

LANCASTER SD

251 S Prince St

Comprehensive Plan | 2022 - 2025

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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).

## Mission and Vision

### Mission

To ensure every child receives an excellent education.

### Vision

Every child will be academically and emotionally prepared to successfully enter college or the workforce.

## Educational Value Statements

### 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)

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Increase in the number of elementary students scoring proficient/advanced on the ELA PSSA	No
Increase in the number of elementary students scoring proficient/advanced on the Math PSSA	No
Increase in the number of high school students scoring proficient/advanced on the Algebra Keystone	No
Increase in the number of high school students scoring proficient/advanced on the Biology Keystone	No
NA	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	No
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	No
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Yes
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No
51% of students are reading on grade level as measured by the IRLA	No
A new elementary math curriculum has been identified in response to the decrease in proficiency as students rise up in grades	No
The number of students scoring proficient/advanced on the Science PSSA increased	No
Significant improvement in meeting CCR standard compared to 20-21 school year	No

### Challenges

Challenge	Consideration In Plan
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The number of middle school students scoring proficient/advanced on the ELA PSSA remains well below the state average	No
The number of middle school students scoring proficient/advanced on the Math PSSA remains well below the state average	Yes
The number of elementary school students scoring proficient/advanced on the ELA PSSA remains below the state average	No
The number of elementary school students scoring proficient/advanced on the Math PSSA remains well below the state average	No
Hispanic high school students are under-represented in higher level courses	Yes
Black high school students are under-represented in higher level courses	Yes
The delivery of core curriculum needs to be strengthened in Math at the middle school level	Yes
The delivery of core curriculum needs to be strengthened in ELA at the middle school level	No
Middle schools need a well defined intervention/tiered support model	Yes
Ensure effective, standards-aligned curriculum and assessment	No
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	No
39.7% of students are reading below or significantly below grade level as measured by the IRLA	No
72% of eighth grade students scored below basic on STAR Math	No
The percentage of students that scored proficient or above drops significantly during grade 5 as measured by STAR Math	No
Even though students returned to onsite for in person instruction, two schools saw proficiency decrease on the Science PSSA	No
Alternative ed continues to be difficult to meet the CEW standards	No

### Most Notable Observations/Patterns

Students returned to schools full time during the 2021-2022 school year. Unfortunately, student scores remained fairly stagnant. As a result of this, it is imperative to focus on strengthening core curriculum and implementing a tiered support system.



## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Significant funds have been allocated to supporting improvement efforts in middle school math

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The number of middle school students scoring proficient/advanced on the Math PSSA remains well below the state average	Middle schools need to strengthen the delivery of core content and implement a formal tiered intervention model	Yes	If we implement high quality curriculum, refine instructional delivery, and provide tiered support to struggling learners, then students will successfully engage in instruction at the rigor of the standards, so that student growth and achievement increase.
Hispanic high school students are under-represented in higher level courses	Diverse student groups are under-represented in higher level courses illustrating an equity barrier	Yes	If we address barriers that prevent students of color from enrolling in and completing at least one advanced course, then our classes will better reflect the school demographic, so that equity of access increases.
Black high school students are under-represented in higher level courses	Diverse student groups are under-represented in higher level courses illustrating an equity barrier	No	
The delivery of core curriculum needs to be strengthened in Math at the middle school level	Middle schools need to strengthen the delivery of core content and implement a formal tiered intervention model	No	
Middle schools need a well defined intervention/tiered support model	Middle schools need to strengthen the delivery of core	No	

	content and implement a formal tiered intervention model		
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Goal Setting

<b>Priority:</b> If we implement high quality curriculum, refine instructional delivery, and provide tiered support to struggling learners, then students will successfully engage in instruction at the rigor of the standards, so that student growth and achievement increase.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2025, 32% of middle school students will score proficient on STAR Math.	Middle School Math	By June 30, 2023, 15% of middle school students will score proficient on STAR Math.	By June 30, 2024, 24% of middle school students will score proficient on STAR Math.	By June 30, 2025, 32% of middle school students will score proficient on STAR Math.

