Fleetwood Area SD
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Fleetwood Area School District		114062503
Address 1		
801 N. Richmond Street		
Address 2		
City	**State**	**Zip Code**
Fleetwood	Pennsylvania	19522
Chief School Administrator		**Chief School Administrator Email**
Greg Miller		gmiller@fleetwoodasd.org
Single Point of Contact Name		
Michael P Kelly		
Single Point of Contact Email		
mkelly@fleetwoodasd.org		
Single Point of Contact Phone Number		
6109448111		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michael P Kelly	Administrator	Assistant Superintendent	mkelly@fleetwoodasd.org
Greg Miller	Administrator	Superintendent	gmiller@fleetwoodasd.org
Stephen Herman	Administrator	High School	sherman@fleetwoodasd.org
Natalie Lytle	Administrator	Director of Curriculum and Assessment	nlytle@fleetwoodasd.org
Linda Bollendorf	Staff Member	Instructional Coach	lbollendorf@fleetwoodasd.org
Stacy Laucks	Community Member	Fleetwood Public Library	stacylaucks@gmail.com
Brian Hostetler	Administrator	Middle School Principal / High School Parent	bhostetler@fleetwoodasd.org
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Charlene Schlegel	Parent	Parent of High School Student / Support Staff	chschlegel@fleetwoodasd.org
Dawn Gaugler	Staff Member	Elementary Special Education Teacher	dgaugler@fleetwoodasd.org
Michael Noll	Board Member	School Board of Directors	micnol@fleetwoodasd.org
Jennifer Neiman	Administrator	High School Assistant Principal	jneiman@fleetwoodasd.org
Tiffany Losito	Parent	Parent of Elementary and Middle School Students	tlosito@hhtpa.com

LEA Profile

The Fleetwood Area School District is a suburban school located in the northeast section of Berks County. The district serves over 2,200 children of Fleetwood Borough, Maidencreek Township, and Richmond Township. The district encompasses over thirty-nine square miles. Students in kindergarten through grade four attend one of two elementary schools, Andrew Maier Elementary or Willow Creek Elementary. All students in grades five through eight attend the Fleetwood Area Middle School and all students in grades nine through twelve attend the Fleetwood Area High School, both of which are located along North Richmond Street in the Borough of Fleetwood. The district operates its own Virtual School Academy where students may attend full-time, or in a hybrid model. In addition, students in all buildings have the opportunity to engage in a full range of sports, clubs, and activities.

The student body of Fleetwood Area School district is becoming more demographically diverse. The percentage of enrollment by race/ethnicity, as of the 2023-2024 school year, is: 75% White, 18% Hispanic, 3% Black, 2% Multi-racial, and 1% Unknown. In addition, the percentage of students identified as economically disadvantaged is 38%. Fleetwood Areas School District has a relatively low number of English Language Learners, at 2% of the student body. Approximately 20% of district students receive special education services through an IEP, while around 2% of students receive Gifted services.

Fleetwood Area School District students and their families benefit from a high degree of community support. A unique partnership exists between the district and the local YMCA; the Y facility adjoins the Willow Creek Elementary School, and the fitness center is open to district students as well as the community. Concern, a local counseling agency, provides counseling services on-site in school buildings, as a service to parents who have difficulty scheduling time for outside counseling services. In addition, the district has partnerships with the Caron Foundation, Communities in Schools, and other agencies to help meet the diverse needs of our students.

The Fleetwood Area School District is centered around the FASD Profile of a Graduate (PoG). The Profile of a Graduate is the district's North Star, outlining the skills and attributes that every Fleetwood student should develop as they learn and grow through their educational experience.

Mission and Vision

Mission

The Fleetwood Area School District educates, inspires, and empowers each student on their journey to excellence.

Vision

Fleetwood Area School District students will exemplify the skills and attributes contained in the Profile of a Graduate to positively impact our communities.

Educational Values

Students

Students are responsible for: Striving for high standards of personal and academic growth and achievement. Embracing challenges as opportunities to learn and grow. Treating others with kindness and respect. Providing feedback to help improve academics and school culture. Participating in activities that benefit the local and global community.

Staff

Staff are responsible for: Creating an inclusive, respectful, and supportive school environment. Inspiring students to become lifelong learners while instilling a sense of community and civic responsibility. Promoting collaboration and communication with families and the community.

Administration

Administration are responsible for: Ensuring decisions, made at every level, have the best interest of the students at the forefront in an effort to grow the attributes of the Profile of a Graduate for all students. Additionally, we believe: All students can learn. All students deserve a safe, supportive learning environment. Supporting staff through professional development and empowering them to lead and contribute through a shared decision-making model is crucial to the success of our district.

