

Ferndale Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Ferndale Area School District		108112003
Address 1		
100 Dartmouth Avenue		
Address 2		
City	State	Zip Code
Johnstown	PA	15905
Chief School Administrator		Chief School Administrator Email
Jeffrey R Boyer		jboyer@fasdk12.org
Single Point of Contact Name		
Jeffrey R Boyer		
Single Point of Contact Email		
jboyer@fasdk12.org		
Single Point of Contact Phone Number		
814-535-1507		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey Boyer	Administrator	Ferndale Area School District	jboyer@fasdk12.org
William Brotz	Administrator	Ferndale Area School District	wbrotzfasdk12.org
Travis Robison	Administrator	Ferndale Area School District	trobison@fasdk12.org
Susan Boyle	Board Member	Ferndale Area School District	sboyle@fasdk12.org
Daniel Alderton	Staff Member	Ferndale Area School District	dalderton@fasdk12.org
Rachelle Hrabosky	Staff Member	Ferndale Area School District	rhrabosky@fasdk12.org
John Rutledge	Board Member	Ferndale Area School District	Johnrut77@gmail.com
Angela McKendree	Parent	Ferndale Area School District	amckendree@atlanticbb.net
Lori McGough	Community Member	Ferndale Area School District	lmcgough@fasdk12.org
Katrina Hale	Parent	Ferndale Area School District	kevivis@hotmail.com
Faye Ruley	Community Member	Ferndale Area School District	niaianchase3@hotmail.com
Jessica Jung	Parent	Ferndale Area School District	jessicajung07@gmail.com
Maeve Hrabosky	Community Member	Ferndale Area School District	mkoshute@fasdk12.org
Evan Mardis	Student	Ferndale Area School District	emardis@st.fasdk12.org
Loryn Geisel	Student	Ferndale Area School District	lgeisel@st.fasdk12.org
Abigail Barley	Student	Ferndale Area School District	abarley@st.fasdk12.org

LEA Profile

The Ferndale Area School District is a small suburban district in the southwest portion of Pennsylvania's Cambria County. We are the only district in the Commonwealth serving families from five noncontiguous municipalities. Our district spans 6.2 square miles, encompassing the communities of Brownstown Borough, Dale Borough, Ferndale Borough, Lorain Borough, and Middle Taylor Township. Because of our unique geographical structure, our approximately 610 students bring with them a range of family and community experiences. The district is made up of two schools. The elementary building serves grades K3 through 6. The junior-senior high school buildings serve grades 7 through 12. The district poverty level is approximately 89%, based on free and reduced lunches. The district minority level is approximately 26%. The district special education population is approximately 22% at the Junior-Senior High School (grades 7-12) and approximately 18% at the Elementary School (grades K-6)

The District has, for the most part, seen increasing levels of poverty and special education population. District population has decreased by approximately 12% in the last 10 years, based on the 2010 census (year 2000 census = 5759; year 2010 census = 5100). This is compared to an approximately 23% drop in student enrollment over the last 15 years. (year 2005 total students = 790; year 2020 total students = 604). It is noteworthy that enrollment fluctuates yearly, with current 2020-2021 enrollment figures at 602 districtwide versus 2016-2017 enrollment of 717. PDE enrollment projections indicate that FASD's Elementary School population will grow, while the Junior-Senior High School population will decrease.

Mission and Vision

Mission

Partnering with students, families, and the community in order to provide an exceptional education within a safe and inclusive environment that empowers our learners to achieve individual aspirations resulting in meaningful contributions to society.

Vision

Every child known, safe, inspired, challenged, and empowered.

Educational Values

Students

To come to school prepared and eager to engage in meaningful learning experiences that prepare them for life after high school.

Staff

To provide a safe, inclusive, and engaging atmosphere. To actively celebrate our students' individualities, styles, and personalities. To use/do everything in our toolbox and wheelhouse to help them achieve their personal aspirations. We also believe that we have the absolute responsibility to model what positive contributions look like, beginning in the classroom, with our behavior, language, effort, work ethic, and actions.

Administration

To support students, staff and parents. To oversee the improvement of teaching and learning, curriculum, and safe operations of the schools.

Parents

To raise our children to be respectful and courteous at all times in order to allow them the opportunities to participate with their teachers and staff in a meaningful way toward goals. We are always open to help at the school in whatever way is needed.

Community

To remain available to serve in whatever capacity the leadership feels is useful given my role. We are happy to participate in any steering committee or other activities that walk through the Future Ready process, for which a community member is required or helpful.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2023 Data: The JSHS Mathematics/Algebra 1 Data met the growth standard and exceeded the statewide average.	
2023 Data: While the JSHS ELA Scores were in the red with a 57.7 % Proficient/Advanced rating, the scores did improve from the previous year.	
2023 Data: The JSHS Science/Biology scores matched the state average with a 58.9% pass rate and the scores grew from the previous school year.	
2023 Data: The Elementary Science data met the target with an 82.9% pass rate and far exceeded the state average of 58.9%.	
2023 Data: The Elementary growth scores for Math and Science were met and exceeded the state average in both categories.	

