



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
School District		113364002
<b>Address 1</b>		
251 S Prince St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lancaster	PA	17603
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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<b>Single Point of Contact Email</b>		
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717-735-6690		

## Steering Committee

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## LEA Profile

Established in 1836, the School District of Lancaster is the second oldest district in the Commonwealth of Pennsylvania. The School District of Lancaster serves a diverse population of approximately 11,300 students: 60.09% Hispanic, 16.93% African American, 13.4% Caucasian, 9.58% Asian/other.

The District's twelve elementary schools, four middle schools, one K-8 building, one high school campus, a cyber program, an alternative program and an over aged program are home to approximately 1,551 staff members, including administrators, teachers, counselors and support staff. The nine-member Board of Directors governs District activities with a total operating budget of approximately \$210 million.

The School District of Lancaster is committed to providing a comprehensive academic program that meets the needs of our diverse learners. Students in twelve elementary schools and one K-8 school are instructed in language arts, math, science, social studies, health/physical education, art and music. The high school campus affords students both opportunity and choice, through the selection of a Small Learning Community, one of which options is Career and Technical Education. Career pathways include: Accounting Technology/Technician and Bookkeeping, Administrative Assistance and Secretarial Science, General (Business), Building/Property Maintenance, Cosmetology, Child Care and Support Services Management (Early Childhood), Drafting and Design Technology/Technician, Health/Medical Assisting Services, Other (Health Careers).

Driven by a commitment to excellence, the strategic planning process began with a comprehensive assessment of the district's current performance and challenges. Insight Education Group guided the steering committee through an examination of academic and non-academic data, stakeholder feedback through surveys and focus groups, and existing policies, laying the groundwork for a shared vision of educational success. Through an iterative process, the committee and School District of Lancaster Board created and refined foundational statements, including an updated mission, vision, core values, and portrait of a graduate. Based on these foundational concepts, the Superintendent and Senior Leadership Team, in partnership with employees of all levels of the school district, collaborated to develop strategic objectives, actionable strategies, and key indicators aimed at advancing student achievement, enhancing teaching practices, and fostering a culture of equity and inclusion. The resulting strategic plan serves as a roadmap for the School District of Lancaster, outlining clear strategic objectives and action steps to ensure that every student receives a high-quality education that prepares them for success in a dynamic and interconnected world.



## **Mission and Vision**

### **Mission**

We celebrate and empower every learner, fostering a welcoming community where our students can discover their academic strengths, build confidence, and find a sense of belonging.

### **Vision**

We cultivate a community of global citizens who graduate academically, emotionally, and socially prepared to succeed.

## **Educational Values**

### **Students**

The role of the school community is to educate students ensuring that all children reach their fullest social/emotional and academic potential. All students are capable of meeting high expectations.

### **Staff**

A collaborative approach to learning embraces the whole child, whole school and the whole community.

### **Administration**

Every individual in our district contributes to student success.

### **Parents**

Respect, trust, and honest communication are at the foundation of successful and productive relationships.

### **Community**

Our community honors its strength in diversity and promotes growth, empowerment, academic success and social inclusivity through an equitable learning environment.

### **Other (Optional)**

Core Values   High Expectations: We provide a challenging and engaging curriculum to all, confident that every learner can rise to their highest potential   Collaboration: We learn, grow, and achieve together through teamwork, open communications, and shared responsibility   Empowerment: We empower every learner by fostering a growth mindset and encouraging them to take ownership of their learning journey, becoming self- directed and lifelong learners   Health and Wellness: We promote physical, mental and emotional well-being as foundational to the success of every learner in our school community   Equity and Diversity: We value diversity of thought, background, and experience, cultivating a learning environment enriched by multiple perspectives that empower our learners





## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
ELA PSSA	7 of 13 elementary schools demonstrated an increase in the number of students scoring proficient/advanced on the ELA PSSA
Math PSSA	11 of 13 elementary schools demonstrated an increase in the number of students scoring proficient/advanced on the Math PSSA
Science PSSA	12 of 13 elementary schools demonstrated an increase in the number of student scoring proficient/advanced on the Science PSSA
ELA PSSA	Wheatland Middle School demonstrated an increase in the number of students scoring proficient/advanced on the ELA PSSA
Math PSSA	4 of 4 middle schools demonstrated an increase in the number of students scoring proficient/advanced on the Math PSSA
Science PSSA	3 of 4 middle schools demonstrated an increase in the number of students scoring proficient/advanced on the Science PSSA
Math Keystone	McCaskey High School demonstrated a significant increase in the number of students scoring proficient/advanced on the Math Keystone
Science Keystone	McCaskey High School Demonstrated an increase in the number of students scoring proficient/advanced on the Biology Keystone
Math PSSA	There is significant evidence that the district exceeded the growth standard on the Math PSSA
ELA PSSA	There is significant evidence that the district exceeded the growth standard on the ELA PSSA
Science PSSA	There is significant evidence that the district exceeded the growth standard on the Science PSSA
Biology Keystone	There is significant evidence that the district exceeded the growth standard on the Biology Keystone
Literature Keystone	There is significant evidence that the district exceeded the growth standard on the Literature Keystone

