Eastern Lebanon County SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Eastern Lebanon County School District		113382303
Address 1		
180 ELCO Dr.		
Address 2		
City	**State**	**Zip Code**
Myerstown	PA	17067
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Single Point of Contact Name		
Julia R. Vicente		
Single Point of Contact Email		
jvicente@elcosd.org		
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LEA Profile

The Eastern Lebanon County (ELCO) School District is a rural district, with a population of 22,401 residents, located east of the City of Lebanon and borders Lancaster County to the south and Berks County to the east. The district encompasses approximately 72.4 square miles and is comprised of five municipalities: the boroughs of Myerstown and Richland and the townships of Heidelberg, Jackson, and Millcreek. 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's nearly 2,500 students are housed in five schools. Jackson Elementary School is located approximately nine miles from the main campus and serves approximately 210 kindergarten through second grade students. Fort Zeller Elementary School, located approximately four miles from the District's main campus, serves 280 kindergarten through second grade students. Beginning in third grade, all District students attend the ELCO Intermediate School which is located on the main campus. The Intermediate School serves approximately 560 third through fifth grade students. ELCO Middle School serves approximately 590 sixth through eighth grade students, while the ELCO High School serves more than 750 students in ninth through twelfth grades. Approximately 40 percent of the District's students are considered low-socioeconomic. ELCO is only one of 5 districts out of 22 Lancaster-Lebanon districts with a 10-year positive growth. The district employs approximately 191 professional staff, 15 administrators, and 111 support staff personnel.

Mission and Vision

Mission

The ELCO School District cultivates inspired and innovative learners in an environment that is safe, responsive to individual needs, and built on a foundation of educational excellence and integrity.

Vision

Educating for Excellence

Educational Values

Students

We are family: Every learner of the ELCO School District belongs to the ELCO family. Every member of the ELCO family will feel safe, supported, and engaged, to use their voice to facilitate positive change for the betterment of our district and community. We honor relationships: Relationships are built on mutual respect and trust by knowing each other by name, strength, and need. Frequent, consistent communication between all stakeholders encourages collaboration, increases clarity, fosters engagement, and promotes a positive environment. We believe in unlimited potential: Learners will thrive academically, socially, and emotionally when provided with equitable opportunities and personalized support. Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing unlimited potential. We build the future: Engagement in a rigorous academic curriculum, beginning with a strong foundation in the early years, provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society. We are ELCO Strong: When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights, never realized before because we are better together.

Staff

We are family: Every staff member of the ELCO School District belongs to the ELCO family. Every member of the ELCO family will feel safe, supported, and engaged, to use their voice to facilitate positive change for the betterment of our district and community. We honor relationships: Relationships are built on mutual respect and trust by knowing each other by name, strength, and need. Frequent, consistent communication between all stakeholders encourages collaboration, increases clarity, fosters engagement, and promotes a positive environment. We believe in unlimited potential: Learners will thrive academically, socially, and emotionally when provided with equitable opportunities and personalized support. Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing unlimited potential. We build the future: Engagement in a rigorous academic curriculum, beginning with a strong foundation in the early years, provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society. We are ELCO Strong: When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights, never realized before because we are better together.

Administration

We are family: Every administrator of the ELCO School District belongs to the ELCO family. Every member of the ELCO family will feel safe, supported, and engaged, to use their voice to facilitate positive change for the betterment of our district and community. We honor relationships: Relationships are built on mutual respect and trust by knowing each other by name, strength, and need. Frequent, consistent communication between all stakeholders encourages collaboration, increases clarity, fosters engagement, and promotes a positive environment. We believe in unlimited potential: Learners will thrive academically, socially, and emotionally when provided with equitable opportunities and personalized support. Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing unlimited potential. We build the future: Engagement in a rigorous academic curriculum, beginning with a strong foundation in the early years, provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society. We are ELCO Strong: When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights, never realized before because we are better together.

Parents

We are family: Every parent and/or caregiver of the ELCO School District belongs to the ELCO family. Every member of the ELCO family will feel safe, supported, and engaged, to use their voice to facilitate positive change for the betterment of our district and community. We honor relationships: Relationships are built on mutual respect and trust by knowing each other by name, strength, and need. Frequent, consistent communication between all stakeholders encourages collaboration, increases clarity, fosters engagement, and promotes a positive environment. We believe in unlimited potential: Learners will thrive academically, socially, and emotionally when provided with equitable opportunities and personalized support. Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing unlimited potential. We build the future: Engagement in a rigorous academic curriculum, beginning with a strong foundation in the early years, provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society. We are ELCO Strong: When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights, never realized before because we are better together.

Community

We are family: Every community member of the ELCO School District belongs to the ELCO family. Every member of the ELCO family will feel safe, supported, and engaged, to use their voice to facilitate positive change for the betterment of our district and community. We honor relationships: Relationships are built on mutual respect and trust by knowing each other by name, strength, and need. Frequent, consistent communication between all stakeholders encourages collaboration, increases clarity, fosters engagement, and promotes a positive

environment. We believe in unlimited potential: Learners will thrive academically, socially, and emotionally when provided with equitable opportunities and personalized support. Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing unlimited potential. We build the future: Engagement in a rigorous academic curriculum, beginning with a strong foundation in the early years, provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society. We are ELCO Strong: When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights, never realized before because we are better together.

