - 1 class K-5
 - 1 class 6-8
- For the 2027/28 school year, create district classrooms in Emotional Support
 - 1 class K-5
 - 1 class 6-8
 - 1 class 9-12

Background Information: The district currently offers various special education classrooms operated by contracted entities, including Lincoln Intermediate Unit (LIU 12) and New Story, in addition to those managed directly by the district. Recently, LIU 12 requested that school districts within its service area complete a needs assessment to evaluate the potential benefits, such as cost savings, of transitioning existing LIU 12-operated special education classrooms to district-managed programs.

Anticipated Output Continuity of GASD Special Education Program by increasing district operated programs.

Goals	Evidence-Based Strategies
<p>Provide academically aligned resources and differentiated supports for diverse student populations</p> <p>From the 2025-2026 school year through the 2027-2028 school year, newly enrolled students (K-12) will demonstrate at least a 5% increase in ELA growth on core curriculum assessments by the end of the three-year period. Progress will be measured annually to ensure alignment with the goal.</p> <p>From the 2025-2026 school year through the 2027-2028 school year, the District will improve ELA achievement across all grade levels by increasing student attendance and engagement.</p>	<p>Action Steps</p> <ul style="list-style-type: none"> ● Establish baseline data for newly enrolled students using core curriculum ELA assessments administered at enrollment and benchmark intervals ● Develop/Improve placement protocols and target supports to support ELA growth ● Fully embed best practices and lessons learned from first two years into regular district operations ● Identify and support students with chronic absenteeism through targeted interventions ● Monitor student engagement through surveys and observation tools ● Fully integrate attendance and engagement strategies into district policies and practices by celebrating student and school successes <p>Anticipated Output District will see an increase in ELA data of at least 5% and a decrease in chronic absenteeism by at least 10%.</p>