#### Challenges

Indicator	Comments/Notable Observations
ELA PSSA	6 of 13 elementary schools demonstrated a decrease in the number of students scoring proficient/advanced on the ELA PSSA
Math PSSA	3 of 4 middle schools continue to show proficiency rates of less than 10% on the Math PSSA

Literature Keystone	There was no change in the number of students scoring proficient/advanced on the Literature Keystone
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## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> Science PSSA <b>Grade Level(s) and/or Student Group(s)</b> Black	<b>Comments/Notable Observations</b> Blacks students in grade 4 exceeded the statewide average on the Science PSSA
<b>Indicator</b> Science PSSA <b>Grade Level(s) and/or Student Group(s)</b> Hispanic	<b>Comments/Notable Observations</b> Hispanic students in grade 4 exceeded the statewide average on the Science PSSSA

### Challenges

<b>Indicator</b> Math PSSA <b>Grade Level(s) and/or Student Group(s)</b> Grade 5	<b>Comments/Notable Observations</b> There is a decrease in the number of students scoring proficient/advanced between grades 3 and 5 on the Math PSSA
<b>Indicator</b> ELA PSSA <b>Grade Level(s) and/or Student Group(s)</b> Grade 5	<b>Comments/Notable Observations</b> There is a decrease in the number of students scoring proficient/advanced between grades 3 and 5 on the ELA PSSA
<b>Indicator</b> ELA PSSA <b>Grade Level(s) and/or Student Group(s)</b> Students with disabilities	<b>Comments/Notable Observations</b> Students with disabilities are scoring significantly lower than the all student group on the ELA PSSA
<b>Indicator</b> Math PSSA <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b> Students with disabilities are scoring significantly lower than the all student group on the Math PSSA

Students with disabilities	
<b>Indicator</b> Math PSSA <b>Grade Level(s) and/or Student Group(s)</b> Grade 6	<b>Comments/Notable Observations</b> There is significant evidence that students in grade 6 are not meeting the growth standard on the Math PSSA
<b>Indicator</b> ELA PSSA <b>Grade Level(s) and/or Student Group(s)</b> Grade 6	<b>Comments/Notable Observations</b> There is significant evidence that students in grade 6 are not meeting the growth standard on the ELA PSSA

## 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.

There is significant evidence that the district exceeded the growth standard on the Math PSSA
There is significant evidence that the district exceeded the growth standard on the ELA PSSA
11 of 13 elementary schools demonstrated an increase in the number of students scoring proficient/advanced on the Math PSSA

### 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.

There is a decrease in the number of students scoring proficient/advanced between grades 3 and 5 on the Math PSSA
6 of 13 elementary schools demonstrated a decrease in the number of students scoring proficient/advanced on the ELA PSSA
There is significant evidence that students in grade 6 are not meeting the growth standard on the Math PSSA
There is significant evidence that students in grade 6 are not meeting the growth standard on the ELA PSSA



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
STAR ELA	Only 40% of students completing STAR ELA are on track for grade level proficiency
STAR ELA	61% of students have demonstrated typical or above average growth as measured by the STAR SGP
IRLA	93% of kindergarten students are reading at or above grade level as measured by the IRLA
IRLA	There is a decrease of 35% in the number of students reading on grade level between grades K and 1 as measured by the IRLA
IRLA	There is a 20% decrease in the number of students reading on grade level between grades 6 and 8 as measured by the IRLA

### English Language Arts Summary

#### Strengths

61% of students have demonstrated typical or above average growth as measured by the STAR ELA SGP
93% of kindergarten students are reading at or above grade level as measured by the IRLA

#### Challenges

Only 40% of students completing STAR ELA are on track for grade level proficiency
There is a decrease of 35% in the number of students reading on grade level between grades K and 1 as measured by the IRLA
There is a 20% decrease in the number of students reading on grade level between grades 6 and 8 as measured by the IRLA

### Mathematics

Data	Comments/Notable Observations
STAR Math	Only 39% of students completing STAR Math are on track for grade level proficiency
STAR Math	61% of students have demonstrated typical or above average growth as measured by the STAR Math SGP
Middle Level Math Common Assessments	Less than 50% of students are earning a passing grade on Middle Level Math Common Assessments

### Mathematics Summary

#### Strengths

61% of students have demonstrated typical or above average growth as measured by the STAR Math SGP
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### Challenges

Only 39% of students completing STAR Math are on track for grade level proficiency

Less than 50% of students are earning a passing grade on Middle Level Math Common Assessments

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
HS Science Common Assessments	There is a significant increase in the number of students earning a passing score once students transition to High School as measured by HS Common Assessments
Elementary Science Common Assessments	74% of K-5 students have received a rating of 3 or 4 for mastery on Science Common Assessments
Elementary Science Common Assessments	There is a gradual decrease in the percentage of students receiving a rating of 3 or 4 on Science Common Assessments

