

Northern Lebanon SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		113385003
Address 1		
345 School Drive		
Address 2		
City	State	Zip Code
Fredericksburg	PA	17026
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Gary Messinger, Jr.		
Single Point of Contact Email		
gmessinger@norleb.k12.pa.us		
Single Point of Contact Phone Number		
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LEA Profile

The Northern Lebanon School District is a rural district, with a population of approximately 15,000, located north of the City of Lebanon and borders Schuylkill County to the north, Dauphin County to the west, and Berks County to the east. The district encompasses approximately 144 square miles and is comprised of six municipalities: the borough Jonestown, and the townships of Swatara, Bethel, Union, Cold Spring and East Hanover. The District is made up of primarily residential housing and farmland with few industries. Most local businesses within the District are small and privately owned. The District's nearly 2,100 students are housed in two schools (Elementary and Secondary) located adjacent to each other in Bethel Township. . Approximately 40 percent of the District's students are considered low-socioeconomic. The district employs approximately 180 personnel.

Mission and Vision

Mission

It is the mission of NLSD to provide a learning environment that empowers our students to discover and pursue their educational interests and prepare them with solid academic skills to achieve their aspirations and make a positive impact in their communities

Vision

“To Inspire Today and Equip for Tomorrow” Our vision statement emphasizes our desire for our students to be inspired to learn and achieve through the instruction they receive, the staff that they encounter, and the experiences they acquire during their time at Northern Lebanon. Furthermore, we will equip our students with the skills needed to investigate, think critically, and communicate effectively so that they can accomplish their goals at NL and beyond. Only then can we say that we have successfully educated and prepared our students.

Educational Values

Students

Students are an active participant when it comes to their own learning, and understand that they are accountable for their work and ultimately their development.

Staff

We ensure student learning through a coherent, rigorous curriculum. We have clear academic standards in the hands of talented, caring staff. Accountability means there is ongoing support and teamwork, and a positive attitude toward the work that stresses problem solving, not punishment.

Administration

Our leaders create a positive, caring, and results-oriented culture that facilitates student learning. We set clear and high expectations, then consistently provide supports to achieve those expectations. We inspire and support a positive, caring climate that addresses the complex needs of students and creates a safe, joyful place in which students are free to learn.

Parents

All of us are one team. We work together because we know that we can achieve more as a team than as individuals. Everyone accepts responsibility and accountability for student learning—teachers, administrators, parents and even the students themselves. We have a commitment to one another to treat each other with respect. Because we have high expectations of others, we should expect them of ourselves as well.

Community

Our school is a central hub of our community. We welcome the community to our school to share their skills and knowledge. We also want to contribute our skills and efforts to improve our local community through knowledge exchange.

Other (Optional)

we emphasize student well-being. Academic growth occurs in a setting where students' physical, mental, emotional, and social needs are well understood, respected, and met by attentive adults.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Math Growth in Grades 5,6,and 8	Significant evidence at those grade levels
PSSA ELA growth in grades 5,6, and 8	Significant evidence in grade 5, met the growth standard in 6 and 8
Growth in Algebra 1 and Literature	Met growth standard in both Keystone tested subjects
Growth in PSSA Science grade 8	Met growth standard in grade 8

Challenges

Indicator	Comments/Notable Observations
PSSA Math Growth in Grades 4, 7	Significant evidence in grade 4 and 7 that the growth standard was not met.
PSSA ELA growth in grades 4, 7	Significant evidence in grade 4 and 7 that the growth standard was not met.
PSSA Achievement in ELA grades 4, 7	Decreases in achievement of almost 5% in both grade levels.
Keystone testing growth in Biology	Moderate evidence that NL did not meet the Biology growth standard

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

Strengths

Indicator Growth on math PSSA assessment Grade Level(s) and/or Student Group(s) 5,6,8	Comments/Notable Observations
Indicator Growth on ELA PSSA assessment Grade Level(s) and/or Student Group(s) 5,6,8	Comments/Notable Observations
Indicator Growth on Keystone Grade Level(s) and/or Student Group(s) Literature, Algebra	Comments/Notable Observations