Other (Optional)

We are family: Every Board Member of the ELCO School District belongs to the ELCO family. Every member of the ELCO family will feel safe, supported, and engaged, to use their voice to facilitate positive change for the betterment of our district and community. We honor relationships: Relationships are built on mutual respect and trust by knowing each other by name, strength, and need. Frequent, consistent communication between all stakeholders encourages collaboration, increases clarity, fosters engagement, and promotes a positive environment. We believe in unlimited potential: Learners will thrive academically, socially, and emotionally when provided with equitable opportunities and personalized support. Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing unlimited potential. We build the future: Engagement in a rigorous academic curriculum, beginning with a strong foundation in the early years, provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society. We are ELCO Strong: When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights, never realized before because we are better together.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All subjects (ELA, Math, and Science) across the District are meeting or exceeding the growth standard.	High School ELA and Mathematics Exceeding and Science is Meeting Middle School ELA and Science Exceeding and Mathematics is Meeting Intermediate School ELA, Mathematics, and Science Exceeding
Science at Grade 4 is meeting the interim goal/improvement target for all students	Intermediate School Science is meeting the goal/improvement target for all students.

Challenges

Indicator	Comments/Notable Observations
Only one of the All Student groups in ELA, mathematics, or science is meeting the interim goal/improvement targets.	Grade 4 Science is the only achievement indicator that was met for the All Student group across the District.

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

Strengths

Indicator Science - All Student Group Meets Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grade 4 - All Student Group	**Comments/Notable Observations** The All Students Group in 4th Grade Science met the performance achievement standard.
Indicator ELA, Mathematics, and Science Meeting or Exceeding the Standard Demonstrating Growth **Grade Level(s) and/or Student**	**Comments/Notable Observations** Except for one Literature Keystone Exam subgroup, all other subgroups across the District are meeting or exceeding growth in ELA, Mathematics, and Science. The only subgroup that is not meeting or exceeding the growth standard is the Students with Disabilities subgroup for the Literature Keystone Exam.

Group(s) All Subgroups	

Challenges

Indicator ELA - All Student Group and Subgroups Do Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grades 3-8 and Literature Keystone Exam - Overall and All Subgroups	**Comments/Notable Observations** Across all grade levels (Grades 3-8) and Keystone Exams, there are no student groups that have met the target for achievement in ELA.
Indicator Mathematics - All Student Group and Subgroups Do Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grades 3-8 and Algebra I Keystone Exam - Overall and All Subgroups	**Comments/Notable Observations** Across all grade levels (Grades 3-8) and Keystone Exams, there are no student groups that have met the target for achievement in mathematics.
Indicator Science - All Student Group and Subgroups Do Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grade 8 and Biology Keystone Exam - Overall and All Subgroups	**Comments/Notable Observations** Grade 8 Science and the Biology Keystone Exam have not met the achievement targets for any of the subgroups.
Indicator Science - Subgroups Do Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grade 4 - Students with Disabilities and Combined Ethnicities Subgroups	**Comments/Notable Observations** Grade 4 Science contains two subgroups that have not met the achievement targets. The two subgroups are Students with Disabilities and Combined Ethnicities.
Indicator The Students with Disabilities Subgroup is not Meeting the Standard Demonstrating Growth in the Literature Keystone Exam **Grade Level(s) and/or Student Group(s)** High School Literature Keystone Exam - Students with Disabilities	**Comments/Notable Observations** The only subgroup that is not meeting or exceeding the growth standard in ELA across the District is the Students with Disabilities subgroup for the Literature Keystone Exam.

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.

All subjects (ELA, Math, and Science) across the District are meeting or exceeding the growth standard across the District
ELA, Mathematics, and Science Meeting or Exceeding the Standard Demonstrating Growth for all subgroups except one across the District
Science at Grade 4 is meeting the interim goal/improvement target for all students

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.

Only one of the All Student groups in ELA, mathematics, or science is meeting the interim goal/improvement targets.
The Students with Disabilities Subgroup is not meeting the Standard Demonstrating Growth in the Literature Keystone Exam
The overwhelming majority of the subgroups in all subjects (ELA, mathematics, and science) are not meeting the interim goal/improvement targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt! Benchmarks	The LinkIt! Benchmarks are administered in Grades K-8 and before the Literature Keystone Exams. The assessment is given three times each year to monitor individual student progress toward meeting grade level standards in ELA.
Acadience Benchmarks	Acadience Benchmarks are administered three times each year in Grades K-5.

English Language Arts Summary

Strengths

The LinkIt! Benchmarks given in May each year have a strong correlation to the ELA PSSA and Literature Keystone Exam. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.
The Acadience Benchmarks are used in Grades K-5 to determine student's progress in reading. The data is reviewed three times each year to make data-informed decisions about intervention and enrichment.
Teachers across the District have participated in Structured Literacy training.

Challenges

The District is currently reviewing reading curricular resources to purchase for English Language Arts in Grades K-5. The programs that are being considered will require a shift in instructional practices to align with the Science of Reading and Structured Literacy.
Providing additional strategies to differentiate instruction in English Language Arts would greatly impact progress in English Language Arts.