Challenges

Indicator	Comments/Notable Observations
2023 Data: The JSHS Math Scores were very poor with a 25.2% pass rate. The state average pass rate was 38.3%.	
2023 Data: The JSHS Attendance rate is at 77.7% not chronically absent. We need to do better.	
2023 Data: ELA Scores in the Elementary school went down from the previous school year. We only had 42.5% pass rate and the state average pass rate was 54.5%.	
2023 Data: The Elementary school attendance rate was at 74.1%, slightly above the state average of 73.9%.	
2023 Data: The Elementary math scores came in at a 30.3% pass rate. The state average was 38.3% pass rate. Our math scores did go up from the previous year.	

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

Strengths

Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The Elementary Math Scores Increased. The ED and Students with Disabilities groups increased.	Comments/Notable Observations
Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The 4th Grade Elementary Science ED Group increased their scores.	Comments/Notable Observations

Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The Elementary Math Growth report increased for all student subgroups.	Comments/Notable Observations
Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The JSHS ELA ED group increased their scores.	Comments/Notable Observations
Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The JSHS Math subgroups all decreased in scores.	Comments/Notable Observations

Challenges

Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The Elementary ELA group decreased in achievement scores for all subgroups.	Comments/Notable Observations
Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The Elementary ELA group decreased in growth scores for the ED subgroups.	Comments/Notable Observations
Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The JSHS ELA "Students with Disabilities" group decreased their scores.	Comments/Notable Observations
Indicator PA Future Ready Grade Level(s) and/or Student Group(s) The JSHS subgroups decreased their attendance scores.	Comments/Notable Observations

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.

2023 Data: While the JSHS ELA Scores were in the red with a 57.7 % Proficient/Advanced rating, the scores did improve from the previous year.

2023 Data: The JSHS Mathematics/Algebra 1 Data met the growth standard and exceeded the statewide average.

2023 Data: The Elementary math scores came in at a 30.3% pass rate. The state average was 38.3% pass rate. Our math scores did go up from the previous year.

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.

2023 Data: The JSHS Attendance rate is at 77.7% not chronically absent.

2023 Data: The JSHS Math Scores were very poor with a 25.2% pass rate. The state average pass rate was 38.3%.

2023 Data: The Elementary math scores came in at a 30.3% pass rate. The state average was 38.3% pass rate. Our math scores did go up from the previous year.

2023 Data: The Elementary school attendance rate was at 74.1%, slightly above the state average of 73.9%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
End of 21-22 SY Acadience Data Grade K: 58% at or above / 42% below or well below Grade 1: 47% at or above / 53% below or well below Grade 2: 57% at or above / 43% below or well below Grade 3: 57% at or above / 43% below or well below Grade 4: 60% at or above / 40% below or well below Grade 5: 44% at or above / 56% below or well below Grade 6: 54% at or above / 46% below or well below	
2023 Fall Reading Acadience Data Grade K: 67% at or above / 33% below or well below Grade 1: 68% at or above / 32% below or well below Grade 2: 51% at or above / 49% below or well below Grade 3: 51% at or above / 49% below or well below Grade 4: 51% at or above / 49% below or well below Grade 5: 36% at or above / 64% below or well below Grade 6: 67% at or above / 33% below or well below	
7th Grade PSSA Data ELA- Advanced and Proficient 2016- 54.5% 2017- 48.8% 2018- 70% 2019- 55.5% 2020 - N/A 2021 - 63.6% 2022 - 57.1% 2023 - 53.7%	
8th Grade PSSA Data ELA- Advanced and Proficient PSSA Data 2016- 42% 2017- 31.3% 2018- 65% 2019- 56.5% 2020 - N/A 2021 - 58.3% 2022 - 59.2% 2023 - 62.2%	
Literature Keystone Exam - Advanced and Proficient 2017- 40.7% 2018- 59% 2019- 64.4% 2020 - N/A 2021 - 40% 2022 - 56% 2023 - 58%	
2022-2023 PSSA Advanced and Proficient Percentages Grade 3 - 34.3% Grade 4 - 34.2% Grade 5 - 48% Grade 6 - 53.7% Grade 7 - 54.7% Grade 8 - 63.6%	
End of 22-23 SY Acadience Data Grade K: 76% at or above / 24% below or well below Grade 1: 53% at or above / 47% below or well below Grade 2: 49% at or above / 51% below or well below Grade 3: 65% at or above / 35% below or well below Grade 4: 58% at or above / 42% below or well below Grade 5: 53% at or above / 47% below or well below Grade 6: 70% at or above / 30% below or well below	

English Language Arts Summary

Strengths

Based on the most recent acadience data we are closer to reaching the 80% at or above threshold in Tier 1. Between master schedule changes and regularly scheduled meetings, we are more purposeful and data driven when it comes to supporting our students. (Intervention and Enrichment)
The elementary school which houses grades Pre-K 3 & 4-Year-Olds through grade 6 have access to an MTSS Team. The MTSS Team consists of an MTSS Coordinator, Reading Specialist, and Math Specialist. We also have AmeriCorps teachers, special education aides, Title 1 aides, unified arts teachers, classroom teachers, and graduate assistants from Indiana University of PA serving on the team. They provide daily intervention and enrichment services to our students and schedule the student's WIN Time (What I Need Time) for other staff members.
Based on the 2023 PSSA PVAAS Growth Scores, grades 6 and 8 performed well. Based on the 2023 PSSA PVAAS Growth Scores, Keystone Literature met the growth standard.