### Science, Technology, and Engineering Education Summary

#### Strengths

There is a significant increase in the number of students earning a passing score once students transition to High School as measured by HS Common Assessments

74% of K-5 students have received a rating of 3 or 4 for mastery on Science Common Assessments

#### Challenges

There is a gradual decrease in the percentage of students receiving a rating of 3 or 4 on Science Common Assessments

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Xello	In some schools, there has been a decrease in completion of Xello lessons

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### 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

**False** 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.

### Partnering Institution

Elizabethtown College

### Agreement Type

Dual Credit



**Program/Course Area**

General Education

**Uploaded Files**

Elizabethtown College\_ddab3087.pdf

**Partnering Institution**

Harrisburg Area Community College

**Agreement Type**

Local Articulation

**Program/Course Area**

Early Childhood Education

**Uploaded Files**

HACC - ECE Articulation Agreement - Signed\_8fa6f128.pdf

**Partnering Institution**

Harrisburg Area Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education

**Uploaded Files**

Harrisburg Area Community College\_9c29b499.pdf

**Partnering Institution**

Lancaster School of Cosmetology

**Agreement Type**

Local Articulation

**Program/Course Area**

Cosmetology

**Uploaded Files**

Lancaster School of Cosmo Articulation\_ace0f7b7 (1)\_784612b9.pdf

**Partnering Institution**

PA College of Art and Design

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education

**Uploaded Files**

PA College of Art and Design\_eab51037.pdf

**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.

Multiple pathways for dual enrollment and early college exist for students attending McCaskey High School
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**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.

In some schools, there has been a decrease in completion of Xello lessons

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Math PSSA	There is significant evidence that the overall English Learner subgroup exceeded the growth standard on the Math PSSA
ELA PSSA	There is significant evidence that the overall English Learner subgroup exceeded the growth standard on the ELA PSSA
ELA PSSA	There is moderate evidence that English Learners in grade 6 did not meet the growth standard on the ELA PSSA

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Math PSSA	There is significant evidence that the overall Economically Disadvantaged subgroup exceeded the growth standard on the Math PSSA
Math PSSA	There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the Math PSSA
ELA PSSA	There is significant evidence that the overall Economically Disadvantaged subgroup exceeded the growth standard on the ELA PSSA
ELA PSSA	There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the ELA PSSA

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	Insufficient subgroup
Asian	There is significant evidence that the overall Asian subgroup exceeded the growth standard on the Math and ELA PSSA
Hawaiian/Pacific Islander	Insufficient subgroup
White	There is evidence that the overall White subgroup met the growth standard on the Math and ELA PSSA
2 or More Races	There is evidence that the overall 2 or More Races subgroup met the growth standard on the ELA PSSA and significant evidence that they exceeded the growth standard on the Math PSSA

## 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.

There is significant evidence that the overall English Learner subgroup exceeded the growth standard on the Math PSSA
There is significant evidence that the overall English Learner subgroup exceeded the growth standard on the ELA PS
There is significant evidence that the overall Economically Disadvantaged subgroup exceeded the growth standard on the Math PSSA

### 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.

There is moderate evidence that English Learners in grade 6 did not meet the growth standard on the ELA PSSA
There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the Math PSSA

There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the ELA PSSA

## Designated Schools

### Jackson MS

Priority Challenge	Comments and Notable Observations
Math Growth and Achievement	Middle school students continue to face difficulties with mastering grade-level math content, limiting their ability to meet expected growth and achievement benchmarks. This challenge highlights the need for targeted interventions, differentiated instruction, and innovative strategies to ensure equitable opportunities for success in mathematics.
ELA Growth and Achievement	Middle school students are struggling to demonstrate proficiency in grade-level English Language Arts (ELA) skills, impacting their ability to achieve critical literacy milestones. Addressing this requires focused instructional support, tailored interventions, and strategies to foster engagement and growth in reading and writing.

### Lincoln MS

Priority Challenge	Comments and Notable Observations
Math Growth and Achievement	Middle school students continue to face difficulties with mastering grade-level math content, limiting their ability to meet expected growth and achievement benchmarks. This challenge highlights the need for targeted interventions, differentiated instruction, and innovative strategies to ensure equitable opportunities for success in mathematics.
ELA Growth and Achievement	Middle school students are struggling to demonstrate proficiency in grade-level English Language Arts (ELA) skills, impacting their ability to achieve critical literacy milestones. Addressing this requires focused instructional support, tailored interventions, and strategies to foster engagement and growth in reading and writing

### McCaskey Campus

Priority Challenge	Comments and Notable Observations
ELA Growth and Achievement for Students with Disabilities	school students with Individualized Education Programs (IEPs) face persistent challenges in achieving proficiency in grade-level English Language Arts (ELA) skills. This gap highlights the need for specialized instructional approaches, aligned supports, and differentiated strategies to ensure these students can access the curriculum and make meaningful academic progress.
Math Growth and Achievement for Students with Disabilities	school students with IEPs are struggling to meet grade-level math standards, creating barriers to their academic growth and achievement. Addressing this issue requires intentional focus on personalized supports, effective accommodations, and evidence-based interventions to bridge gaps and promote equitable access to rigorous math content.