Mathematics

Data	Comments/Notable Observations
LinkIt! Benchmarks	The LinkIt! Benchmarks are administered in Grades K-8 and before the Algebra I Keystone Exams. The assessment is given three times each year to monitor individual student progress toward meeting grade level standards in Math.
Spring Math Intervention	Students in Grades K-8 are involved in Spring Math interventions which monitor student progress on basic mathematics facts.

Mathematics Summary

Strengths

The LinkIt! Benchmarks given in May each year have a strong correlation to the Mathematics PSSA and Algebra I Keystone Exam. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.
Mathematics intervention in Grades K-8 is provided through Spring Math.

Challenges

Providing additional strategies to differentiate instruction in mathematics would greatly impact progress in mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Benchmarks	The LinkIt! Benchmarks are administered in Grades 4 and 8and before the Biology Keystone Exams. The assessment is given three times each year to monitor individual student progress toward meeting grade level standards in Science.

Science, Technology, and Engineering Education Summary

Strengths

The LinkIt! Benchmarks given in May each year have a strong correlation to the Science PSSA and Biology Keystone Exams. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.

Challenges

Providing additional strategies to differentiate instruction in science would greatly impact progress in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index - Career Standards Benchmark	Across the District, all buildings, including all subgroups, are exceeding the performance standard for the Career Standards Benchmark.
Future Ready Index - Rigorous Courses of Study	The High School exceeds the state average for the Rigorous Courses of Study measure.
Future Ready Index - Post-Secondary Transition	The High School falls below the state average for the Post-Secondary Transition measure.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Future Ready Index - Industry-Based Learning	The High School and all of its subgroups exceed the state average for the Industry-Based Learning measure.

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

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

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.

Across the District, all buildings, including all subgroups, are exceeding the performance standard for the Career Standards Benchmark on the Future Ready Index.
The High School exceeds the state average for the Rigorous Courses of Study measure.
The High School and all of its subgroups exceed the state average for the Industry-Based Learning measure.

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.

Readiness for College, Career, and Life: Students require more opportunities to engage in real-world opportunities that better prepare them for college, career, and military.
Success in the Early Years: There is a need to focus on the practices used to support students through the transitions (Into Kindergarten, between buildings, across grade levels, and into post-secondary opportunities) as well as build a strong foundation of literacy for all students across the early years.
Thriving Students: Students learn best when they have a sense of belonging, and their needs are met. There is a need to provide a safe, supportive environment for all students to thrive, including social and emotional support for students and differentiating instruction to meet the needs of all students.
Equitable Opportunities for Achievement: There is a need to focus on research-based instructional practices to improve the level of achievement for all students in all subgroups.

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
Students with disabilities are making less growth and are not achieving at the same rate as the all-students group.	Students with disabilities make up a significant part of the student enrollment. The lack of progress and growth being made by this subgroup across the grade levels is notable.

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.

All of the District's subgroups are meeting or exceeding the growth standard in English Language Arts for PSSA tests.
All of the District's subgroups are meeting or exceeding the growth standard in mathematics for PSSA and the Algebra I Keystone Exam.
All of the District's subgroups are meeting or exceeding the growth standard in science for PSSA and the Biology Keystone Exam.
Economically Disadvantaged students are meeting the growth standard for the Literature Keystone Exam.

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.

Across all grade levels (Grades 3-8) and Keystone Exams, there are no student groups that have met the target for achievement in ELA.
Across all grade levels (Grades 3-8) and Keystone Exams, there are no student groups that have met the target for achievement in mathematics.
Grade 8 Science and the Biology Keystone Exam have not met the achievement targets for any of the subgroups.
Grade 4 Science contains two subgroups that have not met the achievement targets. The two subgroups are Students with Disabilities and Combined Ethnicities.
The only subgroup that is not meeting or exceeding the growth standard in ELA across the District is the Students with Disabilities subgroup for the Literature Keystone Exam and students with disabilities are making less growth and are not achieving at the same rate as the all-students group across all subject areas.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Strength: Commitment to inclusive practices as evidenced by strong collaborative teaching models and push-in services. Given ELCO's focus on student-centered learning, the Special Education Plan includes strong supports for IEPs, accommodations, and collaboration with families to ensure that students with disabilities receive appropriate services. Area of Growth: To expand transition services for post-secondary success. ELCO will enhance business partnerships to increase vocational training. Meaningful career exploration by increasing work-based learning and opportunities with life skill development is an area of need.
Title 1 Program	Area of Strength: Reading Specialists are provided in each elementary building to support students who require reading intervention. Area of Growth: There is a need to align the K-5 literacy curriculum to the Science of Reading and clearly articulate a scope and sequence of skills and knowledge across the grade levels.
Student Services	Strengths: Well-trained threat assessment teams with members from a diverse background, two school police officers, PBIS is all 5 buildings, positive, collaborative relationships with first responders, ELCO Pantry and Caring Closet. Area of growth: ability to provide additional services for students struggling with mental health issues
K-12 Guidance Plan (339 Plan)	Strengths: student/counselor ratio improved; implementation of Smart Futures; collaboration with the LCCTC, student transition programs. Area of Growth: Continue to grow the connections to businesses within and close to the district
Technology Plan	Strengths: Both K-2 schools were recognized as Apple Distinguished Schools, Innovation leadership teams in each school building, Strong support staff, Network safety procedures including single sign-on and MFA, Tracking procedures for digital resources. Areas for Growth: Increase effective instructional use of technology, increase awareness of cybersecurity procedures, improve onboarding of employees, ensure appropriate use of AI
English Language Development Programs	Strengths: instruction provided in very small groups or 1:1 settings; ESL teachers collaborate with general education teachers with some push-in support. Area of growth: Meeting the needs of beginners within general education classes at the secondary level