The district is intentional with teachers delivering instruction for their core classes, intervention and enrichment periods.

Challenges

The Covid-19 Pandemic hindered our implementation of a newly purchased core ELA Program (Wonders) for grades Pre-K to 6. We since received additional training in the 2022-2023 SY.
 Based on the 2023 PSSA PVAAS Growth Scores, grades 4, 5, and 7 need a lot of work.
 We found that splitting teachers to teach different components of ELA did not work as was relevant in the PSSA Scores. We have since fixed this issue for the 23-24 SY.

Mathematics

Data	Comments/Notable Observations
End of 22-23 SY Acadience Data Grade K: 66% at or above / 34% below or well below Grade 1: 53% at or above / 47% below or well below Grade 2: 51% at or above / 49% below or well below Grade 3: 59% at or above / 41% below or well below Grade 4: 63% at or above / 37% below or well below Grade 5: 60% at or above / 40% below or well below Grade 6: 51% at or above / 49% below or well below	
Grade 7 PSSA Mathematics- Advanced and Proficient 2016- 29.5% 2018- 28% 2019- 25% 2020 - N/A 2021 - 33.3% 2022 - 25% 2023 - 18%	
Grade 8 PSSA Mathematics- Advanced and Proficient 2016- 18% 2017- 16.7% 2018- 27.2% 2019- 15% 2020 - N/A 2021 - 19.1% 2022 - 32.7% 2023 - 31%	
Keystone Algebra- Advanced and Proficient 2017- 22.9% 2018- 30% 2019- 37.3% 2020 - N/A 2021 - 24% 2022 - 45% 2023 - 40%	
2023 Fall Math Acadience Data Grade K: 68% at or above / 32% below or well below Grade 1: 72% at or above / 28% below or well below Grade 2: 55% at or above / 45% below or well below Grade 3: 67% at or above / 33% below or well below Grade 4: 49% at or above / 51% below or well below Grade 5: 70% at or above / 30% below or well below Grade 6: 53% at or above / 47% below or well below	
2022-2023 PSSA Advanced and Proficient Percentages Grade 3 - 38.2% Grade 4 - 27% Grade 5 - 34.7% Grade 6 - 20% Grade 7 - 18.4% Grade 8 - 31.7%	
According to the 2023 PVAAS Data, their is moderate evidence that the LEA/district exceeded the growth standard in grades 4-8.	

Mathematics Summary

Strengths

Elementary 20-21 SY Data: Eureka Math curriculum in grades 3-6. Implementation of Eureka Math in grades K4-2. Implementation of First in Math for fact fluency. Initializing math interventions. PD through Eureka Math. Introducing MTSS program with coordinator. Overhaul on grade 3-6 schedule with more specialized instruction. Hiring of full-time school psychologist. During the 21-22 SY, the District purchased Spring Math, which is a class-wide math intervention program and have using it with fidelity since the purchase.
 For the 23-24 SY, the elementary master schedule has been updated to reflect WIN time, Spring Math time, and core instruction within a teacher's schedule. We now have 80 minutes of math vs 60 minutes of math in the 22-23 SY. The student's core math teacher is also their Spring Math teacher and WIN teacher

depending on student needs. The 7th grade schedule has also been updated to implement Spring Math.

The elementary school which houses grades Pre-K 3 & 4-Year-Olds through grade 6 have access to an MTSS Team. The MTSS Team consists of an MTSS Coordinator, Reading Specialist, and Math Specialist. We also have AmeriCorps teachers, special education aides, Title 1 aides, unified arts teachers, classroom teachers, and graduate assistants from Indiana University of PA serving on the team. They provide daily intervention and enrichment services to our students and schedule the student's WIN Time (What I Need Time) for other staff members.

Based on the 2023 PSSA PVAAS Growth Scores, grades 5, 6, 7, and 8 performed well. Keystone Algebra 1 met the growth standard for 2023.

Challenges

The District did not have a math intervention specialist until the 22-23 SY. We did not have math WIN time until the 23-24 SY.

The 7th and 8th grad math courses, Algebra I Honors, Algebra IA, and IB needs realigned and curricular materials / textbook needs procured due to the long gap in between any curricular materials being purchased for the department.

Based on the 2023 PSSA PVAAS Growth Scores, grade 4 needs some work with curriculum, instruction, and assessment.

