

Cornwall-Lebanon SD  
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

<b>LEA Type</b>		AUN
Cornwall-Lebanon School District		113381303
<b>Address 1</b>		
105 East Evergreen Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lebanon	Pennsylvania	17042
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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Mrs. Blythe Heisey	Staff Member	South Lebanon Elementary School	bheisey@clsd.k12.pa.us
Mrs. Jennifer Kuntz	Community Member	Lebanon Valley College/CLSD Parent	
Mr. Andrew Achenbach	Parent	Cornwall-Lebanon School District	
Mr. Richard Nesbitt, Sr.	Parent	Cornwall-Lebanon School District	
Mrs. Kaylyn Burrage	Parent	Cornwall-Lebanon School District	

## LEA Profile

Cornwall-Lebanon School District is located in the south-central part of Lebanon County, Pennsylvania, and encircles the city of Lebanon. It is part of the beautiful Lebanon Valley, bound on the north by the Blue Mountains and on the south by the South Mountains. The center of the district is located about 25 miles equidistant from Harrisburg to the west, Reading to the east, and Lancaster to the south.

With a student population of approximately 5,000, Cornwall-Lebanon School District is the largest of the six public school districts in Lebanon County. Along with the other Lebanon County districts, it is a member of the Lancaster-Lebanon Intermediate Unit 13. The Lebanon County Career and Technology Center is located within District boundaries.

The school district comprises a growing and diverse population. The racial diversity of students enrolled in the district is 66.86% White; 22.45% Hispanic or Latino of any race; 3.17% Black or African American; 2.09% Asian; 4.14% Multi Racial. Gender breakdown is 47.41% female, 48.15% male. Currently, 825 students receive special education services, or 16.21% of the student population. In the CLSD, 94.6% of the students speak English as their primary language; the remaining 5.4% represent English Language Learners. The economically disadvantaged population is 47.41%. This data is calculated from the October 2, 2024, PIMS snapshot.

In 2024, a total of 199 students, or about .04% of the student population identified themselves as being part of a military family on the annual District survey. Fort Indiantown Gap (FTIG), a key installation for the Army and the Pennsylvania National Guard, is situated just 10 miles northwest of the District. The District honors these families and service members, as well as, all District resident veterans, each year with a special breakfast program.

In 2020, to meet the need for a virtual learning option for students in elementary and middle school, CLSD created the K-8 Virtual learning program. This program is in addition to the existing Cedar Crest Cyber (C3) option for high school students that the District had partnered with IU13 to provide for several years. Enrollment in these two options was lower in subsequent years, but District survey results indicated that families want this option to continue to be offered. For the 2024-2025 school year, about .01% of students chose to enroll in one of the District's two virtual learning options; an additional .03% of students enrolled in an outside cyber-charter option.

Cornwall-Lebanon School District is composed of the townships of South Lebanon, North Cornwall, West Cornwall, and North Lebanon, in addition to the boroughs of Cornwall and Mount Gretna, and a portion of the city of Lebanon known as Fairview Heights Annex. Mt. Gretna is a beautiful summer resort area popular for its well-known summer theater, summer art show, and active Chautauqua cultural programs. The Whitaker Center, Giant Center, Lebanon Community Theater and the Hershey Theater offer cultural arts and entertainment. Lebanon Valley College and Harrisburg Community College also offer educational opportunities, within a short driving distance of our district.

Cornwall-Lebanon School District is located in the heart of Pennsylvania Dutch Country; local heritage includes people from many national origins. The district consists of approximately 70 square miles inhabited by more than 37,735 residents, including those living in several planned retirement communities, according to the 2020 Census. In addition, there are many nursing homes and personal care communities throughout the area. The school district is unique in Pennsylvania in that both the school district population and the number of residents has increased in size. The school district encircles an urban center, which will continue to affect our demographics.

Lebanon County has a vibrant industrial community. According to the Pennsylvania Department of Labor and Industry Workforce Information & Analysis data (2024), Cornwall-Lebanon School District is the sixth largest employer in Lebanon County. Other top ten industries in the area include the Federal Government; Farmer's Pride, Inc.; Walmart Associates, Inc.; Wellspan Good Samaritan Hospital; Lebanon School District; Bayer US, LLC; and State and County Government. Other notable industries include Wellspan Philhaven; ACE Hardware Distribution Center; TE Connectivity Corporation; smaller companies; business parks; and many excellent family farming operations.

The school district is home to a number of historically famous or nationally known sites:

- Cornwall Iron Furnace, the only preserved charcoal, cold-blast iron furnace in the Western Hemisphere, is located in Cornwall. Cannon and shot were manufactured there to support George Washington during the Revolutionary War. The sturdy stone homes in nearby Miners Village are typical of 19th century industrial villages in this National Historic District.
- Union Canal Tunnel, the oldest transportation tunnel in the United States, was cut through solid rock with pick, shovel, and crowbar, and completed in 1827 at a length of 729 feet. It is the centerpiece of Union Canal Tunnel Park, a popular 110-acre recreational area.
- The Lebanon Farmers Market in Historical Lebanon occupies the original 1892 farm market building, which has been preserved to the beauty of its 19th century birth, while creating a twenty-first century shopping experience. A variety of quality farm produced and handmade items are available for purchase.

In addition to WellSpan Good Samaritan Hospital and Lancaster General Health, the District also is home to the Veteran's Administration Hospital and WellSpan Philhaven. A professional medical/dental park is centrally located in the District. Access to other fine medical facilities and hospitals, such as the Penn State Milton S. Hershey Medical Center, are within a short driving distance.

Shopping opportunities include several multi-store shopping areas and many large stores, such as Walmart Supercenter, Home Depot, and Lowe's. A variety of eateries are available, as well as, fine dining establishments, such as Tony's Mining Company, Trattoria Fratelli, and Timbers Dinner Theatre.

A community-based educational foundation, the Falcon Foundation, supports and enhances educational and enrichment opportunities (social, cultural, and athletic) for all people in the Cornwall-Lebanon community. Since its incorporation in 2000, the Foundation has supported many students and staff members with grants and awards. Many capital projects throughout the District were made possible by Falcon Foundation contributions, including: Automated External Defibrillators (AEDs) for each District school building; TV studio development, equipment, and professional editing lab; auditorium sound equipment; continuous technology equipment and upgrades throughout the District; Earl Boltz Field scoreboard; grants to community groups to build lavatory/storage/refreshment stand facilities at the playing fields on school property near each of the four elementary schools; upgrades to CCHS planetarium; tennis court lights; Just Jump mats; revamped sound system for theater arts; and underwriting The Falcon Perch – coffee shop for the work based learning program, among many others.