Strengths

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

Special Education Plan: Commitment to inclusive practices as evidenced by strong collaborative teaching models and push-in services. Given ELCO's focus on student-centered learning, the Special Education Plan includes strong supports for IEPs, accommodations, and collaboration with families to ensure that students with disabilities receive appropriate services.
Student Services Plan: Well-trained threat assessment teams with members from a diverse background, two school police officers, PBIS is all 5 buildings, positive, collaborative relationships with first responders, ELCO Pantry and Caring Closet

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.

Title I Plan: There is a need to align the K-5 literacy curriculum to the Science of Reading and clearly articulate a scope and sequence of skills and knowledge across the grade levels.
English Language Development Plan: Meeting the needs of beginners within general education classes at the secondary level
339 Plan: Continue to grow the connections to businesses within and close to the district
Special Education Plan: To expand transition services for post-secondary success. ELCO will enhance business partnerships to increase vocational training. Meaningful career exploration by increasing work-based learning and opportunities with life skill development is an area of need.

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	Exemplary
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	Exemplary
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	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

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

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.

Curriculum maps aligned with PA Core and PA Academic Standards are clearly articulated K-12 and are shared with families on the District's website.
Business partnerships are being developed through the work of the Future Ready Facilitator which allows the District to leverage support from the local business community.
School-level Continuous Improvement Plans are developed annually and shared with parents, the community, and the Board of Directors.

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.

Ongoing professional learning and implementation of research-based instructional strategies would improve the impact of teaching and learning across 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
All subjects (ELA, Math, and Science) across the District are meeting or exceeding the growth standard across the District	True
ELA, Mathematics, and Science Meeting or Exceeding the Standard Demonstrating Growth for all subgroups except one across the District	False
Science at Grade 4 is meeting the interim goal/improvement target for all students	False
The LinkIt! Benchmarks given in May each year have a strong correlation to the ELA PSSA and Literature Keystone Exam. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.	True
The Acadience Benchmarks are used in Grades K-5 to determine student's progress in reading. The data is reviewed three times each year to make data-informed decisions about intervention and enrichment.	False
The LinkIt! Benchmarks given in May each year have a strong correlation to the Mathematics PSSA and Algebra I Keystone Exam. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.	True
Mathematics intervention in Grades K-8 is provided through Spring Math.	False
The LinkIt! Benchmarks given in May each year have a strong correlation to the Science PSSA and Biology Keystone Exams. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.	True
Across the District, all buildings, including all subgroups, are exceeding the performance standard for the Career Standards Benchmark on the Future Ready Index.	False
All of the District's subgroups are meeting or exceeding the growth standard in English Language Arts for PSSA tests.	False
All of the District's subgroups are meeting or exceeding the growth standard in mathematics for PSSA and the Algebra I Keystone Exam.	False
Teachers across the District have participated in Structured Literacy training.	True
All of the District's subgroups are meeting or exceeding the growth standard in science for PSSA and the Biology	False

Keystone Exam.	
The High School exceeds the state average for the Rigorous Courses of Study measure.	False
The High School and all of its subgroups exceed the state average for the Industry-Based Learning measure.	False
Economically Disadvantaged students are meeting the growth standard for the Literature Keystone Exam.	False
Curriculum maps aligned with PA Core and PA Academic Standards are clearly articulated K-12 and are shared with families on the District's website.	True
Business partnerships are being developed through the work of the Future Ready Facilitator which allows the District to leverage support from the local business community.	True
School-level Continuous Improvement Plans are developed annually and shared with parents, the community, and the Board of Directors.	True
Special Education Plan: Commitment to inclusive practices as evidenced by strong collaborative teaching models and push-in services. Given ELCO's focus on student-centered learning, the Special Education Plan includes strong supports for IEPs, accommodations, and collaboration with families to ensure that students with disabilities receive appropriate services.	False
Student Services Plan: Well-trained threat assessment teams with members from a diverse background, two school police officers, PBIS is all 5 buildings, positive, collaborative relationships with first responders, ELCO Pantry and Caring Closet	False

