

Strategic Plan 2024-2029



Year One Update

October 2025

As we settle into the new year, it's beneficial to look back at the progress towards our strategic plan goals in the plan's first year. This report provides an update on the first year of the district's strategic plan, a year with some clear highlights.

There are still a few data elements that do not have year-end data available at this time. These are outlined below along with the reason for data unavailability.

- **Increase the 4-year cohort graduation rate to 85% by 2029.** Data will be made available as part of the Grad Cohort submission in November.
- **Average Satisfaction Score of a 4 out of 5 from stakeholders post school renovation.** Data will only be available after the successful completion of building construction projects; the first data point is expected after the completion of Burrowes in late 2025.
- **Per Pupil Spending Equitably Distributed.** Data is pending end of year fiscal reporting to Pennsylvania Department of Education which will not be available until the end of 2025.

Academic Excellence

2029 Targets

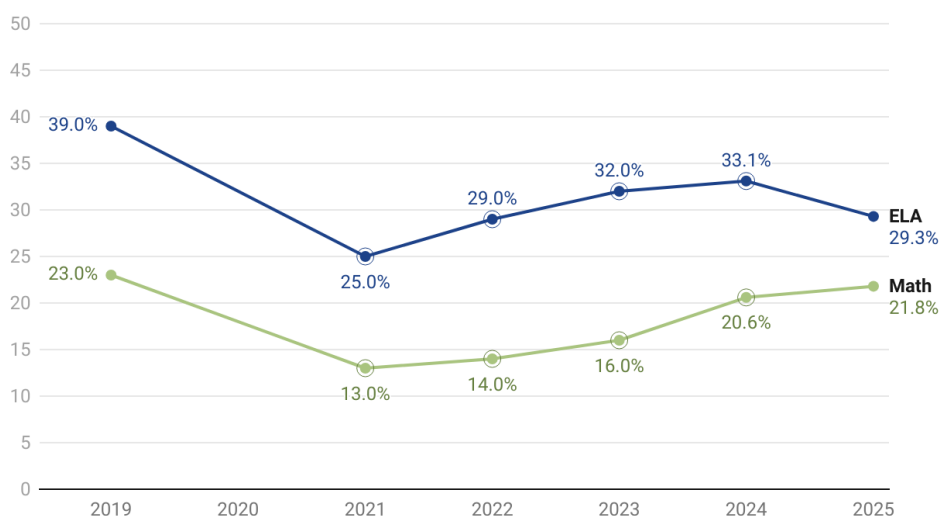
Increase English Language Arts proficiency by three percentage points each year for five years, as measured by state assessments

Despite an aggressive goal for improvement, ELA proficiency decreased in 2025 by nearly four percentage points. The gap for ELA performance between online and paper testers grew and remained significant. In 2025 23.1% of online test takers were advanced or proficient, compared to 35.8% of paper testers. This year the percentage of students who tested online nearly doubled to 63%, next year all tests will be offered online per PDE requirement.

Increase Math proficiency by three percentage points each year for five years, as measured by state assessments

Math performance increased by 1.2 percentage points, below the annual target. While below the target, this represents the highest rate of math proficiency since before the pandemic. PSSA Math scores are the highest they have been since 2017.