Challenges

Indicator Growth on ELA PSSA assessment Grade Level(s) and/or Student Group(s) 4,7	Comments/Notable Observations
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Indicator Growth on math PSSA assessment Grade Level(s) and/or Student Group(s) 4,7	Comments/Notable Observations
Indicator Growth on Keystone assessment Grade Level(s) and/or Student Group(s) Biology	Comments/Notable Observations

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Student growth on ELA in grades 5,6,8
Student growth in math in grades 5,6,8
Keystone and Literature growth

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Student overall achievement
Student growth in grades 4, 7
Student growth in Biology

Local Assessment

English Language Arts

Data	Comments/Notable Observations
i-ready assessments given 3 times a year	This should provide a great data source to guide instruction in grades 1-6
2023 PSSA	Text dependent analysis is a consistent need in all applicable grade levels
Keystone Exams	Achievement percentages are too low even though growth is a strength

English Language Arts Summary

Strengths

Grades k-6 now have assessments that provide the needed data to develop fluent readers so that comprehension can be a focus as students progress through the grades.
Curricular work is being done to help teachers pinpoint the critical skills needed to develop on or above grade-level readers.

Challenges

Students lack the ability to read and respond in writing. This shows consistently in our TDAs.
MS grades do not have good benchmarks that provide data throughout the year.
Small group instruction continues to need improvement.

Mathematics

Data	Comments/Notable Observations
I-Ready data in grade K-6	This will provide good data in all categories for these grade levels
2023 PSSA	There is a need for improvement in open-ended responses across all grade levels
Keystone Exams	Although growth is good, overall achievement is too low.

Mathematics Summary

Strengths

I-Ready should help teachers fill gaps for students in grades K-6
We have added a 2 year algebra approach for students that are not strong in math
We are piloting the Firefly this year for possible data points throughout the year.

Challenges

Clear curriculum that identifies the critical skills that need mastered
Open-ended responses
Data to drive improvement throughout the year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology Achievement	Improvement is needed in overall proficiency levels

Biology Growth	Growth was below level for the Keystone assessment
PSSA Achievement	Grade 4 achievement is needed

Science, Technology, and Engineering Education Summary

Strengths

Curriculum is now updated for all grade levels
Firefly assessments may provide teachers with clearer expectations for testing expectations

Challenges

Data is lacking for teachers to adapt instruction for improvement
Small group instruction to support lower reading/math students is needed

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career standards from PA Future Ready Index - Secondary	
Career standards from PA Future Ready Index - Elementary	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry Based Learning from PA Future Ready Index	Advanced percentages are our highest scores in past 5 years and above state average. Student competency or advanced percentages are also highest in past 5 years.

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.

Elementary career standards instruction
Industry Based Learning

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.

Secondary Career Instruction
NOCTI/NIMS overall achievement

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
PA Future Ready Index	According to the PA Future Ready Index information for the 2023-2024 school year, students with disabilities at the secondary level (7-12 grades) are not meeting the growth benchmarks on math state assessments. The district is addressing this through their A-TSI plan.

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.

Students with disabilities and economically disadvantaged students grew or met the target for growth in all three PSSA testing subjects.

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.

Students with disabilities in our secondary are not progressing toward their growth target in math.

Designated Schools

Northern Lebanon SHS

Priority Challenge	Comments and Notable Observations
1	While growth did occur, it was not enough to meet the target for students with disabilities in the area of math.

Systemic LEA Challenges
While growth did occur, it was not enough to meet the target for students with disabilities in the area of math.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

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.

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	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

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	Emerging

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 has been a priority and is in a good place in terms of being current and also constant evaluation in our newly established curriculum cycle.

Recruitment has been a focus for the District. Human Resources has gone to job fairs and is establishing good connections with colleges/universities seeking out potential employees.

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.