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
Only one of the All Student groups in ELA, mathematics, or science is meeting the interim goal/improvement targets.	False
The Students with Disabilities Subgroup is not meeting the Standard Demonstrating Growth in the Literature Keystone Exam	False
The overwhelming majority of the subgroups in all subjects (ELA, mathematics, and science) are not meeting the interim goal/improvement targets.	False
The District is currently reviewing reading curricular resources to purchase for English Language Arts in Grades K-5. The programs that are being considered will require a shift in instructional practices to align with the Science of Reading and Structured Literacy.	False
Providing additional strategies to differentiate instruction in English Language Arts would greatly impact	False

progress in English Language Arts.	
Providing additional strategies to differentiate instruction in mathematics would greatly impact progress in mathematics.	False
Providing additional strategies to differentiate instruction in science would greatly impact progress in science.	False
Across all grade levels (Grades 3-8) and Keystone Exams, there are no student groups that have met the target for achievement in ELA.	False
Across all grade levels (Grades 3-8) and Keystone Exams, there are no student groups that have met the target for achievement in mathematics.	False
Grade 8 Science and the Biology Keystone Exam have not met the achievement targets for any of the subgroups.	False
Readiness for College, Career, and Life: Students require more opportunities to engage in real-world opportunities that better prepare them for college, career, and military.	True
Success in the Early Years: There is a need to focus on the practices used to support students through the transitions (Into Kindergarten, between buildings, across grade levels, and into post-secondary opportunities) as well as build a strong foundation of literacy for all students across the early years.	True
Special Education Plan: To expand transition services for post-secondary success. ELCO will enhance business partnerships to increase vocational training. Meaningful career exploration by increasing work-based learning and opportunities with life skill development is an area of need.	False
Grade 4 Science contains two subgroups that have not met the achievement targets. The two subgroups are Students with Disabilities and Combined Ethnicities.	False
English Language Development Plan: Meeting the needs of beginners within general education classes at the secondary level	False
Thriving Students: Students learn best when they have a sense of belonging, and their needs are met. There is a need to provide a safe, supportive environment for all students to thrive, including social and emotional support for students and differentiating instruction to meet the needs of all students.	True
Equitable Opportunities for Achievement: There is a need to focus on research-based instructional practices to improve the level of achievement for all students in all subgroups.	True
The only subgroup that is not meeting or exceeding the growth standard in ELA across the District is the Students with Disabilities subgroup for the Literature Keystone Exam and students with disabilities are making less growth and are not achieving at the same rate as the all-students group across all subject areas.	False
Ongoing professional learning and implementation of research-based instructional strategies would improve the impact of teaching and learning across the District.	False
Title I Plan: There is a need to align the K-5 literacy curriculum to the Science of Reading and clearly articulate a scope and sequence of skills and knowledge across the grade levels.	False
339 Plan: Continue to grow the connections to businesses within and close to the district	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.

• While growth is being made across the District in all subject areas for all subgroups, achievement for all subject areas and subgroups is not keeping pace with the increasing interim targets. • Professional learning in Structured Literacy has provided a solid foundation for the next step of identifying new K-5 reading resources aligned with the Science of Reading. • An aligned benchmark assessment system combined with clearly articulated curriculum maps helps to inform the Continuous Improvement Plans developed annually at each school building, fostering a culture for data-informed practices.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Readiness for College, Career, and Life: Students require more opportunities to engage in real-world opportunities that better prepare them for college, career, and military.		True
Success in the Early Years: There is a need to focus on the practices used to support students through the transitions (Into Kindergarten, between buildings, across grade levels, and into post-secondary opportunities) as well as build a strong foundation of literacy for all students across the early years.		True
Thriving Students: Students learn best when they have a sense of belonging, and their needs are met. There is a need to provide a safe, supportive environment for all students to thrive, including social and emotional support for students and differentiating instruction to meet the needs of all students.		True
Equitable Opportunities for Achievement: There is a need to focus on research-based instructional practices to improve the level of achievement for all students in all subgroups.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All subjects (ELA, Math, and Science) across the District are meeting or exceeding the growth standard across the District	
The LinkIt! Benchmarks given in May each year have a strong correlation to the ELA PSSA and Literature Keystone Exam. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.	
Teachers across the District have participated in Structured Literacy training.	
The LinkIt! Benchmarks given in May each year have a strong correlation to the Mathematics PSSA and Algebra I Keystone Exam. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.	
The LinkIt! Benchmarks given in May each year have a strong correlation to the Science PSSA and Biology Keystone Exams. The data provided three times each year provides teachers with standards-based achievement data for each student. These results are used to make data-informed decisions for intervention and enrichment.	
Curriculum maps aligned with PA Core and PA Academic Standards are clearly articulated K-12 and are shared with families on the District's website.	
Business partnerships are being developed through the work of the Future Ready Facilitator which allows the District to leverage support from the local business community.	

School-level Continuous Improvement Plans are developed annually and shared with parents, the community, and the Board of Directors.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure students are provided with opportunities that prepare them for a post-secondary plan (higher education, career, military) including investigating additional Career and Technical Education programs at the high school level
	Ensure students are supported through all of the transitions that occur from Pre-K through post-graduation.
	Ensure students feel a sense of belonging and are supported with the differentiated support needed for them to be successful academically, behaviorally, and socially.
	Ensure students are engaged using research-based best practices for instruction to ensure all students are achieving rigorous academic standards.