Based on the 2023 PSSA Achievement Scores, we scored below the state average in some areas and have a lot of work to do. The same can be said for growth data.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
8th Grade PSSA Science Advanced/Proficient 2016- 56% 2017- 37.5% 2018- 74% 2019- 63% 2021 - 47.8% 2022 - 68.5% 2023 - 63.4%	
4th Grade PSSA Science Advanced/Proficient 2019 - 81.1% 2021 - 75% 2022 - 79.5 % 2023 - 85.7%	

Science, Technology, and Engineering Education Summary

Strengths

During the 21-22 SY, the secondary Science Curriculum Committee met and revised our curriculum to meet the new science standards and align to the Next Generation Science Standards. We also restructured our courses to better prepare our students for the 8th grade science test and Biology Keystone Exam. We were able to purchase new materials and resources for our students. New implementation started the 22-23 SY.

During the 22-23 SY, the elementary Science Curriculum Committee met and revised our curriculum to meet the new science standards and align to the Next Generation Science Standards. We were able to purchase new materials and resources for our students. Full implementation started the 23-24 SY.

Our 4th grade PSSA Science Tests have been very good and well above the state average.

Challenges

More differentiation is needed for the success of all students. Historically, the scores on the PSSAs of the students in grade 4 science have been on a decline. PD is needed to improve the instruction in grades K-4 to improve the instruction as students move up in grades.

Our 8th Grade Science PSSA scores need to improve.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Both the elementary and secondary 339 Plans are being followed and the career evidence is being collected as mandated.	

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

True 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.

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.

Both the elementary and secondary 339 Plans are being followed and the career evidence is being collected as mandated.
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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.

COVID-19 shutdown many of our "out of school" learning opportunities such as field trips, internships, and work site visits.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

N/A

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.

N/A

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Aligns with the Mission and Vision of the School District. We need to see significant improvement in our PSSA and Keystone Test Data.
Title 1 Program	Aligns with the Mission and Vision of the School District. We need to see significant improvement in our PSSA and Keystone Test Data.
Student Services	Aligns with the Mission and Vision of the School District.
K-12 Guidance Plan (339 Plan)	Aligns with the Mission and Vision of the School District.
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

All the Plans Align with the Mission and Vision of the School District.

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.

All Student Groups - We need to see significant improvement in our PSSA and Keystone Test Data.

All Student Groups - We need to see significant improvement in our PSSA and Keystone Test Data.

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	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
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.

Foster a vision and culture of high expectations for success for all students, educators, and families *
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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
2023 Data: While the JSHS ELA Scores were in the red with a 57.7 % Proficient/Advanced rating, the scores did improve from the previous year.	False
2023 Data: The JSHS Mathematics/Algebra 1 Data met the growth standard and exceeded the statewide average.	False
2023 Data: The Elementary math scores came in at a 30.3% pass rate. The state average was 38.3% pass rate. Our math scores did go up from the previous year.	False
Based on the most recent acadience data we are closer to reaching the 80% at or above threshold in Tier 1. Between master schedule changes and regularly scheduled meetings, we are more purposeful and data driven when it comes to supporting our students. (Intervention and Enrichment)	True
The elementary school which houses grades Pre-K 3 & 4-Year-Olds through grade 6 have access to an MTSS Team. The MTSS Team consists of an MTSS Coordinator, Reading Specialist, and Math Specialist. We also have AmeriCorps teachers, special education aides, Title 1 aides, unified arts teachers, classroom teachers, and graduate assistants from Indiana University of PA serving on the team. They provide daily intervention and enrichment services to our students and schedule the student's WIN Time (What I Need Time) for other staff members.	True
Elementary 20-21 SY Data: Eureka Math curriculum in grades 3-6. Implementation of Eureka Math in grades K4-2. Implementation of First in Math for fact fluency. Initializing math interventions. PD through Eureka Math. Introducing MTSS program with coordinator. Overhaul on grade 3-6 schedule with more specialized instruction. Hiring of full-time school psychologist. During the 21-22 SY, the District purchased Spring Math, which is a class-wide math intervention program and have using it with fidelity since the purchase.	False
Both the elementary and secondary 339 Plans are being followed and the career evidence is being collected as mandated.	False
For the 23-24 SY, the elementary master schedule has been updated to reflect WIN time, Spring Math time, and core instruction within a teacher's schedule. We now have 80 minutes of math vs 60 minutes of math in the 22-23 SY. The student's core math teacher is also their Spring Math teacher and WIN teacher depending on student needs. The 7th grade schedule has also been updated to implement Spring Math.	True
The elementary school which houses grades Pre-K 3 & 4-Year-Olds through grade 6 have access to an MTSS Team. The MTSS Team consists of an MTSS Coordinator, Reading Specialist, and Math Specialist. We also have AmeriCorps teachers, special education aides, Title 1 aides, unified arts teachers, classroom teachers, and graduate assistants from Indiana University of PA serving on the team. They provide daily intervention and enrichment services to our students and schedule the student's WIN Time (What I Need Time) for other staff members.	False
All the Plans Align with the Mission and Vision of the School District.	False