## **History of Cornwall-Lebanon School District**

Cornwall-Lebanon School District can boast of a proud heritage with its educational roots reaching deep into the early history of America. As early as 1740, the settlers of this area established a school near Fontana. The little one-room, red brick schoolhouse (and some stone ones, too) had become permanent parts of the landscape by 1865. By 1890, a graded course of study had been introduced.

Shortly after the turn of the twentieth century, three high schools were in operation: (1) Bismarck (Quentin), (2) Hebron, and (3) Cornwall. At first, these schools offered only two years of secondary instruction; but by 1927, three years was standard for the three buildings. Construction of two, new, modern consolidated schools at Iona and Cornwall was completed by 1927, and the curriculum was increased to four years.

In 1952, the school districts of West Cornwall, North Cornwall and Cornwall Borough signed Articles of Agreement to form a jointure of the three districts. North Lebanon Township entered the jointure in 1958, and South Lebanon Township became a member in 1961, at which time a formal application was made by the Cornwall-Lebanon Suburban Joint School System to the Department of Public Instruction to build Cedar Crest High School.

Because the concept of the new high school varied from state standards, special permission was sought and received from the State Board of Education and the State Superintendent of Public Instruction to construct a compact climate-controlled building, the first of its kind in Pennsylvania.

The groundbreaking ceremony for Cedar Crest High School was held in March of 1964. Although Cedar Crest High School came into existence in September of 1965, the students coming to the high school that fall did not enter the new building on East Evergreen Road, as it had not yet been completed. During the 1965-66 school term, all students in grades 10, 11, and 12 attended classes in the Cornwall High School building. By the spring of 1966, the building was completed and commencement exercises for the Class of 1966 were conducted in the gymnasium of the new Cedar Crest High School building.

In July 1966, a merger of all the districts in the jointure and Mt. Gretna was affected, and the name was changed to Cornwall-Lebanon School District, now operating under a nine-member school board and a district superintendent. The District buildings currently include Cedar Crest High School; Cedar Crest Middle School; and Cornwall, Ebenezer, South Lebanon, and Union Canal elementary schools.

In 2019, the District purchased at public auction the 89.5-acre farm located directly across from the Cedar Crest campus in consideration of potential future land needs. The District has a long-term building project and renovations continuum. In 2021, the Union Canal Elementary School renovation was completed.

In January 2024, the District held a groundbreaking ceremony for the Falcon Connector, located between Cedar Crest Middle School (CCMS) and Cedar Crest High School (CCHS). This building marked the first of a three-phase construction and renovation project on the Cedar Crest campus. The building will provide swing space during the second and third phases of the project: renovations to CCMS and CCHS, as well as a variety of future uses.

## Mission and Vision

### Mission

CLSD: Student-Focused to Engage, Empower, and Inspire

### Vision

The Cornwall-Lebanon School District strives to cultivate a dynamic learning environment where all students become productive lifelong learners, equipped with the real-world skills and knowledge necessary to thrive in a complex and evolving society.

## Educational Values

### Students

The Cornwall-Lebanon School District is committed to: Providing every student with a comprehensive learning environment with effective tools for learning and engagement; Striving for student mastery of skills, including college and career readiness, as well as vocational and technological excellence; Fostering a respectful district culture in a safe and trusted learning environment where ethical and moral behavior is valued; Providing a variety of co-curricular and extracurricular educational opportunities that extend beyond the traditional classroom; Developing meaningful relationships and connections with our diverse families and community; Providing an educational program that encourages authentic learning experiences so students can become creative, lifelong learners who demonstrate critical thinking, problem-solving, and interpersonal skills; Employing a highly-skilled, culturally-intelligent staff that effectively integrates curriculum, a variety of instructional tools, and assessments to meet student needs and improve student learning; Decision making based on research, sound logic, relevant data, and alignment of financial resources to meet goals; Engaging in a process of continual improvement in all aspects of the educational program

### Staff

The Cornwall-Lebanon School District is committed to: Providing every student with a comprehensive learning environment with effective tools for learning and engagement; Striving for student mastery of skills, including college and career readiness, as well as vocational and technological excellence; Fostering a respectful district culture in a safe and trusted learning environment where ethical and moral behavior is valued; Providing a variety of co-curricular and extracurricular educational opportunities that extend beyond the traditional classroom; Developing meaningful relationships and connections with our diverse families and community; Providing an educational program that encourages authentic learning experiences so students can become creative, lifelong learners who demonstrate critical thinking, problem-solving, and interpersonal skills; Employing a highly-skilled, culturally-intelligent staff that effectively integrates curriculum, a variety of instructional tools, and assessments to meet student needs and improve student learning; Decision making based on research, sound logic, relevant data, and alignment of financial resources to meet goals; Engaging in a process of continual improvement in all aspects of the educational program

## **Administration**

The Cornwall-Lebanon School District is committed to: Providing every student with a comprehensive learning environment with effective tools for learning and engagement; Striving for student mastery of skills, including college and career readiness, as well as vocational and technological excellence; Fostering a respectful district culture in a safe and trusted learning environment where ethical and moral behavior is valued; Providing a variety of co-curricular and extracurricular educational opportunities that extend beyond the traditional classroom; Developing meaningful relationships and connections with our diverse families and community; Providing an educational program that encourages authentic learning experiences so students can become creative, lifelong learners who demonstrate critical thinking, problem-solving, and interpersonal skills; Employing a highly-skilled, culturally-intelligent staff that effectively integrates curriculum, a variety of instructional tools, and assessments to meet student needs and improve student learning; Decision making based on research, sound logic, relevant data, and alignment of financial resources to meet goals; Engaging in a process of continual improvement in all aspects of the educational program