Goal Setting

Priority: Ensure students are provided with opportunities that prepare them for a post-secondary plan (higher education, career, military) including investigating additional Career and Technical Education programs at the high school level

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
Implement a comprehensive post-secondary transition program measured by 100% of graduating seniors having a clearly articulated post-secondary plan for college, military, and/or work.		
Measurable Goal Nickname (35 Character Max)		
Post-Secondary Plan		
Target Year 1	**Target Year 2**	**Target Year 3**
100% of graduating seniors will have a clearly articulated post-secondary plan for college, military, and/or work.	100% of graduating seniors will have a clearly articulated post-secondary plan for college, military, and/or work.	Implement a comprehensive post-secondary transition program measured by 100% of graduating seniors having a clearly articulated post-secondary plan for college, military, and/or work.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
Implement a second Career and Technical Education (CTE) program at the high school, expanding opportunities for students to engage in hands-on learning and workforce preparation. The program's success will be measured by student enrollment, the establishment of at least three industry partnerships, and a 10% annual increase in students securing internships or apprenticeships. Progress will be reviewed annually to ensure alignment with workforce needs and student interests.		
Measurable Goal Nickname (35 Character Max)		
Career and Technical Education		
Target Year 1	**Target Year 2**	**Target Year 3**
Gain approval for a second CTE program at the high school.	Provide additional opportunities for partnerships with local businesses that provide internship and/or apprenticeship opportunities for students.	Implement a second Career and Technical Education (CTE) program at the high school, expanding opportunities for students to engage in hands-on learning and workforce preparation. The program's success will be measured by student enrollment, the establishment of at least three industry partnerships, and a 10% annual increase in students securing internships or apprenticeships. Progress will be reviewed annually to

		ensure alignment with workforce needs and student interests.

Priority: Ensure students are supported through all of the transitions that occur from Pre-K through post-graduation.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Develop and implement a comprehensive student transition support system to ease transitions into kindergarten, between grade levels, and between school buildings. Success will be measured by an annual 10% increase in family engagement in transition events and improved academic achievement in the early years in each school.		
Measurable Goal Nickname (35 Character Max)		
Early Years Transition Plan		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase family involvement in school transition activities by 10%.	Increase family involvement in school transition activities by 10%	Develop and implement a comprehensive student transition support system to ease transitions into kindergarten, between grade levels, and between school buildings. Success will be measured by an annual 10% increase in family engagement in transition events and improved academic achievement in the early years in each school.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
Improve the alignment of instructional practices in literacy across all elementary schools to support the Science of Reading. The goal will be achieved by 100% teacher participation in professional learning and implementation of evidence-based literacy strategies in K-5 classrooms and a 10% annual increase in student proficiency on literacy benchmark assessments.		
Measurable Goal Nickname (35 Character Max)		
Structured Literacy		
Target Year 1	**Target Year 2**	**Target Year 3**
100% of K-5 Language Arts Teachers participate in literacy professional learning and student reading proficiency increases by 10%.	100% of K-5 Language Arts Teachers participate in literacy professional learning and student reading proficiency increases by 10%.	Improve the alignment of instructional practices in literacy across all elementary schools to support the Science of Reading. The goal will be achieved by 100% teacher participation in professional learning and implementation of evidence-based literacy strategies in K-5 classrooms and a 10% annual increase in student proficiency on literacy benchmark assessments.

Priority: Ensure students feel a sense of belonging and are supported with the differentiated support needed for them to be successful academically, behaviorally, and socially.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Implement school-wide initiatives to foster a sense of belonging and increase student engagement in learning. Success will be measured by a decrease in chronic absenteeism by 5% each year and increased participation in extracurricular activities and classroom engagement strategies		
Measurable Goal Nickname (35 Character Max)		
Belonging and Engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
Decrease in chronic absenteeism by 5%	Decrease in chronic absenteeism by 5%	Implement school-wide initiatives to foster a sense of belonging and increase student engagement in learning. Success will be measured by a decrease in chronic absenteeism by 5% each year and increased participation in extracurricular activities and classroom engagement strategies

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Improve the implementation of differentiated instructional strategies to meet the needs of all students including students with special needs, English Language Learners, advanced, and gifted students. A minimum of one professional learning workshop will be provided annually for professional staff on differentiated instruction.		
Measurable Goal Nickname (35 Character Max)		
Differentiated Instruction.		
Target Year 1	**Target Year 2**	**Target Year 3**
A minimum of one professional learning workshop will be provided on differentiating instruction.	A minimum of one professional learning workshop will be provided on differentiating instruction.	Improve the implementation of differentiated instructional strategies to meet the needs of all students including students with special needs, English Language Learners, advanced, and gifted students. A minimum of one professional learning workshop will be provided annually for professional staff on differentiated instruction.

Priority: Ensure students are engaged using research-based best practices for instruction to ensure all students are achieving rigorous academic standards.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Improve the consistency of research-based instructional strategies to improve student achievement of rigorous academic standards. A minimum of one professional learning workshop will be provided annually on research-based instructional strategies.		
Measurable Goal Nickname (35 Character Max)		
Research-Based Instructional Strategies		
Target Year 1	**Target Year 2**	**Target Year 3**
A minimum of one professional learning workshop will be provided on research-based instructional strategies.	A minimum of one professional learning workshop will be provided on research-based instructional strategies.	Improve the consistency of research-based instructional strategies to improve student achievement of rigorous academic standards. A minimum of one professional learning workshop will be provided annually on research-based instructional strategies.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Each subject area will clearly articulate a curriculum aligned to rigorous academic standards and develop at least four common assessments aligned to rigorous academic standards to ensure consistency in measuring student learning and progress across grade levels.		
Measurable Goal Nickname (35 Character Max)		
Common Assessments		
Target Year 1	**Target Year 2**	**Target Year 3**
Each subject will have a clearly articulated scope and sequence aligned to rigorous academic standards.	Each subject will develop a minimum of two common assessments aligned with the curriculum.	Each subject area will clearly articulate a curriculum aligned to rigorous academic standards and develop at least four common assessments aligned to rigorous academic standards to ensure consistency in measuring student learning and progress across grade levels.