### Phoenix Academy

Priority Challenge	Comments and Notable Observations
Math Achievement	Students in alternative education placements often face compounded challenges in mastering grade-level math

and Growth	content, stemming from factors such as interrupted learning, diverse academic needs, and social-emotional barriers. These challenges can hinder their ability to meet growth and achievement benchmarks, highlighting the need for highly individualized interventions, flexible instructional strategies, and innovative approaches to provide equitable opportunities for success in mathematics.
ELA Achievement and Growth	Students in alternative education placements often encounter significant obstacles in developing grade-level English Language Arts (ELA) skills due to factors such as interrupted learning, varying academic backgrounds, and social-emotional challenges. These barriers can limit their progress toward literacy benchmarks, emphasizing the need for personalized interventions, adaptive instructional strategies, and innovative approaches to support equitable opportunities for growth in reading and writing.

### Wheatland MS

Priority Challenge	Comments and Notable Observations
Math Growth and Achievement	Middle school students continue to face difficulties with mastering grade-level math content, limiting their ability to meet expected growth and achievement benchmarks. This challenge highlights the need for targeted interventions, differentiated instruction, and innovative strategies to ensure equitable opportunities for success in mathematics.
ELA Growth and Achievement	Middle school students are struggling to demonstrate proficiency in grade-level English Language Arts (ELA) skills, impacting their ability to achieve critical literacy milestones. Addressing this requires focused instructional support, tailored interventions, and strategies to foster engagement and growth in reading and writing

### Systemic LEA Challenges

Middle school math achievement and growth are hindered by inconsistencies in curriculum implementation, varying levels of teacher expertise in math instruction, and insufficient access to data-driven interventions. These systemic gaps result in disparities in student outcomes, emphasizing the need for aligned instructional practices, professional development focused on effective math strategies, and equitable resources to support all learners in meeting grade-level expectations and demonstrating growth.



## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	Title I schools are facing persistent challenges in achieving growth and academic proficiency, particularly among students from low-income backgrounds. Despite targeted funding, the gap in achievement continues to widen, highlighting the need for enhanced instructional strategies that increase student engagement.
Student Services	Without a robust focus on SEL, students may struggle with engagement and resilience, while educators face challenges in creating supportive, inclusive classrooms. This challenge underscores the need for comprehensive SEL integration, professional development for teachers, and an intentional focus on equity to foster an environment where all students and staff can thrive.
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	Technology use increases the potential for personalized learning, collaboration, and interactive experiences, underscoring the need for targeted professional development for educators and a more intentional approach to leveraging technology to enhance student engagement and academic performance.
English Language Development Programs	NA

### Strengths

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

Technology use increases the potential for personalized learning, collaboration, and interactive experiences, underscoring the need for targeted professional development for educators and a more intentional approach to leveraging technology to enhance student engagement and academic performance.

### 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 schools are facing persistent challenges in achieving growth and academic proficiency, particularly among students from low-income backgrounds. Despite targeted funding, the gap in achievement continues to widen, highlighting the need for enhanced instructional

strategies that increase student engagement.

Without a robust focus on SEL, students may struggle with engagement and resilience, while educators face challenges in creating supportive, inclusive classrooms. This challenge underscores the need for comprehensive SEL integration, professional development for teachers, and an intentional focus on equity to foster an environment where all students and staff can thrive.

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

### 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.

Foster a vision and culture of high expectations for success for all students, educators, and families *
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

### 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.

Ensure effective, standards-aligned curriculum and assessment *
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *

## 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
There is significant evidence that the district exceeded the growth standard on the Math PSSA	False
There is significant evidence that the district exceeded the growth standard on the ELA PSSA	False
11 of 13 elementary schools demonstrated an increase in the number of students scoring proficient/advanced on the Math PSSA	False
61% of students have demonstrated typical or above average growth as measured by the STAR ELA SGP	False
61% of students have demonstrated typical or above average growth as measured by the STAR Math SGP	False
93% of kindergarten students are reading at or above grade level as measured by the IRLA	False
Multiple pathways for dual enrollment and early college exist for students attending McCaskey High School	False
There is significant evidence that the overall English Learner subgroup exceeded the growth standard on the Math PSSA	False
There is significant evidence that the overall English Learner subgroup exceeded the growth standard on the ELA PS	False
There is significant evidence that the overall Economically Disadvantaged subgroup exceeded the growth standard on the Math PSSA	False
There is a significant increase in the number of students earning a passing score once students transition to High School as measured by HS Common Assessments	False
74% of K-5 students have received a rating of 3 or 4 for mastery on Science Common Assessments	False
Technology use increases the potential for personalized learning, collaboration, and interactive experiences, underscoring the need for targeted professional development for educators and a more intentional approach to leveraging technology to enhance student engagement and academic performance.	True
Foster a vision and culture of high expectations for success for all students, educators, and families *	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *	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
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True