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Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *

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
Student growth on ELA in grades 5,6,8	False
Student growth in math in grades 5,6,8	False
Keystone and Literature growth	False
Grades k-6 now have assessments that provide the needed data to develop fluent readers so that comprehension can be a focus as students progress through the grades.	False
Curricular work is being done to help teachers pinpoint the critical skills needed to develop on or above grade-level readers.	True
I-Ready should help teachers fill gaps for students in grades K-6	True
We have added a 2 year algebra approach for students that are not strong in math	True
We are piloting the Firefly this year for possible data points throughout the year.	False
Curriculum is now updated for all grade levels	False
Firefly assessments may provide teachers with clearer expectations for testing expectations	False
Elementary career standards instruction	False
Industry Based Learning	False
Students with disabilities and economically disadvantaged students grew or met the target for growth in all three PSSA testing subjects.	False
Curriculum has been a priority and is in a good place in terms of being current and also constant evaluation in our newly established curriculum cycle.	False
Recruitment has been a focus for the District. Human Resources has gone to job fairs and is establishing good connections with colleges/universities seeking out potential employees.	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
Student overall achievement	True
Student growth in grades 4, 7	False
Student growth in Biology	False
Students lack the ability to read and respond in writing. This shows consistently in our TDAs.	False

MS grades do not have good benchmarks that provide data throughout the year.	True
Small group instruction continues to need improvement.	False
Clear curriculum that identifies the critical skills that need mastered	True
Open-ended responses	False
Data to drive improvement throughout the year.	True
Data is lacking for teachers to adapt instruction for improvement	False
Small group instruction to support lower reading/math students is needed	False
Secondary Career Instruction	False
NOCTI/NIMS overall achievement	False
Students with disabilities in our secondary are not progressing toward their growth target in math.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student overall achievement	This area needs global work but can be significantly increased by clearer curriculum, aligned assessments, and instructional changes based on the data from those assessments.	True
MS grades do not have good benchmarks that provide data throughout the year.		False
Clear curriculum that identifies the critical skills that need mastered	Using the theories of John Almarode, our curriculum is evolving to become a bridge between standards and lesson planning.	True
Data to drive improvement throughout the year.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Curricular work is being done to help teachers pinpoint the critical skills needed to develop on or above grade-level readers.	Groundwork is being done to help identify the "essential content" that will be reflected in a new curricular document and become the roadmap for what will be assessed throughout the year.
I-Ready should help teachers fill gaps for students in grades K-6	
We have added a 2 year algebra approach for students that are not strong in math	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We have not focused our instruction enough on the critical skills we want students to master. Identification of those skills will help us determine or create meaningful assessments and in turn provide valuable data we haven't had in the past.
	This is critical to our lesson planning process and understanding of how it relates to assessment. It has been too broad in the past and students were unsure about what they were to be learning.
	Assessments that align with the essential content/critical skills is needed to help target instruction for students/skills that need supported.

Goal Setting

Priority: We have not focused our instruction enough on the critical skills we want students to master. Identification of those skills will help us determine or create meaningful assessments and in turn provide valuable data we haven't had in the past.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
At the end of this comprehensive plan, a new process will be in place for curriculum writing, assessment, and data analysis. Approximately 3/5 of our curriculum cycle groups will have new curriculum, 2/5 will have new assessments, and 1/5 will have started data analysis meetings leading to instructional changes.		
Measurable Goal Nickname (35 Character Max)		
Curriculum/Assessment Design		
Target Year 1	Target Year 2	Target Year 3
Design a new curricular document that has a strong connection to lesson planning which clearly identifies the critical skills for each class. 1/5 of the departments will have completed this by the end of year 1.	Design a new curricular document that has a strong connection to lesson planning which clearly identifies the critical skills for each class. 2/5 of the departments will have completed this by the end of year 2.	At the end of this comprehensive plan, a new process will be in place for curriculum writing, assessment, and data analysis. Approximately 3/5 of our curriculum cycle groups will have new curriculum, 2/5 will have new assessments, and 1/5 will have started data analysis meetings leading to instructional changes.

Priority: This is critical to our lesson planning process and understanding of how it relates to assessment. It has been too broad in the past and students were unsure about what they were to be learning.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
There are two pieces to improvement of student achievement. The first piece is outlined in Goal 1 and focuses on the output (new curricular document, assessments, etc.). The second piece is the successful implementation of those items and then how to use the information to improve instruction. This goal will be to provide professional development on instructional strategies based on data each year to all teachers during the duration of this plan.		
Measurable Goal Nickname (35 Character Max)		
Professional development on utilizing data in instruction.		
Target Year 1	Target Year 2	Target Year 3
Professional development on how to align curriculum to assessments.	Professional development on how to use data in the planning of lessons.	There are two pieces to improvement of student achievement. The first piece is outlined in Goal 1 and focuses on the output (new curricular document, assessments, etc.). The second piece is the successful implementation of those items and then how to use the information to improve instruction. This goal will be to