## **Parents**

The Cornwall-Lebanon School District is committed to: Providing every student with a comprehensive learning environment with effective tools for learning and engagement; Striving for student mastery of skills, including college and career readiness, as well as vocational and technological excellence; Fostering a respectful district culture in a safe and trusted learning environment where ethical and moral behavior is valued; Providing a variety of co-curricular and extracurricular educational opportunities that extend beyond the traditional classroom; Developing meaningful relationships and connections with our diverse families and community; Providing an educational program that encourages authentic learning experiences so students can become creative, lifelong learners who demonstrate critical thinking, problem-solving, and interpersonal skills; Employing a highly-skilled, culturally-intelligent staff that effectively integrates curriculum, a variety of instructional tools, and assessments to meet student needs and improve student learning; Decision making based on research, sound logic, relevant data, and alignment of financial resources to meet goals; Engaging in a process of continual improvement in all aspects of the educational program

## **Community**

The Cornwall-Lebanon School District is committed to: Providing every student with a comprehensive learning environment with effective tools for learning and engagement; Striving for student mastery of skills, including college and career readiness, as well as vocational and technological excellence; Fostering a respectful district culture in a safe and trusted learning environment where ethical and moral behavior is valued; Providing a variety of co-curricular and extracurricular educational opportunities that extend beyond the traditional classroom; Developing meaningful relationships and connections with our diverse families and community; Providing an educational program that encourages authentic learning experiences so students can become creative, lifelong learners who demonstrate critical thinking, problem-solving, and interpersonal skills; Employing a highly-skilled, culturally-intelligent staff that effectively integrates curriculum, a variety of instructional tools, and assessments to meet student needs and improve student learning; Decision making based on research, sound logic, relevant data, and alignment of financial resources to meet goals; Engaging in a process of continual improvement in all aspects of the educational program

**Other (Optional):** Omit selected.

## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
The all student group at Cedar Crest High School exceeded the standard for demonstrating growth in all Keystone content areas: Literature, Algebra I, and Biology.	Future Ready Index, November 2024
The all student group at Cedar Crest Middle School exceeded the standard for demonstrating growth in all PSSA-tested content areas: English Language Arts, Math, and Science.	Future Ready Index, November 2024
The all student group at Cornwall met the interim goal/improvement target in all PSSA-tested content areas: English Language Arts, Math, and Science.	Future Ready Index, November 2024
The all student groups at Ebenezer and Union Canal met or exceeded the standard for demonstrating growth in all PSSA-tested content areas: English Language Arts, Math, and Science.	Future Ready Index, November 2024
Science performance at South Lebanon is a strength in achievement and growth as the all student group met or exceeded the goal/growth standard.	Future Ready Index, November 2024

#### Challenges

Indicator	Comments/Notable Observations
Achievement scores on all PSSA-tested content areas are a challenge at Ebenezer, South Lebanon, Union Canal, and Cedar Crest Middle School.	Future Ready Index, November 2024
Meeting the growth standard in English Language Arts, Math, and Science is a challenge at Cornwall.	Future Ready Index, November 2024
Achievement scores on all Keystone-tested content areas are a challenge at Cedar Crest High School.	Future Ready Index, November 2024



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

### Strengths

<b>Indicator</b> Our Economically Disadvantaged subgroup at Cedar Crest High School exceeded the statewide growth standard on all Keystone-tested content areas: Literature, Algebra I, and Biology <b>Grade Level(s) and/or Student Group(s)</b> Cedar Crest High School/Economically Disadvantaged	<b>Comments/Notable Observations</b>
<b>Indicator</b> Our English Learner subgroup at Cedar Crest Middle School met or exceeded the statewide growth standard on all PSSA-tested content areas. <b>Grade Level(s) and/or Student Group(s)</b> Cedar Crest Middle School/Grades 6-8/English Learners	<b>Comments/Notable Observations</b> This data is important as Cedar Crest Middle School is on Targeted School Improvement (TSI) for our English Learner subgroup.
<b>Indicator</b> The elementary Grade 3 ELA PSSA early indicator of success was a strength for all of our elementary buildings. <b>Grade Level(s) and/or Student Group(s)</b> Grade 3 students/ELA	<b>Comments/Notable Observations</b> Cornwall--76.3% Ebenezer--62.2% South Lebanon--68.8% Union Canal--48.4%

### Challenges

<b>Indicator</b> Our Economically Disadvantaged subgroup did not meet the statewide goal or interim target for achievement in any of the PSSA-tested content in any of our elementary schools. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-5/Economically Disadvantaged subgroup	<b>Comments/Notable Observations</b>
<b>Indicator</b> None of our identified subgroups at Cedar Crest Middle School met the statewide goal/interim target for achievement in any of the PSSA-tested content areas. <b>Grade Level(s) and/or Student Group(s)</b> Grades 6-8/Hispanic, White, Economically Disadvantaged, English Learner, Students with Disabilities, Combined Ethnicity, Asian, Two or More Races	<b>Comments/Notable Observations</b>
<b>Indicator</b> Our Economically Disadvantaged subgroup at Cedar Crest High School did not meet the statewide goal/interim target for any of the Keystone-tested content areas. <b>Grade Level(s) and/or Student Group(s)</b> Cedar Crest High School/Economically Disadvantaged.	<b>Comments/Notable Observations</b>

## 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.

The all student group at Cornwall met the interim goal/improvement target in all PSSA-tested content areas: English Language Arts, Math, and Science.
The all student group at Cedar Crest Middle School, Ebenezer, Union Canal, and Cedar Crest High School exceeded the standard for demonstrating growth in all PSSA and Keystone-tested content areas: English Language Arts, Math, and Science.

### 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.

Achievement scores on all PSSA and Keystone-tested content areas are a challenge at Ebenezer, South Lebanon, Union Canal, Cedar Crest Middle School, and Cedar Crest High School.
Meeting the growth standard in English Language Arts, Math, and Science is a challenge at Cornwall.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Cedar Crest High School participates in the Study Island benchmark for students in English 9 who will take the Literature Keystone Exam in 10th grade.	Study Island Data is being used to inform instruction in both 9th and 10th grade English courses at Cedar Crest High School.
All students at Cedar Crest Middle School take the ELA Study Island benchmark two times per year and the Exact Path diagnostic exam three times per year to provide data to inform instruction as well as identify gaps and holes in student learning.	Exact Path data is also part of our PIMS upload to PVAAS.
All elementary school students in grades 3-5 take the ELA Study Island benchmark two times per year and the Exact Path diagnostic exam three times per year to provide data to inform instruction as well as identify gaps and holes in student learning.	Exact Path data is also part of our PIMS upload to PVAAS.