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	False
Foster a vision and culture of high expectations for success for all students, educators, and families *	False
The district is intentional with teachers delivering instruction for their core classes, intervention and enrichment periods.	False
Based on the 2023 PSSA PVAAS Growth Scores, grades 5, 6, 7, and 8 performed well. Keystone Algebra 1 met the growth standard for 2023.	True
During the 21-22 SY, the secondary Science Curriculum Committee met and revised our curriculum to meet the new science standards and align to the Next Generation Science Standards. We also restructured our courses to better prepare our students for the 8th grade science test and Biology Keystone Exam. We were able to purchase new materials and resources for our students. New implementation started the 22-23 SY.	False
During the 22-23 SY, the elementary Science Curriculum Committee met and revised our curriculum to meet the new science standards and align to the Next Generation Science Standards. We were able to purchase new materials and resources for our students. Full implementation started the 23-24 SY.	False
Our 4th grade PSSA Science Tests have been very good and well above the state average.	False
N/A	False
Based on the 2023 PSSA PVAAS Growth Scores, grades 6 and 8 performed well. Based on the 2023 PSSA PVAAS Growth Scores, Keystone Literature met the growth standard.	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
2023 Data: The JSHS Attendance rate is at 77.7% not chronically absent.	False
2023 Data: The JSHS Math Scores were very poor with a 25.2% pass rate. The state average pass rate was 38.3%.	False
2023 Data: The Elementary math scores came in at a 30.3% pass rate. The state average was 38.3% pass rate. Our math scores did go up from the previous year.	False
2023 Data: The Elementary school attendance rate was at 74.1%, slightly above the state average of 73.9%.	False
The Covid-19 Pandemic hindered our implementation of a newly purchased core ELA Program (Wonders) for grades Pre-K to 6. We since received additional training in the 2022-2023 SY.	True
The District did not have a math intervention specialist until the 22-23 SY. We did not have math WIN time until the 23-24 SY.	True
COVID-19 shutdown many of our "out of school" learning opportunities such as field trips, internships, and work site visits.	False
The 7th and 8th grad math courses, Algebra I Honors, Algebra IA, and IB needs realigned and curricular materials / textbook needs procured due to the long gap in between any curricular materials being purchased for the department.	True
More differentiation is needed for the success of all students. Historically, the scores on the PSSAs of the students in grade 4 science have been on a decline. PD is needed to improve the instruction in grades K-4 to improve the instruction as students	False

move up in grades.	
All Student Groups - We need to see significant improvement in our PSSA and Keystone Test Data.	True
All Student Groups - We need to see significant improvement in our PSSA and Keystone Test Data.	False
Ensure effective, standards-aligned curriculum and assessment	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Based on the 2023 PSSA PVAAS Growth Scores, grade 4 needs some work with curriculum, instruction, and assessment.	True
Our 8th Grade Science PSSA scores need to improve.	False
Based on the 2023 PSSA Achievement Scores, we scored below the state average in some areas and have a lot of work to do. The same can be said for growth data.	True
N/A	False
Based on the 2023 PSSA PVAAS Growth Scores, grades 4, 5, and 7 need a lot of work.	True
We found that splitting teachers to teach different components of ELA did not work as was relevant in the PSSA Scores. We have since fixed this issue for the 23-24 SY.	False

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
All Student Groups - We need to see significant improvement in our PSSA and Keystone Test Data.	This is real data that cannot be argued. One of our priorities will be focusing on curriculum alignment, assessment, and instruction at all grade levels to improve our achievement and growth scores. ELA, Math, and Science will be prioritized over other subjects.	True
The District did not have a math intervention specialist until the 22-23 SY. We did not have math WIN time until the 23-24 SY.		False
The 7th and 8th grad math courses, Algebra I Honors, Algebra IA, and IB needs realigned and curricular materials / textbook needs procured due to the long gap in between any curricular materials being purchased for the department.	The secondary math department needs to write new curriculum around the PA Core Math Standards and purchase new and updated resources.	False
The Covid-19 Pandemic hindered our implementation of a newly purchased core ELA Program (Wonders) for grades Pre-K to 6. We since received additional training in the 2022-2023 SY.	ELA in grades Pre-K to 6 needs continued support. We need to focus on curriculum, instruction, and assessment. We also need continued training in the use of the Wonders Program.	True
Based on the 2023 PSSA PVAAS Growth Scores, grades 4, 5, and 7 need a lot of work.		False
Based on the 2023 PSSA PVAAS Growth Scores, grade 4 needs some work with curriculum, instruction, and assessment.		False
Based on the 2023 PSSA Achievement Scores, we scored below the state average in some areas and have a lot of work to do. The same can be said for growth data.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on the most recent acadience data we are closer to reaching the 80% at or above threshold in Tier 1. Between master schedule changes and regularly scheduled meetings, we are more purposeful and data driven when it comes to supporting our students. (Intervention and Enrichment)	
For the 23-24 SY, the elementary master schedule has been updated to reflect WIN time, Spring Math time, and core instruction within a teacher's schedule. We now have 80 minutes of math vs 60 minutes of math in the 22-23 SY. The student's core math teacher is also their Spring Math teacher and WIN teacher depending on student needs. The 7th grade schedule has also been updated to implement Spring Math.	
The elementary school which houses grades Pre-K 3 & 4-Year-Olds through grade 6 have access to an MTSS Team. The MTSS Team consists of an MTSS Coordinator, Reading Specialist, and Math Specialist. We also have AmeriCorps teachers, special education aides, Title 1 aides, unified arts	

