

Eastern Lebanon County School District
Continuous Improvement Plan
School Year 2025-2026
Fort Zeller Elementary



September 9, 2025
Jodi Houck, Principal

Educating for Excellence

Continuous Improvement Plan Team Members

Jodi Houck, Fort Zeller Principal

Katherine Brosius, School Counselor

Sarah Stuart, Kindergarten

Kristin Hartman, First Grade Teacher

Katie Jackson, Second Grade Teacher

Sara Faust, Reading Interventionalist



Math Data Analysis Summary

FZ Data – Percentage of Students in Top Two Quartiles Linkit (EOY)

Math	Whole School	
2022-2023	59%	
2023-2024	64%	
2024-2025	59%	
	Ave – 61%	
GOAL 25-26	5% Increase	66%



Blueprint for Success: Mathematics

By the end of the 2025-26 school year, there will be a 5% increase in achievement in Quartiles 3 & 4 on the End of the Year Math Linkit Assessment compared to the last three-year average.

Action Plan

Tier 1:

- *Math lessons and assessments are aligned to the PA common core standards*
- *Teachers will deliver CRA (concrete, representation, abstract) instructional practices to meet the needs of all students.*
- *Math Coach – will work with teachers on strategies to help our students grow in mathematics.*
- *Weekly Team Meetings – data driven meetings to address student needs.*
- *Spring Math - Daily*
- *Students will use IXL to practice skills to proficiency based on diagnostic data and teacher assigned skills.*

Tier 2:

- *Daily intensive interventions will be provided to students requiring additional support (Spring Math & IXL) based on data.*

District Goal – Equitable Opportunity for Achievement



ELA Data Analysis Summary

FZ Data – Percentage of Students in Top Two Quartiles Linkit (EOY)

ELA	Whole School	
2022-2023	65%	
2023-2024	76%	
2024-2025	78%	
	Ave – 73%	
GOAL 25-26	5% Increase	78%



Blueprint for Success: English Language Arts

By the end of the 2025-26 school year, there will be a 5% increase in achievement in Quartiles 3 & 4 on the End of the Year ELA Linkit Assessment compared to the last three-year average.

Action Plan

Tier 1:

- *Implementation of a research based, structured literacy curriculum (CKLA)*
- *WIN (What I Need) Time will be used to meet all students' needs (30 min/day)*
- *Students will use CKLA BOOST to practice skills to proficiency based on diagnostic data and teacher assigned skills.*

Tier 2:

- *Daily intensive interventions, with spiral reviews, drills, and interactive assignments, will be provided to students requiring additional support based on data. (UFLI, Heggerty, BOOST)*

District Goal – Equitable Opportunity for Achievement



Blueprint for Success: Readiness for Learning

During the 2025-2026 school year, the building principal will implement a practice called rounding with staff. The principal will meet with all staff members one-on-one to ask specific questions and obtain feedback on how the building is running and identify needed supports.

Building Culture Rounding – Every staff member 2x/year

Problem of Practice Rounding – Selected staff members 3x/year or as needed.

Action Plan

Rounding is a systematic approach to connecting with staff members one-on-one to get input on decision that affect their jobs and gain insight into how the building can improve.

- Check ins to gather feedback, assess engagement and build relationships.
- Can help ensure better alignment across grade levels and departments.
- Frequent and intention conversations to ensure that systems are running smoothly and the staff has the resources they need to do their jobs effectively.
- Regularly share Stoplight Reports with staff.

Culture-Building (2x/year all staff) & Problem of Practice (3x/year with selected staff)

- Glows
- Barriers
- Thank You
- Support



District Goal – Thriving Students

Educating for Excellence

Blueprint for Success: School Community/Culture

Fort Zeller will earn the PBIS Tier 3 certification by the end of the 2025-2026 school year.

Action Plan

TIER 1: (All Students)

– All students will be taught the expectation for behavior throughout all areas of the building. These expectations will be practiced, and students will earn recognition for meeting expected behaviors.

TIER 2: (10–15% of students)

– Students who need additional support for meeting behavioral expectations will participate in small groups to target areas of need and support.

TIER 3: (3–5% of students)

– Tier 3 is a highly acute intervention directed at the most disruptive students. These students demonstrate significant behavioral disruptions and are likely to struggle along the continuum of classroom expectations. These students are receiving Tier's 1 and 2 and still experience ongoing struggles.



District Goal – Thriving Students

Educating for Excellence

Points of Pride

- *PBIS Program – Fort Zeller is currently a certified Tier 1 and Tier 2 school, and we are working toward earning our Tier 3 certification this year.*
- *Fort Zeller had a very successful four weeks of SPA for incoming kindergarteners to help them prepare for school starting in August.*
- *Apple Distinguished School 2024-2027 – Hosting an Apple Site Visit in October.*
- *Positive Communication with Families*
- *Community Outreach and Parental Involvement – We have an amazing partnership with our PTO and Fort Zeller families.*



Questions?