### English Language Arts Summary

#### Strengths

Our subgroups that increased or met their performance from the previous data (i.e., Economically Disadvantaged and White) are a strength in Literature at Cedar Crest High School.
Our subgroups that increased their performance from the previous data (i.e., Two or More Races and English Learners) are a strength in English Language Arts at Cedar Crest Middle School.

#### Challenges

Our subgroups that decreased in performance from the previous data (i.e., Hispanic, Students with Disabilities, Combined Ethnicity) are a focus area in Literature at Cedar Crest High School.
Our subgroups that decreased in performance from the previous data (i.e., Asian, Black, Hispanic, Economically Disadvantaged, Students with Disabilities, Combined Ethnicity) are a focus area in English Language Arts at Cedar Crest Middle School.

## Mathematics

Data	Comments/Notable Observations
Students enrolled in Algebra I at Cedar Crest High School participate in the Algebra I Study Island benchmark two times per year prior to taking the Keystone Exam.	Study Island Data is being used to inform instruction in our Algebra I course at Cedar Crest High School.
All students at Cedar Crest Middle School take the Math Study Island benchmark two times per year and the Exact Path diagnostic exam three times per year to provide data to inform instruction as well as identify gaps and holes in student learning.	Exact Path data is also part of our PIMS upload to PVAAS.
All elementary school students in grades 3-5 take the Math Study Island benchmark two times per year and the Exact Path diagnostic exam three times per year to provide data to inform instruction as well as identify gaps and holes in student learning.	Exact Path data is also part of our PIMS upload to PVAAS.

## Mathematics Summary

### Strengths

Our subgroups that increased their performance from the previous data (i.e., Hispanic, White, Economically Disadvantaged, and Combined Ethnicity) are a strength in Algebra I at Cedar Crest High School.
Our subgroups that increased their performance from the previous data (i.e., Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Students with Disabilities, and Combined Ethnicity) are a strength in Math at Cedar Crest Middle School.

### Challenges

Our Students with Disabilities subgroup decreased in performance from the previous data and is a focus area for Algebra I at Cedar Crest High School.
Our subgroups that decreased in performance from the previous data (i.e., Asian and Black) are a focus area in Math at Cedar Crest Middle School.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students enrolled in Biology at Cedar Crest High School participate in the Biology Study Island benchmark two times per year prior to taking the Keystone Exam.	Study Island Data is being used to inform instruction in our Biology course at Cedar Crest High School.
All 8th grade students at Cedar Crest Middle School take the Science Study Island benchmark two times per year to provide data to inform instruction as well as identify gaps and holes in student learning.	Study Island Data is being used to inform instruction in our 8th grade science course at Cedar Crest Middle School.

## Science, Technology, and Engineering Education Summary

### Strengths

Our subgroups that increased their performance from the previous data (i.e., Hispanic, White, Economically Disadvantaged, and Combined Ethnicity) are a strength in Biology at Cedar Crest High School.
Our English Learner subgroup increased their performance from the previous data and is a strength in Science at Cedar Crest Middle School.

### Challenges

Our Students with Disabilities subgroup decreased in performance from the previous data and is a focus area for Biology at Cedar Crest High School.
Our subgroups that decreased in performance from the previous data (i.e., Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity) are a focus area in Science at Cedar Crest Middle School.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
All student group exceeded the performance standard for the Career Standards Benchmark at Cedar Crest High School.	Students with Disabilities met the statewide interim target, but their performance decreased from last year.
All student group exceeded the performance standard for the Career Standards Benchmark at Cedar Crest Middle School.	All subgroups met or exceeded the statewide goal and maintained or increased their performance from the previous year.
All student group met or exceeded the performance standard for the Career Standards Benchmark at all four elementary schools.	All subgroups met or exceeded the statewide goal for the Career Standards Benchmark.

### 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

Delaware Valley College

### Agreement Type

Dual Credit

### Program/Course Area

AgriScience and Technology

### Uploaded Files

Delaware Valley Articulation Agreement Addendum.pdf

Delaware Valley Articulation Agreement\_a0266e0f.pdf

### Partnering Institution

Thaddeus Stevens College of Technology

### Agreement Type

Dual Credit

### Program/Course Area

Early Enrollment

### Uploaded Files

Thaddeus Stevens and CLSD Articulation Agreement 11.15.24.pdf

### Partnering Institution

Harrisburg Area Community College

### Agreement Type

Dual Credit

**Program/Course Area**

English Composition 101; College Algebra; Introduction to Human Biology; Introduction to Statistics

**Uploaded Files**

HACC and CCHS Articulation Agreement 2.8.23.pdf

**Partnering Institution**

University of Pittsburgh

**Agreement Type**

Dual Credit

**Program/Course Area**

AP Psych College in the High School (CHS); Western Civilization II CHS; Argument CHS; Business Calculus CHS; Spanish I CHS; Website Design and Development CHS; Intermediate Website Design and Development CHS

**Uploaded Files**

Cornwall-Lebanon & U Pitt Articulation Agreement.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.

The addition of Smart Futures as a student portfolio and supplemental program has helped establish clear expectations and procedures for our students as it relates to college and career readiness.
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All of our schools have met or exceeded the performance standard for the Career Standards Benchmark.
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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.

Our Students with Disabilities subgroup at Cedar Crest High School and Union Canal Elementary School decreased in their performance on the Career Standards Benchmark from the previous year.
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Our White subgroup at South Lebanon Elementary School decreased in their performance on the Career Standards Benchmark from the previous year.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
English Learners at Cedar Crest Middle School are the focus of our Targeted School Improvement Plan.	While our English Learners are not meeting the statewide goal/interim targets, they are increasing their performance in English Language Growth and Attainment, English Language Arts, Math, and Science at Cedar Crest Middle School.
Our English Learner subgroup at Cedar Crest High School met the statewide growth standard in Literature.	Algebra I and Biology had insufficient sample sizes for an English Learner subgroup.