## 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
There is a decrease in the number of students scoring proficient/advanced between grades 3 and 5 on the Math PSSA	False
6 of 13 elementary schools demonstrated a decrease in the number of students scoring proficient/advanced on the ELA PSSA	False
There is significant evidence that students in grade 6 are not meeting the growth standard on the Math PSSA	True
There is significant evidence that students in grade 6 are not meeting the growth standard on the ELA PSSA	False
Only 40% of students completing STAR ELA are on track for grade level proficiency	False
Only 39% of students completing STAR Math are on track for grade level proficiency	False
There is a decrease of 35% in the number of students reading on grade level between grades K and 1 as measured by the IRLA	True
There is a 20% decrease in the number of students reading on grade level between grades 6 and 8 as measured by the IRLA	True
In some schools, there has been a decrease in completion of Xello lessons	False
There is moderate evidence that English Learners in grade 6 did not meet the growth standard on the ELA PSSA	False
There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the Math PSSA	True
There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the ELA PSSA	True
Less than 50% of students are earning a passing grade on Middle Level Math Common Assessments	True
There is a gradual decrease in the percentage of students receiving a rating of 3 or 4 on Science Common Assessments	False
Title I schools are facing persistent challenges in achieving growth and academic proficiency, particularly among students from low-income backgrounds. Despite targeted funding, the gap in achievement continues to widen, highlighting the need for enhanced instructional strategies that increase student engagement.	True
Without a robust focus on SEL, students may struggle with engagement and resilience, while educators face challenges in creating supportive, inclusive classrooms. This challenge underscores the need for comprehensive SEL integration, professional development for teachers, and an intentional focus on equity to foster an environment where all students and staff can thrive.	True

Ensure effective, standards-aligned curriculum and assessment *	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	True

### 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 the district has made progress in promoting academic excellence through a culturally responsive curriculum and evidence-based strategies, there are areas that require further focus. Specifically, increased attention should be given to strengthening the integration of technology and project-based learning (PBL) to further boost student engagement, particularly in middle school math. Additionally, while there is a commitment to social-emotional learning (SEL), diversity, equity, and inclusion (DEI), and fostering a welcoming school environment, more consistent and intentional practices should be developed to ensure the sustained well-being and academic success of all students, staff, and families.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There is significant evidence that students in grade 6 are not meeting the growth standard on the Math PSSA	It is necessary to ensure equitable access for all secondary students to a standards-aligned math curriculum, highly skilled teaching, high expectations, and the support necessary to achieve their full potential.	True
There is a decrease of 35% in the number of students reading on grade level between grades K and 1 as measured by the IRLA		False
There is a 20% decrease in the number of students reading on grade level between grades 6 and 8 as measured by the IRLA		False
There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the Math PSSA	It is necessary to ensure equitable access for all secondary students to a standards-aligned math curriculum, highly skilled teaching, high expectations, and the support necessary to achieve their full potential.	False
There is significant evidence that Economically Disadvantaged students in grade 6 did not meet the growth standard on the ELA PSSA		False
Less than 50% of students are earning a passing grade on Middle Level Math Common Assessments	It is necessary to ensure equitable access for all secondary students to a standards-aligned math curriculum, highly skilled teaching, high expectations, and the support necessary to achieve their full potential.	False
Title I schools are facing persistent challenges in achieving growth and academic proficiency, particularly among students from low-income backgrounds. Despite targeted funding, the gap in achievement continues to widen, highlighting the need for enhanced instructional strategies that increase student engagement.	It is necessary to increase student engagement by incorporating interactive activities that give students the opportunity to express themselves and make choices about their learning	False
Without a robust focus on SEL, students may struggle with engagement and resilience, while educators face challenges in	It is necessary to implement and assess regular systems and practices that respect different cultures to	True



