

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**GOAL #1**

Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** Keystone Literature, Algebra I, and Biology / PSSA Reading/ELA, Mathematics, and Science Exams  
**Specific Targets:** All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

**Type:** Formative  
**Data Source:** Classroom Diagnostic Exam (CDT) / DIBELS / 4Sight (as appropriate)  
**Specific Targets:** All students demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

**Type:** Formative  
**Data Source:** Common Curricular Assessments  
**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period

**Type:** Formative  
**Data Source:** Administrative Walk Through Data  
**Specific Targets:** Consistent implementation of best instructional practices to support high achievement of all learners.

**ACTION STEPS**

**Professional Development- Differentiated Instructional Practices**

Provide all staff with professional development to:

1. Define, discuss, and model differentiated instruction (purpose and rationale)
2. Identify strategies to facilitate differentiating instruction in all classrooms
3. Plan for implementation and implement differentiated practices in all classrooms

**Professional Development- Technology Integration**

Provide staff development opportunities related to:

1. The integration of technology as an instructional tool in the classroom
2. Integration of technology for student use to enhance mastery of grade level standards and learn 21st century skills
3. The use of technology to access and disaggregate student assessment data to drive instructional practices

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) Formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results
3. PSSA / Keystone Exams

**Response to Instruction and Intervention Framework (RtII)**

Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic K-12 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.
5. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
6. The development and implementation of a school-wide positive behavioral support system.

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING  
GOAL #2**

Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative

**Data Source:** Keystone Literature, Algebra I, and Biology / PSSA Reading/ELA, Mathematics, and Science Exams

**Specific Targets:** All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

**Type:** Formative

**Data Source:** Classroom Diagnostic Exam (CDT) / DIBELS / 4Sight (as appropriate)

**Specific Targets:** All students demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

**Type:** Formative

**Data Source:** Common Curricular Assessments

**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period

**ACTION STEPS**

**Professional Development- Differentiated Instructional Practices**

Provide all staff with professional development to:

1. Define, discuss, and model differentiated instruction (purpose and rationale)
2. Identify strategies to facilitate differentiating instruction in all classrooms
3. Plan for implementation and implement differentiated practices in all classrooms

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results
3. PSSA / Keystone Exams

**Response to Instruction and Intervention Framework (RtII)**

Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic K-12 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.
5. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
6. The development and implementation of a school-wide positive behavioral support system.

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING  
GOAL #3**

Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**INDICATORS OF EFFECTIVENESS**

<p><b>Type:</b> Summative  <b>Data Source:</b> Keystone Literature, Algebra I, and Biology / PSSA Reading/ELA, Mathematics, and Science Exams  <b>Specific Targets:</b> All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.</p>	<p><b>Type:</b> Formative  <b>Data Source:</b> Classroom Diagnostic Exam (CDT) / DIBELS / 4Sight (as appropriate)  <b>Specific Targets:</b> All students demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.</p>
<p><b>Type:</b> Formative  <b>Data Source:</b> Common Curricular Assessments  <b>Specific Targets:</b> Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period</p>	

**ACTION STEPS**

<p><b>Data Driven Instructional Practices</b>          Achievement data collected from the following sources will be used to drive instructional practices.</p> <ol style="list-style-type: none"> <li>Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) Formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).</li> <li>Benchmark and Diagnostic assessment results              PSSA / Keystone Exams</li> </ol>
<p><b>Building and District Level Data Teams</b>          Create building and District level data teams to frequently review formative and summative student achievement data to guide instructional practices and diagnose students' needs for enrichment and remediation.</p>
<p><b>Effective and Appropriate Assessment and Grading Practices</b>          Create and implement common formative and summative assessments as well as grading policies to determine and report mastery of grade level standards (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).</p>

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**GOAL #4**

Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative

**Data Source:** Staff Development Schedules, Offerings, and meetings; sign-in sheets, classroom implementation.

**Specific Targets:** Provide training to implement strategies associated with all comprehensive planning goals.

**ACTION STEPS**

**Ongoing Professional Development**

Develop and implement professional development related to:

1. The effective use of data to drive instructional practices
2. The use of technology as an instructional strategy and tool to increase student achievement and provide students with 21st Century skills.
3. Response to Instruction and Intervention (RtII)
4. Differentiated instructional practices
5. Inclusive instructional practices to meet the needs of all learners
6. Effective and appropriate assessment and grading practices

**Professional Development- Differentiated Instructional Practices**

Provide all staff with professional development to:

1. Define, discuss, and model differentiated instruction (purpose and rationale)
2. Identify strategies to facilitate differentiating instruction in all classrooms
3. Plan for implementation and implement differentiated practices in all classrooms

**Professional Development- Technology Integration**

Provide staff development opportunities related to:

1. The integration of technology as an instructional tool in the classroom
2. Integration of technology for student use to enhance mastery of grade level standards and learn 21st century skills
3. The use of technology to access and disaggregate student assessment data to drive instructional practices

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**Lampeter-Strasburg High School**

**GOAL #1**

Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative

**Data Source:** Staff Development Schedules, Offerings, and meetings; sign-in sheets, classroom implementation.

**Specific Targets:** Provide training to implement strategies associated with all comprehensive planning goals.

**ACTION STEPS**

**Implementation of Consistent Writing Practices**

Research and implement a writing program that matches the skillset needed for students to be proficient on the Keystone Exams. Provide professional development for the implementation of building-wide writing practices.

**Implementation of Consistent Reading Strategies**

Provide all staff with professional development to successfully implement reading strategies in all subject area classes.

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Lampeter-Strasburg High School**  
**GOAL #2**

Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative

**Data Source:** Keystone Literature, Algebra I, and Biology, and Final Exams in all Subject Areas

**Specific Targets:** All students demonstrating 100% proficiency on the Keystone exams and a full year's growth as measured by PVAAS.

**Type:** Formative

**Data Source:** Common Curricular Assessments

**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period

**ACTION STEPS**

**Writing Standards-Based Common Exams**

Develop and implement standards-based common assessments in all subject areas. Evidence will include complete and implemented common assessments.

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results
3. Keystone Exams

Multiple measures of achievement showing all students are demonstrating mastery of grade level standards will be used as evidence towards achievement of this action step.

**Professional Development- Differentiated Instructional Practices**

Provide all staff with professional development to:

1. Define, discuss, and model differentiated instruction (purpose and rationale)
2. Identify strategies to facilitate differentiating instruction in all classrooms
3. Plan for implementation and implement differentiated practices in all classrooms

**Effective and Appropriate Assessment and Grading Practices**

Create and implement common formative and summative assessments as well as grading policies to determine and report mastery of grade level standards (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Lampeter-Strasburg High School**  
**GOAL #3**

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** Keystone Literature, Algebra I, and Biology / PSSA Reading/ELA, Mathematics, and Science Exams  
**Specific Targets:** All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone and PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

**Type:** Formative  
**Data Source:** Common Curricular Assessments  
**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period

**ACTION STEPS**

**Professional Development- Differentiated Instructional Practices**

Provide all staff with professional development to:

1. Define, discuss, and model differentiated instruction (purpose and rational)
2. Identify strategies to facilitate differentiating instruction in all classroom
3. Plan for implementation and implement differentiated practices in all classrooms

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results
3. Keystone Exams

Multiple measures of achievement showing all students are demonstrating mastery of grade level standards will be used as evidence towards achievement of this action step.

**Response to Instruction and Intervention Framework (RtII)**

Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic K-12 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.
5. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
6. The development and implementation of a school-wide positive behavioral support system.

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Martin Meylin Middle School**  
**GOAL #1**

Establish a system within the school that fully ensures school staff members use standards aligned assessments to monitor student achievement and adjust instructional practices.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** PSSA Reading (English Language Arts), Mathematics, and Science Exams.  
**Specific Targets:** All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone Algebra I and PSSA exams.

**Type:** Summative  
**Data Source:** PVAAS  
**Specific Targets:** All students meeting or exceeding the growth standard in all areas in all grade levels.

**Type:** Formative  
**Data Source:** Common Curricular Assessments  
**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period.

**ACTION STEPS**

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) Formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results
3. PSSA / Keystone Exams

**Building Level Data Teams**

Maintain building level data teams to frequently review formative and summative student achievement data to guide instructional practices and diagnose students' needs for enrichment and remediation.