### Students with Disabilities

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

Data	Comments/Notable Observations
Students with Disabilities at Cedar Crest High School are the focus of our Targeted School Improvement Plan.	Our Students with Disabilities subgroup increased their graduation rate and met the statewide interim goal. This subgroup did meet the statewide goal in Biology but not in Literature or Algebra I.
Our Students with Disabilities subgroup at Cedar Crest Middle School did not meet the statewide goal or interim targets in English Language Arts, Math, or Science.	This subgroup did meet the growth standard in all three areas--English Language Arts, Math, and Science.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Our Economically Disadvantaged subgroups at Cedar Crest High School and Cedar Crest Middle School met or exceeded the growth standard in all tested content areas--English Language Arts/Literature, Math/Algebra I, or Science/Biology.	
This subgroup did not meet the statewide goal/interim targets for achievement in any of the tested content areas--English Language Arts/Literature, Math/Algebra I, or Science/Biology--at Cedar Crest High School or Cedar Crest Middle School.	

## 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	0.2% of CLSD student population
Asian	3.0% of CLSD student population
Black	3.3% of CLSD student population
Hawaiian/Pacific Islander	0.1% of CLSD student population
Hispanic	22.5% of CLSD student population
White	66.9% of CLSD student population
2 or More Races	4.1% of CLSD student population

## 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.

While our English Learners are not meeting the statewide goal/interim targets, they are increasing their performance in English Language Growth and Attainment, English Language Arts, Math, and Science at Cedar Crest Middle School.
Our Students with Disabilities subgroup at Cedar Crest High School increased their graduation rate and met the statewide interim goal.
Our Students with Disabilities subgroup at Cedar Crest Middle School did meet the growth standard in all three areas--English Language Arts, Math, and Science.
Our Economically Disadvantaged subgroup at Cedar Crest High School met or exceeded the growth standard in all tested content areas--Literature, Algebra I, and Biology.

### 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.

English Learners are not meeting the statewide goal/interim targets in English, Math, or Science at Cedar Crest Middle School.
Our Students with Disabilities subgroup at Cedar Crest High School did not meet the statewide goal in Literature or Algebra I.
Our Students with Disabilities subgroup at Cedar Crest Middle School did not meet the statewide goal or interim targets in English Language Arts, Math, or Science.
Our Economically Disadvantaged subgroups at Cedar Crest High School and Cedar Crest Middle School did not meet the statewide goal/interim targets for achievement in any of the tested content areas--English Language Arts/Literature, Math/Algebra I, or Science/Biology.

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district completed a comprehensive Special Education Plan that was approved in February of 2024. The plan addresses identification, services, and notifications. The district's plan addresses the need for accurate identification of students and plans to serve these students in the least restrictive environments.
Title 1 Program	We have two Title I Schools in CLSD--Ebenezer and Union Canal Elementary Schools. We have worked hard over the last three years to improve our consistency in practice, identification, and communication across those two buildings. We have increased our proficiency and use of Acadience, data analysis, and data meetings to improve how we serve our students in Title I Reading.
Student Services	The Student Services plan includes many district initiatives that address the areas of school safety, mental health, student wellness as well as climate and culture. The district has added staff, equipment, and resources to help bolster the offerings for our students.
K-12 Guidance Plan (339 Plan)	Our K-12 Guidance Plan has helped us to improve our practice in preparing students to be college and career-ready upon graduating from CLSD. The use of Smart Futures has provided us with a tool to create portfolios for our students to help them prepare for life after Cedar Crest High School.
Technology Plan	The Cornwall-Lebanon School District's Technology Services Plan consists of three major components: Student Learning Centered, Delivery Systems, and Integration. The student learning centered and integration components focus on professional learning, curriculum, and enhancing the classroom experience through technology integration. The delivery systems concentrate on the infrastructure and support to offer the best learning environment for our students with the least amount of restrictions while keeping the students and their information safe.
English Language Development Programs	The number of students in our English Language Development Programs has increased dramatically over the last five years. We are seeing more students at lower English proficiency levels than we had previously. Through Title III, we continue to reach out to these students and their families with opportunities to improve their English Proficiency.

## Strengths

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

Our K-12 Guidance Plan is well-developed and thorough. It has allowed us to clearly articulate our goals for our students and establish expectations at each grade level for college and career readiness.
The focus of our Technology Plan is student learning which helps our technology integrators to play a pivotal role in improving our instructional strategies and effectiveness in the classroom.

## 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.

The rapidly changing cyber security needs are overwhelming. It is a constant struggle to stay ahead of the changing landscape of cyber threats.
Consistency across all four elementary buildings (two Title I buildings and the other buildings which are not designated as Title I) is an ongoing challenge.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

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

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Ensure effective, standards-aligned curriculum and assessment

### 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.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities
Coordinate and monitor supports aligned with students' and families' needs
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

## 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
The all student group at Cornwall met the interim goal/improvement target in all PSSA-tested content areas: English Language Arts, Math, and Science.	False
The all student group at Cedar Crest Middle School, Ebenezer, Union Canal, and Cedar Crest High School exceeded the standard for demonstrating growth in all PSSA and Keystone-tested content areas: English Language Arts, Math, and Science.	False
Our subgroups that increased or met their performance from the previous data (i.e., Economically Disadvantaged and White) are a strength in Literature at Cedar Crest High School.	False
Our subgroups that increased their performance from the previous data (i.e., Two or More Races and English Learners) are a strength in English Language Arts at Cedar Crest Middle School.	False
Our subgroups that increased their performance from the previous data (i.e., Hispanic, White, Economically Disadvantaged, and Combined Ethnicity) are a strength in Algebra I at Cedar Crest High School.	False
Our subgroups that increased their performance from the previous data (i.e., Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Students with Disabilities, and Combined Ethnicity) are a strength in Math at Cedar Crest Middle School.	False
Our K-12 Guidance Plan is well-developed and thorough. It has allowed us to clearly articulate our goals for our students and establish expectations at each grade level for college and career readiness.	False
The focus of our Technology Plan is student learning which helps our technology integrators to play a pivotal role in improving our instructional strategies and effectiveness in the classroom.	False
Our subgroups that increased their performance from the previous data (i.e., Hispanic, White, Economically Disadvantaged, and Combined Ethnicity) are a strength in Biology at Cedar Crest High School.	False
Our English Learner subgroup increased their performance from the previous data and is a strength in Science at Cedar Crest Middle School.	True
The addition of Smart Futures as a student portfolio and supplemental program has helped establish clear expectations and procedures for our students as it relates to college and career readiness.	False
All of our schools have met or exceeded the performance standard for the Career Standards Benchmark.	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Ensure effective, standards-aligned curriculum and assessment	True