creating supportive, inclusive classrooms. This challenge underscores the need for comprehensive SEL integration, professional development for teachers, and an intentional focus on equity to foster an environment where all students and staff can thrive.	help students and staff feel comfortable, cared for, and secure in school in all aspects: socially, emotionally, intellectually, and physically.	
Ensure effective, standards-aligned curriculum and assessment *	It is necessary to promote academic excellence by implementing a culturally responsive curriculum, evidence-based instructional strategies, and individualized support for struggling students.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	It is necessary to promote academic excellence by implementing a culturally responsive curriculum, evidence-based instructional strategies, and individualized support for struggling students.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Technology use increases the potential for personalized learning, collaboration, and interactive experiences, underscoring the need for targeted professional development for educators and a more intentional approach to leveraging technology to enhance student engagement and academic performance.	Integrating technology into instruction enhances student engagement and persistence by providing interactive, personalized learning experiences that cater to diverse learning styles and keep students actively involved in their education.
Foster a vision and culture of high expectations for success for all students, educators, and families *	Fostering a vision and culture of high expectations benefits students by creating an environment where they are consistently encouraged to excel, supported in reaching their full potential, and empowered to believe in their ability to succeed through effort and perseverance.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Supporting the development and professional learning of central office and school-based staff directly benefits students by ensuring they receive high-quality instruction and support from well-trained, knowledgeable educators who are aligned with the district's mission, vision, goals, and priorities.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	If all secondary students have equal access to a standards-aligned math curriculum, skilled teaching, high expectations, and the necessary support, then they will be empowered to reach their full potential and achieve academic success.
	If regular systems and practices that respect different cultures are implemented and assessed, then students and staff will feel comfortable, cared for, and secure in all aspects—socially, emotionally, intellectually, and physically—enhancing their overall school experience and well-being.
	If a culturally responsive curriculum, evidence-based instructional strategies, and individualized support for struggling students are promoted, then academic excellence will be fostered, ensuring all students have the opportunity to succeed and thrive.

## Goal Setting

**Priority: If all secondary students have equal access to a standards-aligned math curriculum, skilled teaching, high expectations, and the necessary support, then they will be empowered to reach their full potential and achieve academic success.**

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Decrease the number of students scoring below basic in math by 3 percentage points each year for the next five years, with a final goal of reducing the percentage to 38.3% by the end of the fifth year, as measured by state assessments.		
Measurable Goal Nickname (35 Character Max)		
Secondary Math		
Target Year 1	Target Year 2	Target Year 3
Decrease the number of students scoring below basic by 3% each year, achieving a goal of 44.3%, in year 1	Decrease the number of students scoring below basic by 3% each year, achieving a goal of 41.3%, in year 2	Decrease the number of students scoring below basic in math by 3 percentage points each year for the next five years, with a final goal of reducing the percentage to 38.3% by the end of the fifth year, as measured by state assessments.

**Priority: If regular systems and practices that respect different cultures are implemented and assessed, then students and staff will feel comfortable, cared for, and secure in all aspects—socially, emotionally, intellectually, and physically—enhancing their overall school experience and well-being.**

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Improve the school climate index each year for the next three years, reaching a final goal of 8.4 by the end of the third year.		
Measurable Goal Nickname (35 Character Max)		
School Climate Index		
Target Year 1	Target Year 2	Target Year 3
Increase the score on the School Climate Index annually, achieving a goal of 8.1, in year 1	Increase the score on the School Climate Index annually, achieving a goal of 8.3, in year 1	Improve the school climate index each year for the next three years, reaching a final goal of 8.4 by the end of the third year.

Outcome Category
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Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
Decrease chronic absenteeism by 1% each year for the next three years, with a final goal of reducing the rate to 25.9% by the end of the third year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Chronic Absenteeism		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Decrease chronic absenteeism by 1% each year, achieving a goal of 27.9%, in year 1	Decrease chronic absenteeism by 1% each year, achieving a goal of 26.9%, in year 2	Decrease chronic absenteeism by 1% each year for the next three years, with a final goal of reducing the rate to 25.9% by the end of the third year.

**Priority: If a culturally responsive curriculum, evidence-based instructional strategies, and individualized support for struggling students are promoted, then academic excellence will be fostered, ensuring all students have the opportunity to succeed and thrive.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase math proficiency by 3 percentage points each year for the next three years, achieving a goal of 32.6% proficiency as measured by state assessments by the end of the third year		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase math proficiency by 3 percentage points each year, achieving a goal of 26.6%, in year 1	Increase math proficiency by 3 percentage points each year, achieving a goal of 29.6%, in year 2	Increase math proficiency by 3 percentage points each year for the next three years, achieving a goal of 32.6% proficiency as measured by state assessments by the end of the third year

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase ELA proficiency by 3 percentage points each year for the next three years, achieving a goal of 45.1% proficiency as measured by state assessments by the end of the third year		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA		

Target Year 1	Target Year 2	Target Year 3
Increase math proficiency by 3 percentage points each year, achieving a goal of 39.1%, in year 1	Increase math proficiency by 3 percentage points each year, achieving a goal of 42.1%, in year 2	Increase ELA proficiency by 3 percentage points each year for the next three years, achieving a goal of 45.1% proficiency as measured by state assessments by the end of the third year