teachers, classroom teachers, and graduate assistants from Indiana University of PA serving on the team. They provide daily intervention and enrichment services to our students and schedule the student's WIN Time (What I Need Time) for other staff members.	
Based on the 2023 PSSA PVAAS Growth Scores, grades 6 and 8 performed well. Based on the 2023 PSSA PVAAS Growth Scores, Keystone Literature met the growth standard.	
Based on the 2023 PSSA PVAAS Growth Scores, grades 5, 6, 7, and 8 performed well. Keystone Algebra 1 met the growth standard for 2023.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to make adjustments to our ELA and Science curriculum and make sure it's aligned to the PA Core and Academic Standards.
	We need to provide continued professional development to gain the most of our Elementary Wonders Program that we use to deliver ELA instruction.

Goal Setting

Priority: We need to make adjustments to our ELA and Science curriculum and make sure it's aligned to the PA Core and Academic Standards.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of this comprehensive plan, we will have created Pre-K to 12 Math, Science, and ELA Curriculum Committees and completely revise each respective curriculum area to ensure alignment to the PA Core and Academic standards.		
Measurable Goal Nickname (35 Character Max)		
Full Curriculum Revision for Pre-K to 12 Math, Science, and ELA		
Target Year 1	Target Year 2	Target Year 3
Full Curriculum Revision for Pre-K to 12 Math, Science, and ELA 1st Step: Analyze PA Core and Academic Standards. Produce Philosophy and Rationale for Curriculum. Identify long-term transfer goals. Determine criteria for successful mastery of standards and long-term transfer goals. Develop any necessary rubrics. Identify instructional practices to support learning objectives. Create course descriptions for any new courses. Develop scope and sequence for courses. Map the course units of study. Review and select appropriate materials to meet the learning objectives of each course. Provide any professional development needed in the interest of meeting the identified best practices. Secure school board approval.	Full Curriculum Revision for Pre-K to 12 Math, Science, and ELA 2nd Step: Provide any ongoing professional development as needed. Deploying the curriculum map, utilize the units of study map in planning daily lessons. Administrators support the integration process and ensure fidelity of integration. Ensure the learning objectives are being met for all students. Update course descriptions if needed. Use data (local and state) to determine the level of success the students are having with the curriculum. Ensure that local assessments are aligned with the learning objectives identified for courses. Make minor revisions to the curriculum map to meet student learning objectives. Gather data to eventually inform the entire curriculum process when the time comes.	By the end of this comprehensive plan, we will have created Pre-K to 12 Math, Science, and ELA Curriculum Committees and completely revise each respective curriculum area to ensure alignment to the PA Core and Academic standards.

Priority: We need to provide continued professional development to gain the most of our Elementary Wonders Program that we use to deliver ELA instruction.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By the end of this comprehensive plan, we will have provided targeted and yearly professional development for our ELA, Elementary Wonders program in order to ensure we are implementing the program with fidelity.
Measurable Goal Nickname (35 Character Max)

Wonders Training		
Target Year 1	Target Year 2	Target Year 3
Conduct a needs assessment with our brand new and experienced staff to determine what type of targeted professional development is needed. Provide in-house and outside professional development opportunities for the proper use of our ELA, Elementary Wonders program.	Conduct a needs assessment with our brand new and experienced staff to determine what type of targeted professional development is needed. Provide in-house and outside professional development opportunities for the proper use of our ELA, Elementary Wonders program.	By the end of this comprehensive plan, we will have provided targeted and yearly professional development for our ELA, Elementary Wonders program in order to ensure we are implementing the program with fidelity.

Action Plan

Measurable Goals

Full Curriculum Revision for Pre-K to 12 Math, Science, and ELA	Wonders Training
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Action Plan For: Designing and Implementing Coherent Curriculum, Instruction, and Assessment

Measurable Goals:
<ul style="list-style-type: none"> By the end of this comprehensive plan, we will have created Pre-K to 12 Math, Science, and ELA Curriculum Committees and completely revise each respective curriculum area to ensure alignment to the PA Core and Academic standards.

