

Eastern Lebanon County School District
Continuous Improvement Plan
School Year 2025-2026
High School



August 7, 2025

Jennifer Haas, High School Principal
Andrew Dornes, High School Assistant Principal

Educating for Excellence

Continuous Improvement Plan Team Members

High School Leadership Teams

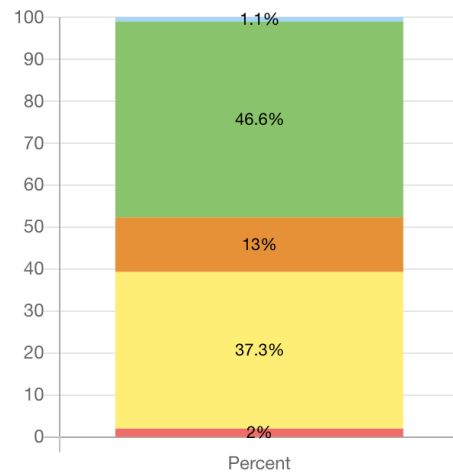
- English CIP Goal
- Math CIP Goal
- Science CIP Goal
- Attendance CIP Goal
- Technology Innovation
- Student Events
- Staff Events
- Student Recognition
- Staff Recognition
- Service



Data Analysis Summary

24-25 LinkIt! Form C

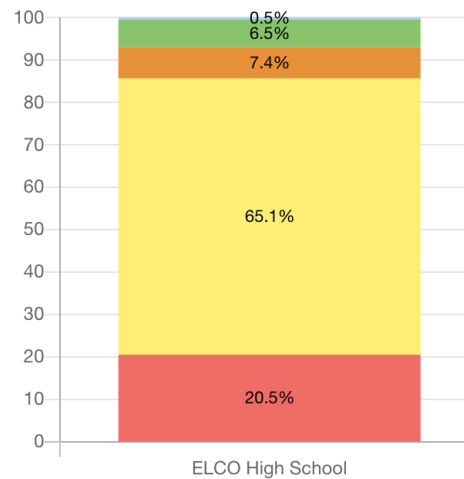
LITERATURE



■ Below Basic
 ■ Basic
 ■ Opportunity
 ■ Proficient
 ■ Advanced

| | |
|--------------------------------------|-------------------|
| <input type="checkbox"/> Advanced | 4 (1.1%) |
| <input type="checkbox"/> Proficient | 165 (46.6%) |
| <input type="checkbox"/> Opportunity | 46 (13%) |
| <input type="checkbox"/> Basic | 132 (37.3%) |
| <input type="checkbox"/> Below Basic | 7 (2%) |
| Total | 354 (100%) |

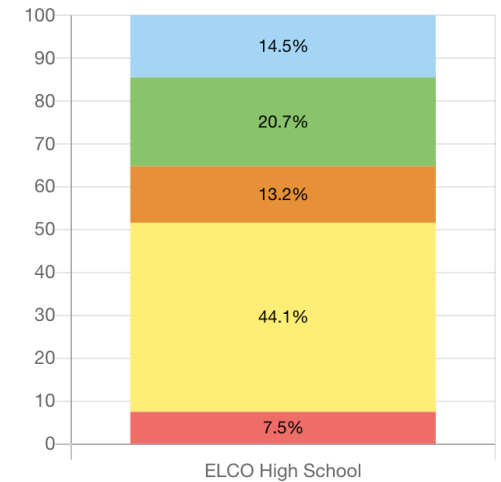
ALGEBRA



■ Below Basic
 ■ Basic
 ■ Opportunity
 ■ Proficient
 ■ Advanced

| | |
|--------------------------------------|-------------------|
| <input type="checkbox"/> Advanced | 1 (0.5%) |
| <input type="checkbox"/> Proficient | 14 (6.5%) |
| <input type="checkbox"/> Opportunity | 16 (7.4%) |
| <input type="checkbox"/> Basic | 140 (65.1%) |
| <input type="checkbox"/> Below Basic | 44 (20.5%) |
| Total | 215 (100%) |

BIOLOGY



■ Below Basic
 ■ Basic
 ■ Opportunity
 ■ Proficient
 ■ Advanced

| | |
|--------------------------------------|-------------------|
| <input type="checkbox"/> Advanced | 33 (14.5%) |
| <input type="checkbox"/> Proficient | 47 (20.7%) |
| <input type="checkbox"/> Opportunity | 30 (13.2%) |
| <input type="checkbox"/> Basic | 100 (44.1%) |
| <input type="checkbox"/> Below Basic | 17 (7.5%) |
| Total | 227 (100%) |