Overall PSSA/Keystone % Proficient/Advanced by Subject



Source: Pennsylvania Department of Education Accountability

Decrease achievement gaps among subgroups where they exist

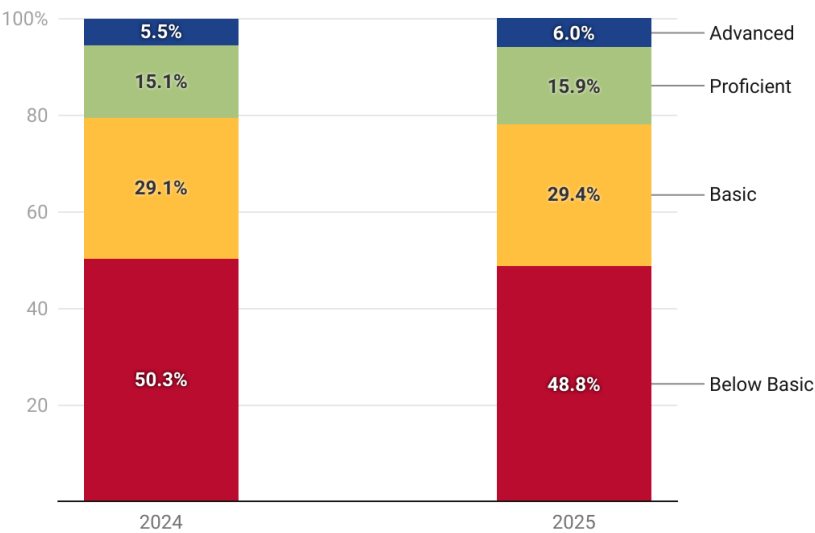
Progress in reducing achievement gaps was inconsistent in 2025. Race/Ethnicity gaps between White/Caucasian students (who have the highest percentage of proficient/advanced students) and their peers widened in ELA for Asian, Black/African-American, Hispanic, and Multi-Racial students. In Math, however, the gap decreased for Asian and Black/African American students while it increased for Hispanic and Multi-Racial students.

The proficiency gap in ELA for students receiving Special Education services dropped significantly from a gap of 33.2% to 27.6%. The gap in Math was essentially flat, decreasing from 18.9% to 18.7%.

Decrease the number of students scoring below basic in Math by three percentage points each year for five years, as measured by state assessments

Overall PSSA Math proficiency improved slightly. There was positive movement with students scoring below basic on PSSA Math. The percentage decreased from 50.2% in 2024 to 48.8% in 2025. This is half of the year’s target but still represents an improvement.

Math Performance Level Distribution



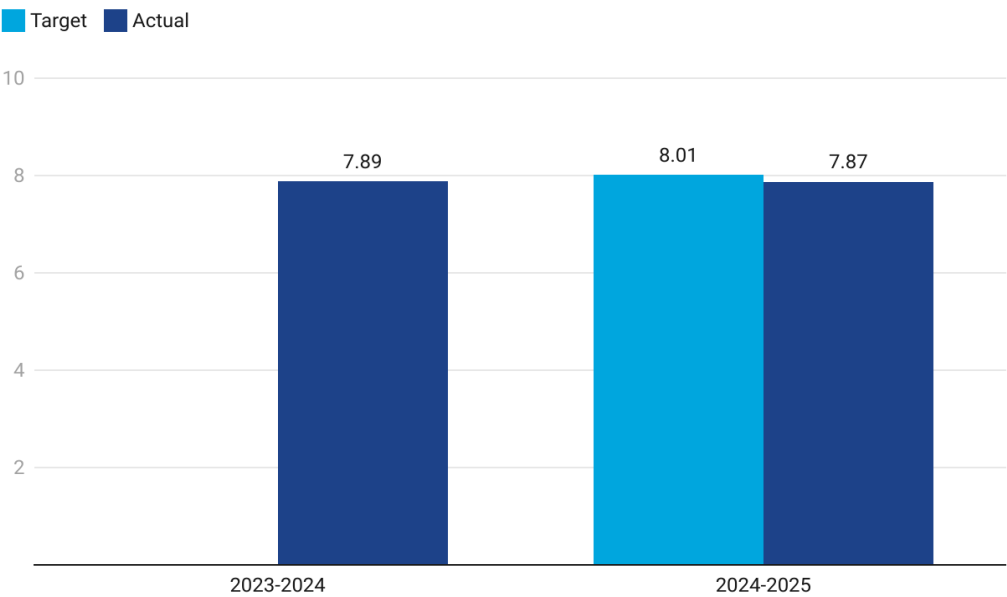
Culture of Belonging

2029 Targets

Increase School Climate Index to match the all-time high rate by 2029

The School Climate Index was created in 2024 as a combination of nearly twenty different survey items across the Student, Staff, and Parent/Guardian surveys. The aggregate metric provides a holistic view of school climate across all stakeholders. The number was essentially unchanged in 2025, down .02 from the prior year.