		provide professional development on instructional strategies based on data each year to all teachers during the duration of this plan.
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Priority: Assessments that align with the essential content/critical skills is needed to help target instruction for students/skills that need supported.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Assessments will be evaluated for 2 areas. Alignment to the critical skills (essential content) that are represented in the curriculum and the ability to evaluate the data from those assessments based on a item analysis. Successful completion of this goal would be the development of these assessments (both unit/chapter and benchmark assessment) for the curriculum cycle groups that have revised their curriculum.		
Measurable Goal Nickname (35 Character Max)		
Alignment of Assessments		
Target Year 1	Target Year 2	Target Year 3
Design (or find) new assessments (both unit and benchmark) that align to the new curricular document. 1/5 of the departments will have completed this by the end of year 1.	Design (or find) new assessments (both unit and benchmark) that align to the new curricular document. 2/5 of the departments will have completed this by the end of year 2.	Assessments will be evaluated for 2 areas. Alignment to the critical skills (essential content) that are represented in the curriculum and the ability to evaluate the data from those assessments based on a item analysis. Successful completion of this goal would be the development of these assessments (both unit/chapter and benchmark assessment) for the curriculum cycle groups that have revised their curriculum.

Action Plan

Measurable Goals

Curriculum/Assessment Design	Professional development on utilizing data in instruction.
Alignment of Assessments	

Action Plan For: Curriculum Design

Measurable Goals:
At the end of this comprehensive plan, a new process will be in place for curriculum writing, assessment, and data analysis. Approximately 3/5 of our curriculum cycle groups will have new curriculum, 2/5 will have new assessments, and 1/5 will have started data analysis meetings leading to instructional changes.

Action Step		Anticipated Start Date	Anticipated Completion Date
Through the use of our curriculum cycle, teachers will complete new curricular documents that focus on identifying essential content that will be the focus of our assessments and list objectives for specific lessons that enable students to learn that essential content.		2025-06-15	2030-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	In-Service days to write the curriculum, state and national standards.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
New documents that will identify the most important skills teachers want students to master.	Department Chairpersons, Admin, School Board, annually, review and approval of documents.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Design	Through the use of our curriculum cycle, teachers will complete new curricular documents that focus on identifying essential content that will be the focus of our assessments and list objectives for specific lessons that enable students to learn that essential content.

Clarity Professional Development

Action Step		
Through the use of our curriculum cycle, teachers will complete new curricular documents that focus on identifying essential content that will be the focus of our assessments and list objectives for specific lessons that enable students to learn that essential content.		
Audience		
Teachers		
Topics to be Included		
Designing curriculum using John Almarode's concept of clarity (identifying what teachers want students to learn). Connecting the curriculum to lesson planning and assessment will also be included.		
Evidence of Learning		
Successful design of curricular documents and assessments aligned to teacher identified essential skills.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2025-06-15	2030-08-16

Learning Format

Type of Activities	Frequency
Seminar(s)	Once (train the trainer format)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Vision for Academics					
Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Through the use of our curriculum cycle, teachers will complete new curricular documents that focus on identifying essential content that will be the focus of our assessments and list objectives for specific lessons that enable students to learn that essential content.	All staff	Overall vision for curriculum, assessment, data driven instruction	Superintendent, Pupil Services Director, Principals	08/01/2025	06/30/2026

Communications

Type of Communication	Frequency
Presentation	Quarterly

Vision for Academics

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Through the use of our curriculum cycle, teachers will complete new curricular documents that focus on identifying essential content that will be the focus of our assessments and list objectives for specific lessons that enable students to learn that essential content.	All staff	Overall vision for curriculum, assessment, data driven instruction	Superintendent, Pupil Services Director, Principals	08/01/2025	06/30/2026

Communications

Type of Communication	Frequency
Presentation	Quarterly

Approvals & Signatures

Uploaded Files
signed affirmation_statement_compschool (2).docx

Chief School Administrator	Date
Gary R Messinger Jr	2025-09-22