Data Analysis Summary

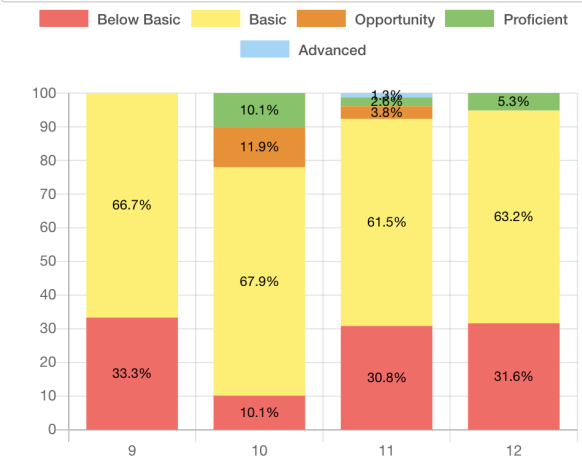
24-25 LinkIt! Form C

LITERATURE



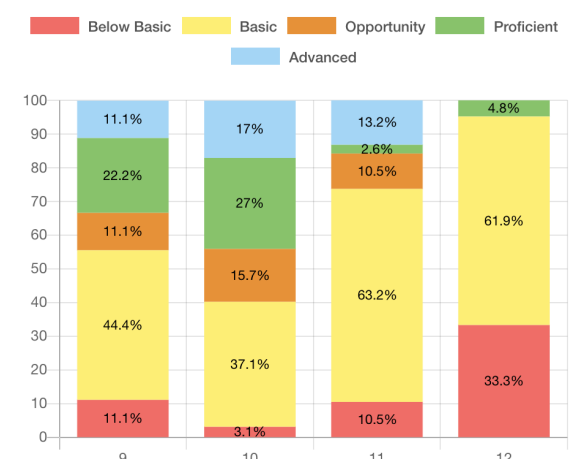
| Grade (Roster Association) | # of Student | Avg Percent |
|-----------------------------|--------------|----------------|
| <input type="checkbox"/> 9 | 11 | Basic 40 |
| <input type="checkbox"/> 10 | 161 | Opportunity 55 |
| <input type="checkbox"/> 11 | 180 | Opportunity 56 |
| <input type="checkbox"/> 12 | 2 | Basic 37 |
| Total | 354 | 55 |

ALGEBRA



| Grade (Roster Association) | # of Student | Avg Percent |
|-----------------------------|--------------|-------------|
| <input type="checkbox"/> 9 | 9 | Basic 26 |
| <input type="checkbox"/> 10 | 109 | Basic 42 |
| <input type="checkbox"/> 11 | 78 | Basic 32 |
| <input type="checkbox"/> 12 | 19 | Basic 28 |
| Total | 215 | 36 |

BIOLOGY

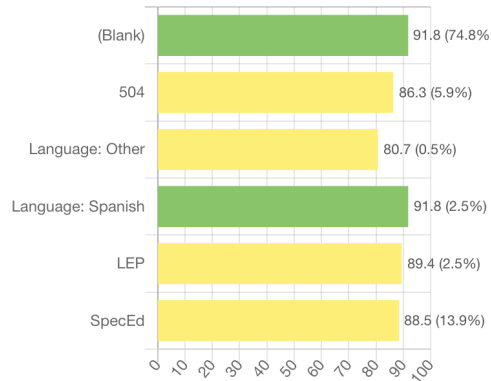


| Grade (Roster Association) | # of Student | Avg Percent |
|-----------------------------|--------------|----------------|
| <input type="checkbox"/> 9 | 9 | Basic 50 |
| <input type="checkbox"/> 10 | 159 | Opportunity 58 |
| <input type="checkbox"/> 11 | 38 | Basic 46 |
| <input type="checkbox"/> 12 | 21 | Basic 32 |
| Total | 227 | 53 |