While our English Learners are not meeting the statewide goal/interim targets, they are increasing their performance in English Language Growth and Attainment, English Language Arts, Math, and Science at Cedar Crest Middle School.	False
Our Students with Disabilities subgroup at Cedar Crest High School increased their graduation rate and met the statewide interim goal.	True
Our Students with Disabilities subgroup at Cedar Crest Middle School did meet the growth standard in all three areas--English Language Arts, Math, and Science.	False
Our Economically Disadvantaged subgroup at Cedar Crest High School met or exceeded the growth standard in all tested content areas--Literature, Algebra I, and Biology.	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
Achievement scores on all PSSA and Keystone-tested content areas are a challenge at Ebenezer, South Lebanon, Union Canal, Cedar Crest Middle School, and Cedar Crest High School.	False
Meeting the growth standard in English Language Arts, Math, and Science is a challenge at Cornwall.	False
Our subgroups that decreased in performance from the previous data (i.e., Hispanic, Students with Disabilities, Combined Ethnicity) are a focus area in Literature at Cedar Crest High School.	False
Our subgroups that decreased in performance from the previous data (i.e., Asian, Black, Hispanic, Economically Disadvantaged, Students with Disabilities, Combined Ethnicity) are a focus area in English Language Arts at Cedar Crest Middle School.	False
Our Students with Disabilities subgroup decreased in performance from the previous data and is a focus area for Algebra I at Cedar Crest High School.	False
Our subgroups that decreased in performance from the previous data (i.e., Asian and Black) are a focus area in Math at Cedar Crest Middle School.	False
The rapidly changing cyber security needs are overwhelming. It is a constant struggle to stay ahead of the changing landscape of cyber threats.	False
Consistency across all four elementary buildings (two Title I buildings and the other buildings which are not designated as Title I) is an ongoing challenge.	True
Our Students with Disabilities subgroup decreased in performance from the previous data and is a focus area for Biology at Cedar Crest High School.	False
Our subgroups that decreased in performance from the previous data (i.e., Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity) are a focus area in Science at Cedar Crest Middle School.	False
Our Students with Disabilities subgroup at Cedar Crest High School and Union Canal Elementary School decreased in their performance on the Career Standards Benchmark from the previous year.	False



Our White subgroup at South Lebanon Elementary School decreased in their performance on the Career Standards Benchmark from the previous year.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
Coordinate and monitor supports aligned with students' and families' needs	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	True
English Learners are not meeting the statewide goal/interim targets in English, Math, or Science at Cedar Crest Middle School.	True
Our Students with Disabilities subgroup at Cedar Crest High School did not meet the statewide goal in Literature or Algebra I.	True
Our Students with Disabilities subgroup at Cedar Crest Middle School did not meet the statewide goal or interim targets in English Language Arts, Math, or Science.	False
Our Economically Disadvantaged subgroups at Cedar Crest High School and Cedar Crest Middle School did not meet the statewide goal/interim targets for achievement in any of the tested content areas--English Language Arts/Literature, Math/Algebra I, or Science/Biology.	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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Consistency across all four elementary buildings (two Title I buildings and the other buildings which are not designated as Title I) is an ongoing challenge.		True
Coordinate and monitor supports aligned with students' and families' needs		False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		True
English Learners are not meeting the statewide goal/interim targets in English, Math, or Science at Cedar Crest Middle School.		True
Our Students with Disabilities subgroup at Cedar Crest High School did not meet the statewide goal in Literature or Algebra I.		False
Our Economically Disadvantaged subgroups at Cedar Crest High School and Cedar Crest Middle School did not meet the statewide goal/interim targets for achievement in any of the tested content areas--English Language Arts/Literature, Math/Algebra I, or Science/Biology.		True

## Analyzing Strengths

Analyzing Strengths	Discussion Points
Our English Learner subgroup increased their performance from the previous data and is a strength in Science at Cedar Crest Middle School.	
All of our schools have met or exceeded the performance standard for the Career Standards Benchmark.	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	
Ensure effective, standards-aligned curriculum and assessment	
Our Students with Disabilities subgroup at Cedar Crest High School increased their graduation rate and met the statewide interim goal.	
Our Economically Disadvantaged subgroup at Cedar Crest High School met or exceeded the growth standard in all tested content areas-- Literature, Algebra I, and Biology.	

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	CLSD needs consistent implementation of curriculum, assessment, and data protocols in grades K-5 to promote continuous improvement and overall student outcomes.
	The district wants to engage families and stakeholders in meaningful conversations about student growth and learning.
	The district is committed to working with English Learners and ESL teachers to improve their English Language Attainment and academic outcomes.
	The district maintains high academic standards and a rigorous curriculum for all students. CLSD is focused on ensuring that all students and student groups are successful in their academic pursuits.

## Goal Setting

Priority: CLSD needs consistent implementation of curriculum, assessment, and data protocols in grades K-5 to promote continuous improvement and overall student outcomes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
CLSD will implement data review protocols K-12 that drive continuous improvement as determined by district and building level data, to be measured by a variety of state and local assessments and metrics (i.e., PVAAS, PSSA and Keystone Exam scores, state level assessments, local assessments and screenings, quarterly performance data, graduation rate).		
Measurable Goal Nickname (35 Character Max)		
Curriculum, Assessment, and Data Protocols		
Target Year 1	Target Year 2	Target Year 3
CLSD will show increased measures of progress toward the implementation of data review protocols K-12 that drive continuous improvement as determined by district and building level data, to be measured by a variety of state and local assessments and metrics (i.e., PVAAS, PSSA and Keystone Exam scores, state level assessments, local assessments and screenings, quarterly performance data, graduation rate).	CLSD will show increased measures of progress from Year 1 data toward the implementation of data review protocols K-12 that drive continuous improvement as determined by district and building level data, to be measured by a variety of state and local assessments and metrics (i.e., PVAAS, PSSA and Keystone Exam scores, state level assessments, local assessments and screenings, quarterly performance data, graduation rate).	CLSD will implement data review protocols K-12 that drive continuous improvement as determined by district and building level data, to be measured by a variety of state and local assessments and metrics (i.e., PVAAS, PSSA and Keystone Exam scores, state level assessments, local assessments and screenings, quarterly performance data, graduation rate).