## Action Plan

### Measurable Goals

Secondary Math	School Climate Index
Chronic Absenteeism	Math
ELA	

### Action Plan For: Differentiated Instruction - Tier 1

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• Increase ELA proficiency by 3 percentage points each year for the next three years, achieving a goal of 45.1% proficiency as measured by state assessments by the end of the third year</li> <li>• Increase math proficiency by 3 percentage points each year for the next three years, achieving a goal of 32.6% proficiency as measured by state assessments by the end of the third year</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide professional development on culturally responsive teaching to assist educators in creating classrooms where all students feel welcome and ready to learn		2025-08-12	2026-02-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Diversity, Equity, Belonging, and Inclusion Assistant Directors of Curriculum, Instruction and Assessment	Common Ground Framework	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide professional development on Structured Literacy		2025-08-12	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Director of Curriculum, Instruction, and Assessment, PreK-12, ELA	Structured Literacy Resources	Yes	No
Action Step		Anticipated Start/Completion Date	
Strengthen the Multi-Tiered System of Support (MTSS) framework by implementing advanced tier interventions for struggling students		2025-08-19	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors of Curriculum, Instruction, and	Sondays System Math Expression	No	No

Assessment, PreK-12	Intervention Kit ARC Toolkit		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Enhance advanced tier intervention for students in grades K-2 through targeted strategies and personalized support, fostering comprehensive literacy skills development		2025-08-19	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Academic Interventionists	Sondays System ARC Toolkit	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Reimagine how academic interventions are provided in middle school		2025-07-01	2025-08-11
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Instructional Program Manager of Secondary STEM Instructional Program Manager of ELA/SS and Advanced Courses	Intervention Resources Restructured Schedule and Staffing	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Strategies to meet students' diverse needs, including professional development on the Common Ground Framework and Structured Literacy and strengthening MTSS and tiered interventions, will support teachers in personalizing instruction for all learners. As a result, student achievement and growth will increase, as measured by improved PSSA and Keystone assessment scores.	People: Assistant Superintendent of Schools, Director of Curriculum, Instruction, and Assessment, and School Leaders Frequency: Quarterly Method: Instructional Walkthroughs, Tracking of Formative and Summative Assessment Data

### Action Plan For: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.- Tier 1

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Decrease the number of students scoring below basic in math by 3 percentage points each year for the next five years, with a final goal of reducing the percentage to 38.3% by the end of the fifth year, as measured by state assessments.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion</b>
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		Date	
Introduce dedicated Math Interventionists at the middle school level		2025-07-01	2025-08-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Program Manager of Secondary STEM	Job Description Onboarding	No	No
<b>Action Step</b>		Anticipated Start/Completion Date	
Identify and Assess Student Needs: Use data from STAR Math, classroom assessments, state tests, and teacher recommendations to identify students who need interventions. Group students based on skill deficits and prioritize interventions based on the greatest needs.		2025-09-02	2028-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Classroom Teacher Math Interventionist	PSSA PVAAS STAR Math Formative Assessments Common Assessments	No	No
<b>Action Step</b>		Anticipated Start/Completion Date	
Develop and Implement Targeted Interventions: Collaborate with teachers to align intervention strategies with classroom instruction and curriculum standards. Use evidence-based intervention strategies focused on foundational skills, conceptual understanding, and problem-solving. Incorporate manipulatives, technology tools, and real-world applications to enhance engagement and understanding.		2025-09-02	2028-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Classroom Teacher Math Interventionist	Evidence-based intervention strategies IXL Student Schedules	No	No
<b>Action Step</b>		Anticipated Start/Completion Date	
Monitor and Adjust Instruction: Set specific, measurable goals for each student or group and track progress weekly using formative assessments. Analyze assessment data to adjust instruction, regroup students, or select different interventions if progress stalls.		2025-09-02	2028-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com



			<b>Step?</b>
Classroom Teacher Math Interventionist	PSSA PVAAS STAR Math Formative Assessments Common Assessments	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create a roadmap for learning math from Grade 5 to Algebra II that ensures alignment between grades to ensure learning gaps are not driven by curriculum deficiencies		2025-07-14	2025-12-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Director of Curriculum, Instruction, and Assessment, STEM Instructional Program Manager of Elementary STEM Instructional Program Manager of Secondary STEM	PA Core Standards Grade Level Curriculum Math Resources	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The implementation of dedicated math interventionists will provide targeted support to students struggling with grade-level core content, leading to increased student growth and achievement as measured by PSSA results and PVAAS growth data.	People: Assistant Superintendent of Schools, Director of Curriculum, Instruction, and Assessment, and School Leaders Frequency: Quarterly Method: Instructional Walkthroughs, Tracking of Formative and Summative Assessment Data

### Action Plan For: School-wide Positive Behavior Interventions and Supports - Tier 2

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Improve the school climate index each year for the next three years, reaching a final goal of 8.4 by the end of the third year.</li> <li>Decrease chronic absenteeism by 1% each year for the next three years, with a final goal of reducing the rate to 25.9% by the end of the third year.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
Assess and enhance support for students related to behavior, attendance, and social-emotional learning	2025-08-19 2028-05-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Director of School Climate	RULER curriculum PBIS implementation resources and incentives	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Increase social and emotional learning (SEL) practices in schools through the implementation and integration of district-wide programs		2025-08-19	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Director of School Climate PBIS Teams - School Level Teachers and Support Staff	RULER curriculum PBIS implementation resources and incentives	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Improve school climate through consistent implementation and refinement of the district Standards and Expectations Handbook		2025-08-19	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of Student Services	School Board Policies Standards and Expectations Handbook	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Support all students through consistent implementation of student progressive discipline and restorative practices		2025-08-19	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of Student Services Assistant Director of School Climate Principal/Assistant Principal Dean Teachers and Support Staff	RULER curriculum Progressive Discipline protocol Restorative Practice resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Enhance transitions between schools at all levels through and after graduation		2026-03-16	2028-03-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com