Data Analysis Summary – Attendance

2024-25 Gr 9 Attendance

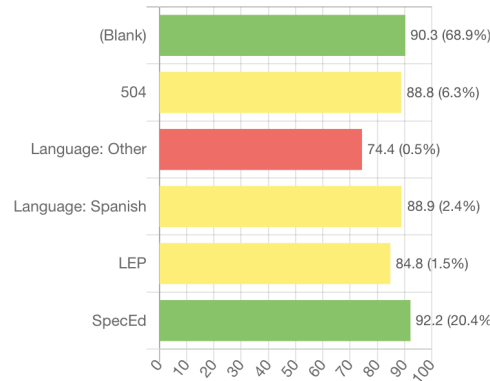
Daily Attendance Rate **Avg: 90.9, On-Track**



| Program (Roster Association) | # of Student | Avg Daily Attendance Rate |
|--|--------------|---------------------------|
| <input type="checkbox"/> (Blank) | 151 | On-Track 91.8 |
| <input type="checkbox"/> 504 | 12 | Warning 86.3 |
| <input type="checkbox"/> Language: Other | 1 | Warning 80.7 |
| <input type="checkbox"/> Language: Spanish | 5 | On-Track 91.8 |
| <input type="checkbox"/> LEP | 5 | Warning 89.4 |
| <input type="checkbox"/> SpecEd | 28 | Warning 88.5 |
| Total | 195 | 90.9 |

2024-25 Gr 10 Attendance

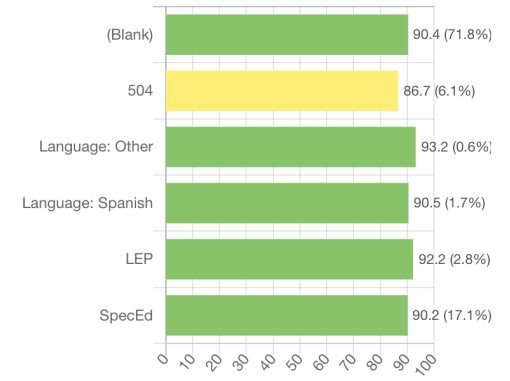
Daily Attendance Rate **Avg: 90.4, On-Track**



| Program (Roster Association) | # of Student | Avg Daily Attendance Rate |
|--|--------------|---------------------------|
| <input type="checkbox"/> (Blank) | 142 | On-Track 90.3 |
| <input type="checkbox"/> 504 | 13 | Warning 88.8 |
| <input type="checkbox"/> Language: Other | 1 | Off-Track 74.4 |
| <input type="checkbox"/> Language: Spanish | 5 | Warning 88.9 |
| <input type="checkbox"/> LEP | 3 | Warning 84.8 |
| <input type="checkbox"/> SpecEd | 42 | On-Track 92.2 |
| Total | 201 | 90.4 |

2024-25 Gr 11 Attendance

Daily Attendance Rate **Avg: 90.2, On-Track**



| Program (Roster Association) | # of Student | Avg Daily Attendance Rate |
|--|--------------|---------------------------|
| <input type="checkbox"/> (Blank) | 130 | On-Track 90.4 |
| <input type="checkbox"/> 504 | 11 | Warning 86.7 |
| <input type="checkbox"/> Language: Other | 1 | On-Track 93.2 |
| <input type="checkbox"/> Language: Spanish | 3 | On-Track 90.5 |
| <input type="checkbox"/> LEP | 5 | On-Track 92.2 |
| <input type="checkbox"/> SpecEd | 31 | On-Track 90.2 |
| Total | 175 | 90.2 |

Blueprint for Success: Mathematics

Annual Improvement Target - Increase the percentage of students scoring Proficient or Advanced on the Form C (April) administration of the LinkIt! benchmark assessment for Algebra from 7.0% to 10.0% for the 2025-2026 school year.

Action Plan:

Tier 1 Strategies (All students)

- *Continue Leadership Team's focus on developing and implementing strategies that support students' growth in Algebraic skills and concepts*
- *Utilize high impact instructional strategies that align to ELCO's Instructional Focus Priorities*
- *Integrate best-practices for elevating math instruction, including application to real-world problems, small group collaboration, and mathematical discourse*

Tier 2 Strategies (Targeted students)

- *Examine student learning data to adjust instructional strategies as we progress through the school year*



TSI Improvement Plan

PRIORITY AREA 1: Keystone Algebra I Achievement

GOAL STATEMENT: Increase the percentage of students with disabilities scoring Proficient or Advanced on the Keystone Algebra I Exam to 10% by the end of the 2025-2026 school year.

STRATEGIES:

- Evaluate individual course placement using historical data to maximize students' integration in Algebra IA, Algebra IB, and CP Algebra I courses
- Monitor student learning in Algebra I content through multiple measures, including LinkIt! benchmark assessments, IXL measures, and IEP progress monitoring
- Provide targeted support for students who scored at the “Basic” level of achievement on a previous Keystone Algebra I Exam or “Opportunity” on the LinkIt! benchmark assessment



Blueprint for Success: English Language Arts

Annual Improvement Target – Increase the percentage of students scoring Proficient or Advanced on the Form C (April) administration of the LinkIt! benchmark assessment for Literature from 47.7% to 50.0% for the 2025-2026 school year.