**Response to Instruction and Intervention Framework (RtII)**

Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic K-12 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.
5. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).



**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Martin Meylin Middle School**  
**GOAL #2**

Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** Staff Development Schedules, Offerings, and meetings; sign-in sheets, classroom implementation.  
**Specific Targets:** Provide training to implement strategies associated with all comprehensive planning goals.

**ACTION STEPS**

**Ongoing Professional Development**

Develop and implement professional development related to:

1. The effective use of data to drive instructional practices
2. The use of technology as an instructional strategy and tool to increase student achievement and provide students with 21st Century skills.
3. Response to Instruction and Intervention (RtII)
4. Differentiated instructional practices
5. Inclusive instructional practices to meet the needs of all learners
6. Effective and appropriate assessment and grading practices

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Martin Meylin Middle School**  
**GOAL #3**

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** PSSA Reading (English Language Arts), Mathematics, and Science Exams.  
**Specific Targets:** All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone Algebra I and PSSA exams.

**Type:** Summative  
**Data Source:** PVAAS  
**Specific Targets:** All students meeting or exceeding the growth standard in all areas in all grade levels.

**Type:** Formative  
**Data Source:** Classroom Diagnostic Test (CDT)  
**Specific Targets:** All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the Keystone Algebra I and PSSA exams.

**ACTION STEPS**

**Data Driven Instructional Practices**  
 Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) Formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results  
 PSSA / Keystone Exams

**Response to Instruction and Intervention Framework (RtII)**  
 Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic K-12 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.
5. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**Hans Herr Elementary School**

**GOAL #1**

Establish a system within the school that fully ensures school staff members use standards aligned assessments to monitor student achievement and adjust instructional practices.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative

**Data Source:** Full implementation of a Standards-based Report Card

**Specific Targets:** Implementation in 2014-2015

**Type:** Summative

**Data Source:** PSSA English Language Arts, mathematics, and Science Exams

**Specific Targets:** 100% proficiency for all students, including students in the Special Education Sub-Group.

**Type:** Formative

**Data Source:** Common Curricular Assessments

**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period.

**Type:** Summative

**Data Source:** PVAAS

**Specific Targets:** All students meeting or exceeding the growth standard in all areas in all grade levels.

**ACTION STEPS**

**Effective and Appropriate Assessment and Grading Practices**

Create and implement common formative and summative assessments as well as grading policies to determine and report mastery of grade level standards (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).

**Standards-Based Grading Practices**

Develop and evaluate common formative and summative assessments related to Pennsylvania Common Core Standards.

**Building Level Data Teams**

Maintain building data teams to frequently review formative and summative student achievement data to guide instructional practices and diagnose students' needs for enrichment and remediation.

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Hans Herr Elementary School**  
**GOAL #2**

Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** Staff Development Schedules, Offerings, and meetings; sign-in sheets, classroom implementation.  
**Specific Targets:** Weekly collaboration meetings; provide training to implement strategies associated with all comprehensive planning action steps.

**ACTION STEPS**

**Ongoing Professional Development**

Develop and implement professional development related to:

1. The effective use of data to drive instructional practices
2. The use of technology as an instructional strategy and tool to increase student achievement and provide students with 21st Century skills.
3. Response to Instruction and Intervention (RtII)
4. Differentiated instructional practices
5. Inclusive instructional practices to meet the needs of all learners
6. Effective and appropriate assessment and grading practices

**Collaboration as Professional Development**

Teams will meet weekly to:

1. Review common assessment data and student work
2. Develop common lesson plans
3. Develop common assessments
4. Develop differentiated practices and materials.

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**Hans Herr Elementary School**

**GOAL #3**

Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** PSSA English Language Arts, mathematics, and Science Exams  
**Specific Targets:** 100% proficiency for all students, including students in the Special Education Sub-Group.

**Type:** Summative  
**Data Source:** PVAAS  
**Specific Targets:** All students meeting or exceeding the growth standard in all areas in all grade levels.

**Type:** Formative  
**Data Source:** Common Curricular Assessments  
**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period

**Type:** Formative  
**Data Source:** All progress monitoring data, including academic and behavior needs.  
**Specific Targets:** All intervention instruction prescribed and adjusted based on progress monitoring data.