**Priority:** If we address barriers that prevent students of color from enrolling in and completing at least one advanced course, then our classes will better reflect the school demographic, so that equity of access increases.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2025, 30% of McCaskey students of color will enroll in and successfully complete advanced courses.	Equity of Access to Higher Level Courses	By June 30, 2023, 15% of McCaskey students of color will enroll in and successfully complete advanced courses.	By June 30, 2024, 23% of McCaskey students of color will enroll in and successfully complete advanced courses.	By June 30, 2025, 30% of McCaskey students of color will enroll in and successfully complete advanced courses.

## Action Plan

Action Plan for: Provide a tiered system of instructional and behavioral supports and interventions.						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Middle School Math</li> </ul>			By strengthening core instruction and implementing a tiered system of support student growth and achievement will increase.		Complete Math Achievement Actions Walks on a bi-weekly basis to ensure curriculum implementation	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Audit and redevelop middle school math curriculum, including the identification of a standards aligned resource	07/01/2022	08/12/2022	Coordinator of Secondary STEM Secondary STEM Coach	Curricular Resource Curriculum and Instruction Guide TA from IU13 Additional Pay for Teachers	No	No
Use student thinking to drive instruction: 1. Model, then provide students with problem solving prompts to monitor and reflect 2. Deliver instruction that includes math problems that are easy & hard and think-alouds 3. Provide opportunities for problem solving in small group instruction (teaming and conferencing)	08/22/2022	06/02/2023	Coordinator of Secondary STEM Secondary STEM Coach Middle School Principals Instructional Coaches Teachers	Professional Development Curriculum	Yes	No
Align curriculum based assessments to SAS for each unit	08/15/2022	09/30/2022	Coordinator of Secondary STEM Secondary STEM Coach	Curriculum SAS Resources	No	No
Identify learner-centered problems, and the underlying problems of practice using curriculum based assessments and universal screener	09/12/2022	05/15/2023	Coordinator of Secondary STEM Secondary STEM Coach Coordinator of Assessment and Accountability Middle School Principals Instructional Coaches Teachers	Curriculum Based Assessments STAR Math IXL	No	No
Determine appropriate shifts in instruction based on assessment data	09/12/2022	05/15/2025	Coordinator of Secondary STEM Secondary STEM Coach Coordinator of Assessment and Accountability Middle School Principals Instructional Coaches Teachers	Curriculum Based Assessments STAR Math IXL	Yes	No

Implement the components of intervention: 1. Intervention should be explicit and systematic: providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review 2. Interventions should include instruction on solving word problems that is based on common underlying structures	09/12/2022	05/15/2025	Middle School Principals Tiered Support Team Leader Instructional Coaches Teachers	Curriculum MTSS Guide Intervention Resources	Yes	No
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**Action Plan for: Prepare students for postsecondary options.**

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Equity of Access to Higher Level Courses</li> </ul>			By increasing access to higher level courses for underrepresented students, we are better preparing learners for the transition to varied post-secondary college and career options.		Synergy will track student schedules and produce reports that identify course enrollment.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement and refine a freshman seminar that prepares students for success in more rigorous courses	08/01/2022	08/19/2022	Campus Principal Assistant Principals Coordinator of IB/AP	Course Guide Synergy	No	No
Implement and refine an equitable and culturally-responsive course selection process	10/03/2022	03/24/2023	Campus Principal School Counselors	Student Course Guides Synergy	No	Yes
Provide additional advanced coursework preparation and support for students who need it	01/02/2023	06/06/2025	Campus Principal Assistant Principals Coordinator of Secondary STEM Coordinator of Secondary ELA Coordinator IB/AP	Student Course Guides Formal Preparation Program	No	No
Ensure after-school and summer school tutoring options are available for higher level courses	01/02/2023	06/06/2025	Campus Principal Assistant Principals Coordinator of Secondary STEM Coordinator of Secondary ELA Coordinator IB/AP Coordinator of Extended Day/Year Programs	Funding for programs outside of school day Staff Curriculum	No	Yes
Require that in each curriculum writing committee there is an IB/AP teacher who can speak to the requirements of the course and the exam	08/01/2022	05/30/2025	Coordinator of Secondary STEM Coordinator of Secondary ELA Coordinator IB/AP	MYP/IB Unit Planners	No	No
Inform students and parents about testing expectations in courses	09/13/2022	09/17/2024	Campus Principal Assistant Principals Teachers	Assessment Expectations and Guidelines	No	Yes





## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide a tiered system of instructional and behavioral supports and interventions.	<ul style="list-style-type: none"><li>• Use student thinking to drive instruction: 1. Model, then provide students with problem solving prompts to monitor and reflect 2. Deliver instruction that includes math problems that are easy &amp; hard and think-alouds 3. Provide opportunities for problem solving in small group instruction (teaming and conferencing)</li><li>• Determine appropriate shifts in instruction based on assessment data</li><li>• Implement the components of intervention: 1. Intervention should be explicit and systematic: providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review 2. Interventions should include instruction on solving word problems that is based on common underlying structures</li></ul>

## Professional Development Activities

Academic MTSS						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Determine appropriate shifts in instruction based on assessment data</li> <li>Implement the components of intervention: 1. Intervention should be explicit and systematic: providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review 2. Interventions should include instruction on solving word problems that is based on common underlying structures</li> </ul>	Teachers and Instructional Support Staff	Definition of MTSS Universal Screener - STAR Using IXL Data Components of Intervention Intervention Strategies and Resources	MTSS Plans	Coordinator of Secondary STEM	08/17/2022	06/07/2024
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	2x Yearly		<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>3d: Using Assessment in Instruction</li> </ul>		Teaching Diverse Learners in an Inclusive Setting	
Professional Learning Community (PLC)	1x Monthly		<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>3d: Using Assessment in Instruction</li> </ul>		Teaching Diverse Learners in an Inclusive Setting	



Strengthening Student Mathematical Problem Solving						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Use student thinking to drive instruction: 1. Model, then provide students with problem solving prompts to monitor and reflect 2. Deliver instruction that includes math problems that are easy &amp; hard and think-alouds 3. Provide opportunities for problem solving in small group instruction (teaming and conferencing)</li> </ul>	Teachers and Instructional Support Staff	Engaging Students in Mathematical Problem Solving Types of Problems	Lesson Plans reflect opportunities for robust problem solving. Student performance on problem solving assessments improves.	Coordinator of Secondary STEM	08/15/2022	12/22/2022
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	1x Monthly		<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>		Teaching Diverse Learners in an Inclusive Setting	

## Communications Action Steps

Evidence-based Strategy	Action Steps
Prepare students for postsecondary options.	<ul style="list-style-type: none"><li>• Implement and refine an equitable and culturally-responsive course selection process</li><li>• Ensure after-school and summer school tutoring options are available for higher level courses</li><li>• Inform students and parents about testing expectations in courses</li></ul>

Communications Activities

New Student Orientation: Course Selection					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and Students	Course Guide Overview which Highlights Higher Level Courses	Campus Principal Coordinator of AP/IB	08/15/2022	05/23/2025
Communications					
Type of Communication			Frequency		
Presentation			Annually and as needed for new students		

Back to School Night					
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>Ensure after-school and summer school tutoring options are available for higher level courses</li> <li>Inform students and parents about testing expectations in courses</li> </ul>	Parents and Students	Expectations for Higher Level Courses and Opportunities for Extended Day and Year Class Support	Campus Principal	09/13/2022	09/17/2024
Communications					
Type of Communication			Frequency		
Presentation			Annually and as needed for new students		
Email			2x Yearly		
Posting on district website			As needed		