Priority: The district wants to engage families and stakeholders in meaningful conversations about student growth and learning.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
CLSD wants to partner with families and stakeholders to promote events and provide multiple engagement options to address academic progress, strategies for at-home support, and student growth. The district will host events focused on student learning and growth and foster collaboration with families through meetings, newsletters, parent-teacher conferences, parent organizations, and our district website.		
Measurable Goal Nickname (35 Character Max)		
Parent, Family, and Stakeholder Engagement		
Target Year 1	Target Year 2	Target Year 3
CLSD will evaluate how we currently partner with families and stakeholders to promote events and address academic progress, strategies for at-home support, and student growth. The district will continue to foster collaboration with families through meetings, newsletters, parent-teacher conferences, parent organizations, and our district website. CLSD will create a plan to improve parent and family engagement.	CLSD will build on the target from Year 1 to partner with families and stakeholders to promote events and provide multiple engagement options to address academic progress, strategies for at-home support, and student growth. The district will host events focused on student learning and growth and foster collaboration with families through meetings, newsletters, parent-teacher conferences, parent organizations, and our district website.	CLSD wants to partner with families and stakeholders to promote events and provide multiple engagement options to address academic progress, strategies for at-home support, and student growth. The district will host events focused on student learning and growth and foster collaboration with families through meetings, newsletters, parent-teacher conferences, parent organizations, and our district website.

Priority: The district is committed to working with English Learners and ESL teachers to improve their English Language Attainment and academic outcomes.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
CLSD will train all staff on research-based English Language Development strategies and provide additional sessions as necessary to ensure English Learners are prepared to meet grade-level standards and graduate college- and career-ready.		
Measurable Goal Nickname (35 Character Max)		
English Language Attainment		
Target Year 1	Target Year 2	Target Year 3
CLSD will provide parent and family engagement opportunities for ESL families and utilize data protocols to make data-informed decisions about our students' English Language Growth and Attainment.	Improve upon Year 1 target with the use of data protocols K-12, Smart Futures, and monthly meetings to review data, update progress, and evaluate effectiveness of the implementation.	CLSD will train all staff on research-based English Language Development strategies and provide additional sessions as necessary to ensure English Learners are prepared to meet grade-level standards and graduate college- and career-ready.

Priority: The district maintains high academic standards and a rigorous curriculum for all students. CLSD is focused on ensuring that all students and student groups are successful in their academic pursuits.

<b>Outcome Category</b>		
Rigorous Courses of Study Section		
<b>Measurable Goal Statement (Smart Goal)</b>		
CLSD will align district initiatives to closing achievement and growth gaps across all student groups and provide professional learning to all staff to ensure they are using research-based instructional strategies to maintain high academic standards and a rigorous curriculum.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Academic Standards		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
CLSD is committed to providing professional learning for staff to enable them to continue providing high quality instruction for their students.	CLSD will continue to use data to inform both professional development and student needs based on assessment data, student feedback, and college- and career-readiness surveys.	CLSD will align district initiatives to closing achievement and growth gaps across all student groups and provide professional learning to all staff to ensure they are using research-based instructional strategies to maintain high academic standards and a rigorous curriculum.

## Action Plan

### Measurable Goals

Curriculum, Assessment, and Data Protocols	Parent, Family, and Stakeholder Engagement
English Language Attainment	Academic Standards

### Action Plan For: Data Protocols

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>CLSD will implement data review protocols K-12 that drive continuous improvement as determined by district and building level data, to be measured by a variety of state and local assessments and metrics (i.e., PVAAS, PSSA and Keystone Exam scores, state level assessments, local assessments and screenings, quarterly performance data, graduation rate).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Create and consistently implement data protocols to be used in each of our elementary buildings (Grades K-5) for quarterly data meetings.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Principals	Student performance data from Acadience, student benchmark and diagnostic assessments (Edmentum), PVAAS, PSSA, common assessments, Future Ready Index, and curriculum-based assessments	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Create and consistently implement data protocols at Cedar Crest Middle School for Grades 6-8 to be used at team meetings and department meetings.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administration	Student performance data from student benchmark and diagnostic assessments (Edmentum), PVAAS, PSSA, common assessments, Future Ready Index, and curriculum-based assessments	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Create and consistently implement data protocols at Cedar Crest High School for Grades 9-12 to be used at department meetings.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administration	Student performance data from student benchmarks (Edmentum), PVAAS, PSSA, common assessments, Future Ready Index, and curriculum-based assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent implementation of data protocols with a district-wide common language for discussing data in all of our schools.	Use of data protocols will be monitored by building administrators at least quarterly. Student performance data from Acadience, Edmentum, PVAAS, PSSA, common assessments, Future Ready Index, and curriculum-based assessments will be used to track the effectiveness of this action plan.

### Action Plan For: Differentiated Instruction

Measurable Goals:
<ul style="list-style-type: none"> <li>CLSD will train all staff on research-based English Language Development strategies and provide additional sessions as necessary to ensure English Learners are prepared to meet grade-level standards and graduate college- and career-ready.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide training and professional development for staff in effective strategies for teaching English Learners to meet their specific and unique needs.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Mariah Rackley/Director of Curriculum and Instruction ESL Teachers	Student performance data from student benchmark and diagnostic assessments (Edmentum), PVAAS, PSSA, common assessments, Future Ready Index, and curriculum-based assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of differentiated instructional strategies to improve the academic achievement and growth for our English Learners.	Building administration will monitor this action plan at least quarterly through meetings with regular education teachers, ESL teachers, and counselors/learning facilitators by reviewing grades, coursework, state assessment scores, PVAAS, attendance, and graduation rates (where applicable).

## Action Plan For: Research-based instructional practices

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>CLSD will align district initiatives to closing achievement and growth gaps across all student groups and provide professional learning to all staff to ensure they are using research-based instructional strategies to maintain high academic standards and a rigorous curriculum.</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Provide differentiated professional learning for all staff in research-based best instructional practices. These areas may include but are not limited to the science of reading, structured literacy, student engagement, instructional strategies, classroom management, positive behavior intervention and supports, trauma-informed practices, and technology integration.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators	Student performance data from student benchmark and diagnostic assessments (Edmentum), PVAAS, PSSA, common assessments, Future Ready Index, and curriculum-based assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provide differentiated professional learning opportunities for staff that is meaningful and relevant to their roles within our schools.	Dr. Mariah Rackley/Director of Curriculum and Instruction Building administrators Our Falcon Flex instructional model is reviewed and adjusted to meet the needs of our students, staff, and community at least annually.