**ACTION STEPS**

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) Formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results  
PSSA Exams.

**Response to Instruction and Intervention Framework (RtII)**

Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic K-12 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.
5. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
6. The development and implementation of a school-wide positive behavioral support system.

**Professional Development- Differentiated Instructional Practices**

Provide all staff with professional development to:

1. Define, discuss, and model differentiated instruction (purpose and rationale)
2. Identify strategies to facilitate differentiating instruction in all classrooms
3. Plan for implementation and implement differentiated practices in all classrooms

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**Lampeter Elementary School**

**GOAL #1**

Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** Behavioral Progress Monitoring Data (TBD)  
**Specific Targets:** 100% of students exhibiting appropriate pro-social behavioral skills.

**Type:** Summative  
**Data Source:** DIBELS Next / Benchmark Running Records  
**Specific Targets:** 100% Proficiency

**Type:** Formative  
**Data Source:** All progress monitoring data, including academic and behavior needs.  
**Specific Targets:** All intervention instruction prescribed and adjusted based on progress monitoring data.

**ACTION STEPS**

**Response to Instruction and Intervention Framework (RtII)**

Create an RtII framework in each building that will ensure...

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs in English Language Arts, mathematics, and behavior.
3. The development of decision rules to systematically evaluate the movement of students between tiers.
4. A systemic K-12 approach to servicing special needs students is established and implemented.
5. The development of a continuum of services to support struggling learners at all levels and maximize growth of the building's highest achieving students.
6. The use of consistent and common student assessments to measure growth and determine needs (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
7. The development and implementation of a school-wide positive behavioral support system.

**Data Driven Instructional Practices**

Achievement data collected from the following sources will be used to drive instructional practices.

1. Curriculum Based Assessments (minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period).
2. Benchmark and Diagnostic assessment results

**Collaboration as Professional Development**

Teams will meet bi-weekly to:

1. Review common assessment data and student work
2. Discuss instructional priorities and pacing
3. Develop differentiated practices and materials

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**  
**Lampeter Elementary School**  
**GOAL #2**

Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**INDICATORS OF EFFECTIVENESS**

**Type:** Summative  
**Data Source:** Staff Development Schedules, Offerings, and meetings; sign-in sheets, classroom implementation.  
**Specific Targets:** Provide training to implement strategies associated with all comprehensive planning goals.

**ACTION STEPS**

**Ongoing Professional Development**

Develop and implement professional development related to:

1. The effective use of data to drive instructional practices
2. The use of technology as an instructional strategy and tool to increase student achievement and provide students with 21st Century skills.
3. Response to Instruction and Intervention (RtII)
4. Differentiated instructional practices
5. Inclusive instructional practices to meet the needs of all learners
6. Effective and appropriate assessment and grading practices

**Professional Development- Technology Integration**

Provide staff development opportunities related to:

1. The integration of technology as an instructional tool in the classroom
2. Integration of technology for student use to enhance mastery of grade level standards and learn 21st century skills
3. The use of technology to access and disaggregate student assessment data to drive instructional practices

**Collaboration as Professional Development**

Teams will meet bi-weekly to:

1. Review common assessment data and student work
2. Discuss instructional priorities and pacing
3. Develop differentiated practices and materials

**LAMPETER-STRASBURG SCHOOL DISTRICT COMPREHENSIVE PLANNING**

**Lampeter Elementary School**

**GOAL #3**

Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

**INDICATORS OF EFFECTIVENESS**

**Type:** Formative

**Data Source:** Administrative Walk Through

**Specific Targets:** Consistent implementation of instructional priorities as outlined in curriculum pacing maps.

**Type:** Formative

**Data Source:** Common Curricular Assessments

**Specific Targets:** Minimum of one (1) common summative assessment per curricular unit of study; minimum of three (3) formative common assessments per curricular unit of study; minimum of one (1) common writing assessment per marking period

**ACTION STEPS**

**Technology Integration into Current Curricula**

1. The integration of technology as an instructional tool in the classroom
2. Integration of technology for student use to enhance mastery of grade level standards and learn 21st century skills
3. The use of technology to access and disaggregate student assessment data to drive instructional practices