School Climate Index



Reduce chronic absenteeism by five percentage points by 2029

While there were declines in chronic absenteeism in the 2024-2025 school year, there were also considerable concerns about the consistency of data tracking practices at the high school level. When isolating attendance to grades K-8, the district decreased chronic absenteeism by 1.7 percentage points. This indicates that the district is ahead of the target pace.

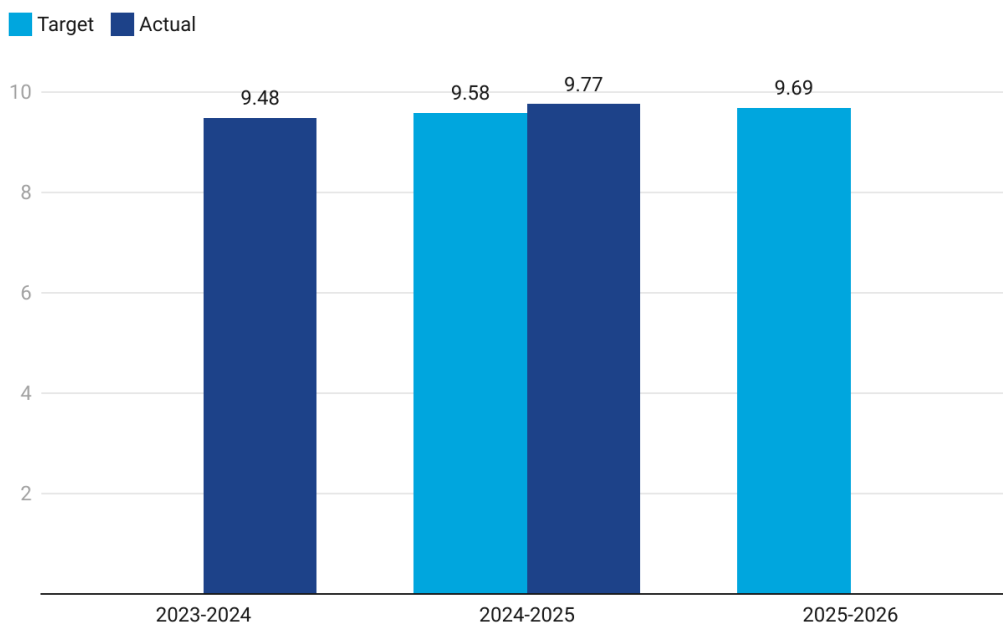
Family & Community Engagement

2029 Targets

Increase the family satisfaction score to 10.0 by 2029

The Family Satisfaction Score, an aggregate of several questions from the parent/guardian survey, increased to 9.77 and exceeded the year's target of 9.58. This increase is driven in part due to improving views of child safety in SDoL. This increase was so large it even exceeded the target for the 2025-2026 school year.

Family Satisfaction Score



Increase percentage of students who are served by a community partner by 10 percentage points by 2029

Increasing the percentage of students being served by community partners first requires an accurate baseline accounting of students supported by those partners. Unfortunately, this was a significant gap in data collection for the 2024-2025 school year. By the end of the year 8.6% of students were identified as being served, almost certainly below the true amount. Continual work will be needed in partnership with the Office of Communications to ensure this is tracked more consistently in the 2025-2026 school year.