Action Step		Anticipated Start/Completion Date	
Create Curriculum Committees for Pre-K to 12 Math, ELA, and Science.		2024-08-26	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and/or Designee	None	No	Yes
Action Step		Anticipated Start/Completion Date	
Each respective Curriculum Committee will be responsible for the following: Analyze PA Core and Academic Standards. Produce Philosophy and Rationale for Curriculum. Identify long-term transfer goals. Determine criteria for successful mastery of standards and long-term transfer goals. Develop any necessary rubrics. Identify instructional practices to support learning objectives. Create course descriptions for any new courses. Develop scope and sequence for courses. Map the course units of study. Review and select appropriate materials to meet the learning objectives of each course. Provide any professional development needed in the interest of meeting the identified best practices. Secure school board approval.		2024-08-26	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and/or Designee	District funds for the following: 1. We will need to pull teachers together to complete the curriculum process which will require substitute teachers. 2. We will need to pay for new resources as determined by the Curriculum Committees. 3. We will need to pay for professional development as determined by the Curriculum Committees.	Yes	No
Action Step		Anticipated Start/Completion	

		Date	
Each respective Curriculum Committee will be responsible for the following: Provide any ongoing professional development as needed. Deploying the curriculum map, utilize the units of study map in planning daily lessons. Administrators support the integration process and ensure fidelity of integration. Ensure the learning objectives are being met for all students. Update course descriptions if needed. Use data (local and state) to determine the level of success the students are having with the curriculum. Ensure that local assessments are aligned with the learning objectives identified for courses. Make minor revisions to the curriculum map to meet student learning objectives. Gather data to eventually inform the entire curriculum process when the time comes.		2025-08-25	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and/or Designee	District funds for the following: 1. We will need to pull teachers together to complete the curriculum process which will require substitute teachers. 2. We will need to pay for new resources as determined by the Curriculum Committees. 3. We will need to pay for professional development as determined by the Curriculum Committees.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The formation of the Curriculum Committees for Pre-K to 12 Math, ELA, and Science.	The Superintendent or designee will communicate via email and/or meetings to establish the respective curriculum committees.

Action Plan For: Focus on Continued Instruction and Improvement

Measurable Goals:
<ul style="list-style-type: none"> By the end of this comprehensive plan, we will have provided targeted and yearly professional development for our ELA, Elementary Wonders program in order to ensure we are implementing the program with fidelity.

Action Step		Anticipated Start/Completion Date	
The School District will offer customized and targeted professional development to the staff to ensure the Wonders Program is being used with fidelity.		2024-09-02	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and/or Designee	1. The use of Act 80 and In-Service Days for Training. 2. Using FASD School District personnel to offer to professional development and coaching. 3. Contracting with outside professionals who are experts in training staff with the Wonders Program. 4. Funds will be required to pay for outside contractors for Wonders training.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All Elementary staff members will be able to implement the ELA Wonders Program with fidelity.	The Superintendent or designee will be scheduling professional development and training in the proper implementation of the ELA Wonders program each year of this comprehensive plan.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Designing and Implementing Coherent Curriculum, Instruction, and Assessment	Each respective Curriculum Committee will be responsible for the following: Analyze PA Core and Academic Standards. Produce Philosophy and Rationale for Curriculum. Identify long-term transfer goals. Determine criteria for successful mastery of standards and long-term transfer goals. Develop any necessary rubrics. Identify instructional practices to support learning objectives. Create course descriptions for any new courses. Develop scope and sequence for courses. Map the course units of study. Review and select appropriate materials to meet the learning objectives of each course. Provide any professional development needed in the interest of meeting the identified best practices. Secure school board approval.
Designing and Implementing Coherent Curriculum, Instruction, and Assessment	Each respective Curriculum Committee will be responsible for the following: Provide any ongoing professional development as needed. Deploying the curriculum map, utilize the units of study map in planning daily lessons. Administrators support the integration process and ensure fidelity of integration. Ensure the learning objectives are being met for all students. Update course descriptions if needed. Use data (local and state) to determine the level of success the students are having with the curriculum. Ensure that local assessments are aligned with the learning objectives identified for courses. Make minor revisions to the curriculum map to meet student learning objectives. Gather data to eventually inform the entire curriculum process when the time comes.
Focus on Continued Instruction and Improvement	The School District will offer customized and targeted professional development to the staff to ensure the Wonders Program is being used with fidelity.

Curriculum Writing - Part 1

<p>Action Step</p> <ul style="list-style-type: none"> Each respective Curriculum Committee will be responsible for the following: Analyze PA Core and Academic Standards. Produce Philosophy and Rationale for Curriculum. Identify long-term transfer goals. Determine criteria for successful mastery of standards and long-term transfer goals. Develop any necessary rubrics. Identify instructional practices to support learning objectives. Create course descriptions for any new courses. Develop scope and sequence for courses. Map the course units of study. Review and select appropriate materials to meet the learning objectives of each course. Provide any professional development needed in the interest of meeting the identified best practices. Secure school board approval.
<p>Audience</p> <p>Select Pre-K to 12 Teachers would serve on curriculum committees for Math, ELA, and Science.</p>
<p>Topics to be Included</p> <p>Part 1 of the curriculum committees would be to learn, review, and address the following topics and tasks: Analyze PA Core and Academic Standards. Produce Philosophy and Rationale for Curriculum. Identify long-term transfer goals. Determine criteria for successful mastery of standards and long-term transfer goals. Develop any necessary rubrics. Identify instructional practices to support learning objectives. Create course descriptions for any new courses. Develop scope and sequence for courses. Map the course units of study. Review and select appropriate materials to meet the learning objectives of each course. Provide any professional development needed in the interest of meeting the identified best practices. Secure school board approval.</p>
<p>Evidence of Learning</p>

Creating the documents described in the topics and tasks list. Analyze PA Core and Academic Standards. Produce Philosophy and Rationale for Curriculum. Identify long-term transfer goals. Determine criteria for successful mastery of standards and long-term transfer goals. Develop any necessary rubrics. Identify instructional practices to support learning objectives. Create course descriptions for any new courses. Develop scope and sequence for courses. Map the course units of study. Review and select appropriate materials to meet the learning objectives of each course. Provide any professional development needed in the interest of meeting the identified best practices. Secure school board approval.

Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent and/or Designee	2024-08-26	2025-12-19

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Multiple times per school year during Act 80 Days, In-Service Days, 2 Hour Early Dismissal Days, and specially assigned curriculum writing days.

Observation and Practice Framework Met in this Plan

- 1f: Designing Student Assessments
- 4e: Growing and Developing Professionally
- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2b: Establishing a Culture for Learning
- 4d: Participating in a Professional Community
- 1b: Demonstrating Knowledge of Students
- 3b: Using Questioning and Discussion Techniques
- 1e: Designing Coherent Instruction
- 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings

Curriculum Writing - Part 2

Action Step
<ul style="list-style-type: none"> • Each respective Curriculum Committee will be responsible for the following: Provide any ongoing professional development as needed. Deploying the curriculum map, utilize the units of study map in planning daily lessons. Administrators support the integration process and ensure fidelity of integration. Ensure the learning objectives are being met for all students. Update course descriptions if needed. Use data (local and state) to determine the level of success the students are having with the curriculum. Ensure that local assessments are aligned with the learning objectives identified for courses. Make minor revisions to the curriculum map to meet student learning objectives. Gather data to eventually inform the entire curriculum process when the time comes.

Audience		
Select Pre-K to 12 Teachers would serve on curriculum committees for Math, ELA, and Science.		
Topics to be Included		
Part 2 of the curriculum committees would be to learn, review, and address the following topics and tasks: Provide any ongoing professional development as needed. Deploying the curriculum map, utilize the units of study map in planning daily lessons. Administrators support the integration process and ensure fidelity of integration. Ensure the learning objectives are being met for all students. Update course descriptions if needed. Use data (local and state) to determine the level of success the students are having with the curriculum. Ensure that local assessments are aligned with the learning objectives identified for courses. Make minor revisions to the curriculum map to meet student learning objectives. Gather data to eventually inform the entire curriculum process when the time comes.		
Evidence of Learning		
Creating the documents described in the topics and tasks list. Provide any ongoing professional development as needed. Deploying the curriculum map, utilize the units of study map in planning daily lessons. Administrators support the integration process and ensure fidelity of integration. Ensure the learning objectives are being met for all students. Update course descriptions if needed. Use data (local and state) to determine the level of success the students are having with the curriculum. Ensure that local assessments are aligned with the learning objectives identified for courses. Make minor revisions to the curriculum map to meet student learning objectives. Gather data to eventually inform the entire curriculum process when the time comes.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent and/or Designee	2026-01-05	2027-05-21

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Multiple times per school year during Act 80 Days, In-Service Days, 2 Hour Early Dismissal Days, and specially assigned curriculum writing days.

Observation and Practice Framework Met in this Plan

- 1e: Designing Coherent Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 1c: Setting Instructional Outcomes
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2b: Establishing a Culture for Learning
- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of Students
- 3b: Using Questioning and Discussion Techniques
- 1f: Designing Student Assessments
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Wonders with Fidelity

Action Step		
<ul style="list-style-type: none"> The School District will offer customized and targeted professional development to the staff to ensure the Wonders Program is being used with fidelity. 		
Audience		
All Pre-K to 12 Teachers that use the Wonders ELA Program		
Topics to be Included		
A full introduction and review of all the resources and components to the Elementary Wonders Program. This would include anthologies, big books, teacher manuals, below-level materials, on-level materials, and above level materials, and the online digital platform training.		
Evidence of Learning		
Implementing the program with fidelity and completing the training.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent and/or Disignee	2024-08-26	2027-05-21

Learning Format

Type of Activities	Frequency
Workshop(s)	Multiple times per school year during Act 80 Days, In-Service Days, 2 Hour Early Dismissal Days, and specially assigned training days.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Designing and Implementing Coherent Curriculum, Instruction, and Assessment	Create Curriculum Committees for Pre-K to 12 Math, ELA, and Science.

Curriculum Committee Formation

Action Step		
<ul style="list-style-type: none"> Create Curriculum Committees for Pre-K to 12 Math, ELA, and Science. 		
Audience		
Pre-K to 12 Teachers		
Topics to be Included		
FASD will be seeking volunteers to serve on the the Pre-K to 12 Math, Science, and ELA Curriculum Committees. If no one volunteers, we will seek out representatives to serve on said committees.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent and/or Designee	2024-08-26	2025-12-19

Communication

Type of Communication	Frequency
Email	Emails will be sent out to all staff on a monthly basis until all the curriculum committees are formed and represented.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date