## Action Plan For: Parent, Family, and Stakeholder Engagement

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>CLSD wants to partner with families and stakeholders to promote events and provide multiple engagement options to address academic progress, strategies for at-home support, and student growth. The district will host events focused on student learning and growth and foster collaboration with families through meetings, newsletters, parent-teacher conferences, parent organizations, and our district website.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Work collaboratively with parent and community partners to engage families in student learning and growth.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators	Building newsletters, communication and collaboration with parent organizations and community partners, resources for parents with strategies for at-home support	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
CLSD wants to increase parent participation in student learning and growth through providing additional opportunities for parent, family, and community engagement.	District and Building Administration will track parent attendance and engagement at meetings, Back-to-School events, parent-teacher conferences, parent organization meetings and activities, as well as parent engagement with our newsletter, social media, and district website.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Protocols	Create and consistently implement data protocols to be used in each of our elementary buildings (Grades K-5) for quarterly data meetings.
Data Protocols	Create and consistently implement data protocols at Cedar Crest Middle School for Grades 6-8 to be used at team meetings and department meetings.
Data Protocols	Create and consistently implement data protocols at Cedar Crest High School for Grades 9-12 to be used at department meetings.
Differentiated Instruction	Provide training and professional development for staff in effective strategies for teaching English Learners to meet their specific and unique needs.
Research-based instructional practices	Provide differentiated professional learning for all staff in research-based best instructional practices. These areas may include but are not limited to the science of reading, structured literacy, student engagement, instructional strategies, classroom management, positive behavior intervention and supports, trauma-informed practices, and technology integration.

### Falcon Flex

Action Step		
<ul style="list-style-type: none"> <li>Provide differentiated professional learning for all staff in research-based best instructional practices. These areas may include but are not limited to the science of reading, structured literacy, student engagement, instructional strategies, classroom management, positive behavior intervention and supports, trauma-informed practices, and technology integration.</li> <li>Provide training and professional development for staff in effective strategies for teaching English Learners to meet their specific and unique needs.</li> </ul>		
Audience		
All professional staff grades K-12		
Topics to be Included		
Science of reading, structured literacy, technology integration, instructional strategies, student engagement, PBIS, classroom management, trauma-informed practices		
Evidence of Learning		
Classroom implementation of learning		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators	2025-07-01	2028-06-30

## Learning Format

Type of Activities	Frequency
Inservice day	At least three times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2d: Managing Student Behavior</li> <li>• 3a: Communicating with Students</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2c: Managing Classroom Procedures</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Learning Format

Type of Activities	Frequency
Inservice day	At least three times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> <li>• 3a: Communicating with Students</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2d: Managing Student Behavior</li> <li>• 2c: Managing Classroom Procedures</li> <li>• 3b: Using Questioning and Discussion Techniques</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Learning Format

Type of Activities	Frequency
Inservice day	At least three times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3a: Communicating with Students</li> <li>• 2d: Managing Student Behavior</li> <li>• 3c: Engaging Students in Learning</li> <li>• 2c: Managing Classroom Procedures</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Data Review

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Create and consistently implement data protocols to be used in each of our elementary buildings (Grades K-5) for quarterly data meetings.</li> <li>• Create and consistently implement data protocols at Cedar Crest Middle School for Grades 6-8 to be used at team meetings and department meetings.</li> <li>• Create and consistently implement data protocols at Cedar Crest High School for Grades 9-12 to be used at department meetings.</li> </ul>		
<b>Audience</b>		
All professional staff grades K-12		
<b>Topics to be Included</b>		
Data interpretation and analysis, data review and protocols, expectations for data meetings, understanding student data metrics (i.e., benchmark, diagnostic, PVAAS, PSSA, Keystone Exams, etc.)		
<b>Evidence of Learning</b>		
Data-informed decisions regarding classroom instruction, curriculum revisions, and student placements		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators	2025-07-01	2028-06-30

## Learning Format

Type of Activities	Frequency
Inservice day	At least three times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"><li>• 3d: Using Assessment in Instruction</li><li>• 4e: Growing and Developing Professionally</li><li>• 3e: Demonstrating Flexibility and Responsiveness</li><li>• 1f: Designing Student Assessments</li><li>• 1b: Demonstrating Knowledge of Students</li><li>• 1e: Designing Coherent Instruction</li></ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

Data Protocol Review					
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>Create and consistently implement data protocols to be used in each of our elementary buildings (Grades K-5) for quarterly data meetings.</li> <li>Create and consistently implement data protocols at Cedar Crest Middle School for Grades 6-8 to be used at team meetings and department meetings.</li> <li>Create and consistently implement data protocols at Cedar Crest High School for Grades 9-12 to be used at department meetings.</li> </ul>	All professional staff grades K-12	Data interpretation and analysis, data review and protocols, expectations for data meetings, understanding student data metrics (i.e., benchmark, diagnostic, PVAAS, PSSA, Keystone Exams, etc.)	Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			At least twice annually		
Memorandum			Quarterly		
Email			As needed		

Professional Development					
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>Provide training and professional development for staff in effective strategies for teaching English Learners to meet their specific and unique needs.</li> <li>Provide differentiated professional learning for all staff in research-based best instructional practices. These areas may include but are not limited to the science of reading, structured literacy, student engagement, instructional strategies, classroom management, positive behavior intervention and supports, trauma-informed practices, and technology integration.</li> </ul>	All professional staff grades K-12	Science of reading, structured literacy, technology integration, instructional strategies, student engagement, PBIS, classroom management, trauma-informed practices, effective instructional strategies for English learners	Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Memorandum			Two times each year		
Email			Quarterly		

Parent, Family, and Stakeholder Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All parents, families, and community members	Upcoming events, opportunities to partner with CLSD, ways to support learning at home, addressing academic progress, how the district will communicate with parents and families	Building and District Administration	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly		
Newsletter			Monthly		
Email			As needed		
Other			As needed		



Approvals & Signatures

Uploaded Files

Chief School Administrator	Date