Action Plan

Measurable Goals

Post-Secondary Plan	Career and Technical Education
Early Years Transition Plan	Structured Literacy
Belonging and Engagement	Differentiated Instruction.
Research-Based Instructional Strategies	Common Assessments

Action Plan For: Career and Technical Education

Measurable Goals:
• Implement a second Career and Technical Education (CTE) program at the high school, expanding opportunities for students to engage in hands-on learning and workforce preparation. The program's success will be measured by student enrollment, the establishment of at least three industry partnerships, and a 10% annual increase in students securing internships or apprenticeships. Progress will be reviewed annually to ensure alignment with workforce needs and student interests.

Action Step		**Anticipated Start/Completion Date**	
Increase opportunities for CTE programming at the High School		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
High School Principal	PDE CATS	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Creation of one new CTE program at the High School.	Annual tracking of students participating in the programs.

Action Plan For: Personal Pathways to Success - Post-Secondary Plans

Measurable Goals:
• Implement a comprehensive post-secondary transition program measured by 100% of graduating seniors having a clearly articulated post-secondary plan for college, military, and/or work.

Action Step	**Anticipated**

		Start/Completion Date	
Through local business partnerships, increase opportunities for internship and apprenticeship programs aligned with the High School's career clusters.		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
High School Principal	Future Ready Facilitator, Local Business Partnerships	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expand opportunities for internships and/or apprenticeships for High School students so all students have a post-secondary plan.	Annual tracking of students who graduate with a post-secondary plan.

Action Plan For: Teacher-Centered Collaborative Activities - Transitions

Measurable Goals:

- Each subject area will clearly articulate a curriculum aligned to rigorous academic standards and develop at least four common assessments aligned to rigorous academic standards to ensure consistency in measuring student learning and progress across grade levels.
- Develop and implement a comprehensive student transition support system to ease transitions into kindergarten, between grade levels, and between school buildings. Success will be measured by an annual 10% increase in family engagement in transition events and improved academic achievement in the early years in each school.

Action Step		Anticipated Start/Completion Date	
Implement an aligned system of assessments where data on student mastery is shared as students transition from one grade level to the next. Develop and administer standards-aligned common assessments in every subject.		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	LinkIt! Benchmarks, LinkIt! Data Management System, Acadience Benchmarks, Common Assessments	Yes	No
Action Step		**Anticipated**	

		Start/Completion Date	
Teachers across all subject areas will align the curriculum to rigorous academic standards.		2025-08-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Curriculum maps in Atlas, Standards Aligned System	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Teachers in all subject areas will develop common assessments and collaborate to analyze the results of the assessments.		2026-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Curriculum maps in Atlas, Standards Aligned System	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Continued implementation of benchmarking aligned to standards and development of common assessments.	Creation of common assessments, data and PLC meetings in school buildings to analyze assessment results.

Action Plan For: Inclusive Practices

Measurable Goals:

- Improve the consistency of research-based instructional strategies to improve student achievement of rigorous academic standards. A minimum of one professional learning workshop will be provided annually on research-based instructional strategies.
- Implement school-wide initiatives to foster a sense of belonging and increase student engagement in learning. Success will be measured by a decrease in chronic absenteeism by 5% each year and increased participation in extracurricular activities and classroom engagement strategies
- Improve the implementation of differentiated instructional strategies to meet the needs of all students including students with special needs, English Language Learners, advanced, and gifted students. A minimum of one professional learning workshop will be provided annually for professional staff on differentiated instruction.

Action Step	Anticipated

		Start/Completion Date	
Integrate research-based instructional strategies into daily lesson plans to engage students in learning through clarity of teacher expectations.		2025-01-02	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, School Principals	Teacher Clarity Playbook, Research-based instructional strategies	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Teachers differentiate instruction for students with special needs, English Language Learners, students above level and gifted students.		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, School Principals	Differentiated Instruction resources	Yes	No
Action Step		**Anticipated Start/Completion Date**	
School buildings integrate strategies into their Continuous Improvement Plans to promote students' sense of belonging.		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Principals	Continuous Improvement Plans	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Integration of research-based strategies into daily lessons to support differentiated instruction, student engagement, and a sense of belonging for students.	Principals monitor through walkthroughs and formal observations

Action Plan For: Structured Literacy

Measurable Goals:
• Improve the alignment of instructional practices in literacy across all elementary schools to support the Science of Reading. The goal will be achieved by 100% teacher participation in professional learning and implementation of evidence-based literacy strategies in K-5 classrooms and a 10% annual increase in student proficiency on literacy benchmark assessments.