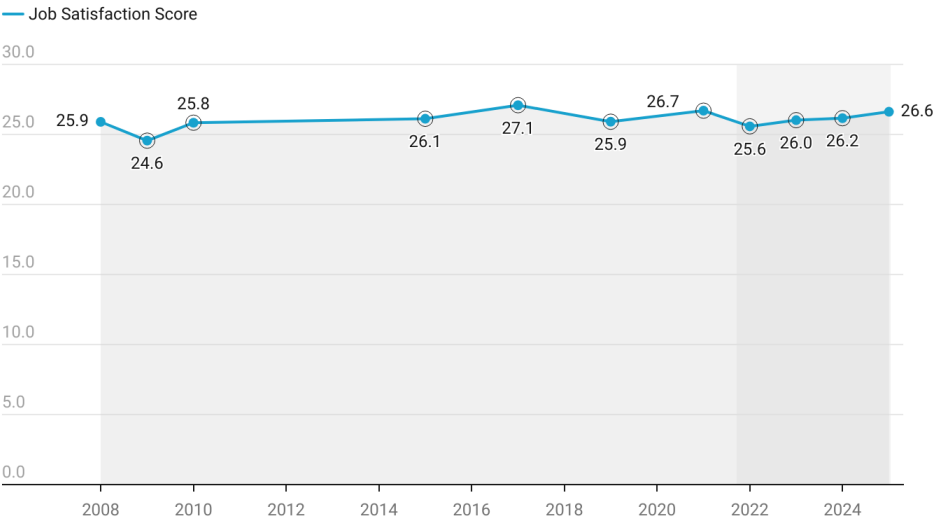
Talent Optimization

2029 Targets

Increase Job Satisfaction Score to 27.1 by 2029

The Job Satisfaction Score is an aggregate of responses to seven different questions on the F&M Staff Survey which ranges from a low of 7 to a high of 35. The score increased from 26.2 to 26.6 in 2025. This represents one of the highest satisfaction scores on record and has increased in three consecutive years.

Job Satisfaction Continues to Improve Since 2022



Source: F&M Staff Survey

Decrease the gap between the percentage of students of color and the staff of color by five percentage points by 2029

While the gap between the % of students of color and staff of color remains large, it decreased in the 2024-2025 school year. The rate went from 56.8% to 55.4%, exceeding the 2024-2025 target.

Gap Between % of Students of Color and Staff of Color



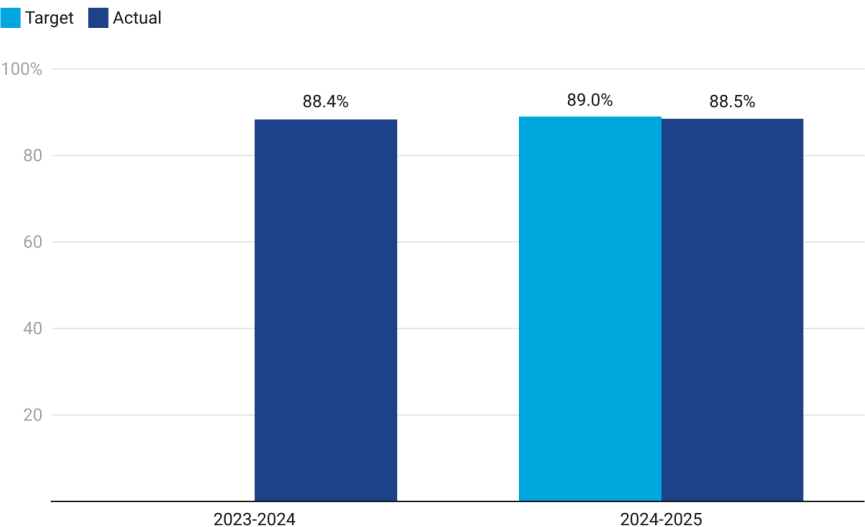
Organizational Excellence

2029 Targets

% of Eligible Resident Students Enrolled in the District

School District of Lancaster continues to see declining enrollment, and the percentage of eligible students enrolling in the district reflects this trend. Despite a target of 89%, the district only improved from 88.4% to 88.5% of eligible resident students enrolling in 2024-2025. This rate of improvement will need to accelerate in future years to reach the five-year target of 5%.

% of Eligible Resident Students Enrolled in the District



Conclusion

Strategic plan progress is not always linear, and this is evident in the first year of the district's 2024-2029 strategic plan.

There are some areas of improvement, like chronic absenteeism, math proficiency, the gap between student and staff diversity, and staff retention. Yet the district also decreased significantly in ELA proficiency, falling even further behind pre-pandemic proficiency rates. Additional efforts will be needed in the coming years to build on successes and address shortcomings to ensure success.



**School District of
Lancaster**

Together We Can!