Action Plan:

Tier 1 Strategies (All students)

- *Continue the Leadership Team's focus on developing and implementing strategies that support literacy skills across the curriculum*
- *Utilize high impact instructional strategies aligned with ELCO's Instructional Focus Priorities*

Tier 2 Strategies (Targeted students)

- *Examine student learning data to adjust instructional strategies as we progress through the school year*



TSI Improvement Plan

PRIORITY AREA 2: Keystone Literature Achievement

GOAL STATEMENT: Increase the percentage of students with disabilities scoring Proficient or Advanced on the Keystone Literature Exam to 10% by the end of the 2025-2026 school year.

STRATEGIES:

- Evaluate individual course placement using historical data to maximize students' integration in Literature, Analysis, and Composition I and II courses
- Monitor student learning in Literature eligible content through multiple measures, including LinkIt! benchmark assessments, Albert, and IEP progress monitoring
- Provide targeted support for students who scored at the “Basic” level of achievement on a previous Keystone Literature Exam or “Opportunity” on the LinkIt! benchmark assessment



Blueprint for Success: Science

Annual Improvement Target - Increase the percentage of students scoring Proficient or Advanced on the Form C (April) administration of the LinkIt! benchmark assessment for Biology from 35.2% to 38.0% for the 2025-2026 school year.

Action Plan:

Tier 1 Strategies (All students)

- *Continue the Leadership Team's focus on developing and implementing strategies that support science reasoning skills*
- *Integrate the STEELS standards and instructional practices in related courses in preparation for the revised Biology Keystone Exam in Spring of 2026*
- *Use the Firefly benchmark assessment and/or CDT to provide additional data points to inform instruction*

Tier 2 Strategies (Targeted students)

- *Examine student learning data to adjust instructional strategies as we progress through the school year*



Blueprint for Success: School Climate/Culture

Annual Improvement Target - Increase the percentage of students demonstrating “regular attendance” as defined in the Future Ready PA Index to 88% for the 2025-2026 school year.

Action Plan:

Tier 1 Strategies (All students)

- *Modify the High School master schedule to create an Advisory Period that occurs at the start of each school day*
- *Continue the HS Attendance Leadership Team that coordinates efforts to develop and implement strategies that address identified barriers to student attendance*
- *Monitor attendance data on a consistent basis*

Tier 2 Strategies (Targeted students)

- *Identify subgroups of students who demonstrate lower rates of attendance and provide personalized outreach to positively support their attendance*
- *Conduct SAIP conferences with fidelity in conjunction with regular “check-ins” for identified students*



TSI Improvement Plan

PRIORITY AREA 3: Attendance Rate

GOAL STATEMENT: Increase the percentage of students with disabilities demonstrating regular attendance to 78.0% by the end of the 2025-2026 school year.

STRATEGIES:

- Learning Support teachers will not be assigned an Advisory group to allow for time to connect with students on their caseloads.
- Identify habitually truant students from the 24-25 school year and reach out to families to identify supports for current school year
- Consistently hold SAIP meetings involving the student's family and others who the student identifies as supports
- Conduct scheduled check-ins for identified students with School Counselor and/or Dean of Students



TSI Improvement Plan

PRIORITY AREA 4: Graduation Rate

GOAL STATEMENT: Increase the percentage of students with disabilities graduating from High School to 84.4% by the end of the 2025-2026 school year (combined 4-year and 5-year cohort data).

STRATEGIES:

- Provide targeted support for students expressing an intention to leave high school prior to graduation.
- Emphasize transition planning as part of the IEP process
- Develop an early warning system to identify students who may be at risk of not fulfilling graduation requirements (consider grades, attendance, behaviors).
- Proactively involve the families of students identified to be at-risk of not fulfilling graduation requirements to outline realistic goals for completion



Points of Pride

Include the following:

- *Increased number of students earning industry-recognized credentials through ELCO programs*
- *Strong involvement of students in extracurricular activities and student organizations*
- *All 2025 graduates who met credit requirements to graduate also fulfilled a Pennsylvania Pathway to Graduation*
- *Increased overall performance on Advanced Placement Exams along with an increase in number of students completing exams*
- *Increased number of students completing dual enrollment courses*



Questions?