Action Step		Anticipated Start/Completion Date	
Literacy teaching strategies aligned with the Science of Reading will be integrated into Language Arts blocks at all elementary grade levels and new resources that support structured literacy will be implemented.		2025-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, School Principals	Aligned language arts curriculum	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Full alignment of research-based strategies for teaching reading along with improved achievement scores for reading across the elementary grade levels.	Reading benchmarks - three times each year PSSA-ELA - annually

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher-Centered Collaborative Activities - Transitions	Implement an aligned system of assessments where data on student mastery is shared as students transition from one grade level to the next. Develop and administer standards-aligned common assessments in every subject.
Teacher-Centered Collaborative Activities - Transitions	Teachers across all subject areas will align the curriculum to rigorous academic standards.
Teacher-Centered Collaborative Activities - Transitions	Teachers in all subject areas will develop common assessments and collaborate to analyze the results of the assessments.
Inclusive Practices	Integrate research-based instructional strategies into daily lesson plans to engage students in learning through clarity of teacher expectations.
Inclusive Practices	Teachers differentiate instruction for students with special needs, English Language Learners, students above level and gifted students.
Inclusive Practices	School buildings integrate strategies into their Continuous Improvement Plans to promote students' sense of belonging.
Structured Literacy	Literacy teaching strategies aligned with the Science of Reading will be integrated into Language Arts blocks at all elementary grade levels and new resources that support structured literacy will be implemented.

Structured Literacy

Action Step
• Literacy teaching strategies aligned with the Science of Reading will be integrated into Language Arts blocks at all elementary grade levels and new resources that support structured literacy will be implemented.
Audience
K-5 Language Arts Teachers, Reading Specialists, Special Education Teachers, ESL Teachers, Elementary Principals
Topics to be Included
Science of Reading, Phonics, Phonemic Awareness, Phonological Awareness, Morphemes, Graphemes, Vocabulary, Building Background Knowledge, Sarborough's Rope, The Simple View of Reading and Writing, Utilizing curricular resources to support teaching reading, Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.

Evidence of Learning		
Teachers will align daily Language Arts lessons with research-based strategies in the Science of Reading. Assessments will be administered at least three times each year to monitor each student's language and literacy acquisition and teachers will meet regularly to review the assessments and plan to use the results to create differentiated lessons in literacy.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	0225-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Research-Based Teaching Strategies

Action Step
• Integrate research-based instructional strategies into daily lesson plans to engage students in learning through clarity of teacher expectations. • Teachers differentiate instruction for students with special needs, English Language Learners, students above level and gifted students.
Audience
K-12 Professional Staff in all subject areas
Topics to be Included
Training to ensure that teachers understand how students differ in their ability and approach to learning and create opportunities that foster the achievement of diverse learners in the inclusive classroom. Training will also include research-based instructional strategies that are shown to engage students in learning through clarity of teacher expectations. Additional training will be provided on effectively using technology to engage students and increase productivity including Apple Professional Learning workshops and training on Artificial Intelligence.
Evidence of Learning
Teachers will implement best practices in differentiated instruction for all students including students with special needs, English Language Learners, and students demonstrating abilities beyond the current curriculum (i.e. gifted and advanced learners). Training will ensure that teachers understand how students differ in their ability and approach to learning and create opportunities that foster the achievement of diverse learners in the inclusive classroom. Teachers will use a variety of research-based instructional strategies to engage all students in

learning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2025-08-01	2028-06-30

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Ongoing, at a minimum annually
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Improving Student Transitions

Action Step		
• Implement an aligned system of assessments where data on student mastery is shared as students transition from one grade level to the next. Develop and administer standards-aligned common assessments in every subject. • Teachers across all subject areas will align the curriculum to rigorous academic standards. • Teachers in all subject areas will develop common assessments and collaborate to analyze the results of the assessments.		
Audience		
K-12 Teachers		
Topics to be Included		
Curriculum: Writing curriculum aligned to rigorous academic standards, developing a scope and sequence, unpacking standards, creating a curriculum map that clearly articulates what a student should know, understand, and be able to do. Common Assessments: Teachers will understand how to develop common assessments aligned with rigorous academic standards and how to collect data from the assessments to inform instructional practice. Assessment literacy: Teachers will understand how to accurately analyze the results of common assessments to inform future planning.		
Evidence of Learning		
Four common assessments, aligned with a standards-based curriculum, will be developed in each course.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	At least once per year
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Four times annually
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

High School Readiness for College, Career and Life

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Increase opportunities for CTE programming at the High School • Through local business partnerships, increase opportunities for internship and apprenticeship programs aligned with the High School's career clusters.	High School Students and Families of High School Students, the business community	Families and students will be informed about the opportunities available for students across all career pathways. An annual Educational Planning Guide will be used to communicate about the pathways to graduation and an annual meeting will be offered for families.	High School Principal	08/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Annually
Posting on district website	Annually

Continuous Improvement Plans

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Students and Families	The Continuous Improvement Plan for each building will include strategies to increase a sense of belonging among students in the building.	School Principals	08/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Continuous Improvement Plans will be presented annual to the Curriculum Committee of the Board of Directors and to Parents at the annual open house.
Posting on district website	Continuous Improvement Plans will be posted annually on the District website.

Curriculum Transparency

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students and Families	Curriculum maps for each subject K-12 will be posted on the District's website.	Assistant Superintendent	08/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	Annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date