			<b>Step?</b>
Assistant Director of Counseling	Academic, Behavioral, and Data Tracking tools	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The implementation of targeted supports for students in the areas of behavior, attendance, and social-emotional learning will lead to a decrease in chronic absenteeism and an improvement in the school climate index score, fostering a more positive and supportive learning environment.	People: Assistant Superintendent of Student Services, Assistant Director of School Climate, Assistant Director of Counseling, School Leaders Frequency: Quarterly Method: Instructional Walkthroughs, Tracking of Chronic Absenteeism Data, and School Climate Index Results

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Instruction - Tier 1	Provide professional development on culturally responsive teaching to assist educators in creating classrooms where all students feel welcome and ready to learn
Differentiated Instruction - Tier 1	Provide professional development on Structured Literacy

### CRSE - Common Ground Framework

Action Step		
<ul style="list-style-type: none"> <li>Provide professional development on culturally responsive teaching to assist educators in creating classrooms where all students feel welcome and ready to learn</li> </ul>		
Audience		
Instructional Leadership and Teachers and Support Staff		
Topics to be Included		
This training will explore Pennsylvania's Common Ground Framework, which focuses on promoting equity, engagement, and academic achievement for all students, through Cultural Awareness, Trauma-Aware, Mental Health and Wellness, and Technological and Virtual Engagement. Participants will learn about evidence-based strategies, data-driven decision-making, and building local capacity to drive sustainable school improvement. The training will emphasize the importance of collaboration among educators, families, and communities to create inclusive, supportive learning environments. By aligning resources and support systems, the framework aims to close achievement gaps and ensure success for every student.		
Evidence of Learning		
Increase in School Climate Index Score Reduction in Discipline Referrals		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Diversity, Equity, Belonging, and Inclusion	2025-07-10	2028-05-11

### Learning Format

Type of Activities	Frequency
Inservice day	Bi-annually - Instructional Leadership
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>3d: Using Assessment in Instruction</li> </ul>	

- 2d: Managing Student Behavior
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 4a: Reflecting on Teaching
- 2c: Managing Classroom Procedures
- 2a: Creating an Environment of Respect and Rapport
- 3e: Demonstrating Flexibility and Responsiveness

**This Step Meets the Requirements of State Required Trainings**

Common Ground: Culturally Relevant Sustaining Education

### Learning Format

Type of Activities	Frequency
Inservice day	Annually - Teachers and Support Staff
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4a: Reflecting on Teaching</li> <li>• 2c: Managing Classroom Procedures</li> <li>• 2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	

### Structured Literacy

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Provide professional development on Structured Literacy</li> </ul>
<b>Audience</b>
Instructional Leadership, Teachers, Support Staff
<b>Topics to be Included</b>

This training will provide an in-depth overview of Pennsylvania’s Structured Literacy requirement, focusing on the essential components and best practices for effective implementation. Participants will gain an understanding of how structured literacy supports all students, particularly those with reading difficulties, by emphasizing explicit, systematic, and multisensory instruction in phonology, orthography, morphology, syntax, and semantics. The session will cover evidence-based strategies for teaching reading and writing, including assessment and progress monitoring tools to ensure student success. By the end of the training, educators will be equipped to apply these principles in their classrooms to improve literacy outcomes for all students.

<b>Evidence of Learning</b>		
Increase in the number of students reading on grade level		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Director of Curriculum, Instruction, and Assessment, for ELA	2025-10-24	2027-10-22

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Communications Activities

### Fostering Growth: Promoting Social-Emotional Learning in Our Schools and Community

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Increase social and emotional learning (SEL) practices in schools through the implementation and integration of district-wide programs</li> </ul>	District employees, students and families, community	This communication will focus on the implementation of the RULER framework, highlighting classroom and school-wide incentives that recognize successful integration of SEL. Additionally, it will emphasize the importance of community partnerships that support and enhance these efforts, fostering a collaborative approach to SEL in schools.	Director of Strategic Communications	09/22/2025	05/15/2028

### Communications

Type of Communication	Frequency
Posting on district website	Bimonthly
Newsletter	Quarterly

**Approvals & Signatures**

Uploaded Files
<ul style="list-style-type: none"><li>School District of Lancaster Board Affirmation Statement.pdf</li></ul>

Chief School Administrator	Date
Dr. Keith Miles	2025-02-21