Parents

Parents are responsible for: Actively partnering with the school district to empower students and respectfully advocate for their needs. Participating in school events and activities. Being a support system to the students, school district, and community.

Community

Community is responsible for: Demonstrating empathy, respect, and support for the students, families, and educators within the Fleetwood Area School District. Fostering active engagement with Fleetwood Area School District in both school and community events and activities. Valuing and participating in quality, two-way communication between the Fleetwood Area School District and the community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature Proficiency	Fleetwood Area High School scored well above the state average with 82.2% of students scoring proficient or advanced (state average was 65.3%) on the Literature Keystone Exam. The high school also scored above its Statewide 2030 Goal of 81.1%. Andrew Maier Elementary School (61.3%) and Willow Creek (54.2%) scored above the state average (52.9%) in proficiency on the ELA PSSA.
Mathematics/Algebra I Proficiency	Andrew Maier - 56.3% scored above the state average (49.1%) on the Math PSSA. Fleetwood Area High School - 38.9%) scored above the state average (34.2%) on the Algebra I Keystone.
Science/Biology Proficiency	Andrew Maier (75.6%) scored above the state average (74.2%) on the science PSSA. Fleetwood Area High School (67.1%) scored above the state average (50.7%) on the Biology Keystone Exam.
PVAAS Growth Score (ELA/Literature)	Fleetwood Area High School (78) scored above the state average in growth score (75).
PVAAS Growth Score (Math/Algebra)	Three schools (Andrew Maier - 76; Willow Creek - 78; Fleetwood Area Middle School - 73) scored either above the state average in growth score (75.3), and/or above the Statewide Growth Standard (70).
PVASS Growth Score (Science/Biology)	Fleetwood Area Middle School (77) and Fleetwood Area High School (79) scored above the state average in growth score (75.1) and the Statewide Growth Standard (70).
Attendance	Three of four schools (Andrew Maier - 90.8%; Willow Creek - 85.2%; Fleetwood Area Middle School - 85.1%) exceeded the state average for attendance (73.9%).
Career Standards Benchmark	Both Fleetwood Area Middle School (98.3%) and Fleetwood Area High School (98.8%) scored above the state average (89.6%) and the Statewide 2033 Goal (98%).
Four-and-Five-Year Graduation Rate	Fleetwood Area High School (90.4%) exceeded the state average (87%) in four-year graduation rate. Fleetwood Area High School (95.1%) exceeded the state average (89.7%) in five-year graduation rate.
Industry Based Learning	Fleetwood Area High School (49.3%) exceeded the state average (32.8%) for Industry Based Learning.
Rigorous Courses of Study	Fleetwood Area High School (55.8%) exceeded the state average (54.9%) in students completing rigorous courses of study.
Post Secondary Transition	Fleetwood Area High School (77.7%) exceeded the state average (76.2%) in students meeting the Post Secondary Transition measure.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature Proficiency	Fleetwood Area Middle School (50.8%) scored below the state average of 54.1%, on the ELA PSSA.
Mathematics/Algebra I Proficiency	Fleetwood Area Middle School (31.9%) scored below the state average (34.7%) on the Math PSSA.
Science/Biology Proficiency	Willow Creek Elementary (72.1%) scored below the state average (74.2%) on the Science PSSA. Fleetwood Area Middle School (52.1%) scored below the state average (57%) on the Science PSSA.
PVAAS Growth Score (ELA/Literature)	Three schools (Andrew Maier - 68; Willow Creek - 52; Fleetwood Area Middle School - 62) scored below the state average in growth score (75).
PVAAS Growth Score (Math/Algebra)	Fleetwood Area High School (66) scored below the state average in growth score (75.3) and the Statewide Growth Standard (70).
PVAAS Growth Score (Science/Biology)	Andrew Maier Elementary School (63) and Willow Creek Elementary School (50) scored below the state average in growth score (75.1) and the Statewide Growth Standard (70).
Attendance	Fleetwood Area High School (71.2%) fell below the state average for attendance (73.9%).

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

Strengths

Indicator Graduation Rate **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities	**Comments/Notable Observations** These groups of students were consistent in graduating as the whole student group.
Indicator PVAAS Growth (Math PSSA) **Grade Level(s) and/or Student Group(s)** Grades 3-8 Economically Disadvantaged and Students with Disabilities	**Comments/Notable Observations** Students in these grade levels and historically underperforming subgroups performed comparable to the "All Student" group.
Indicator PVAAS Growth (Science/Biology) **Grade Level(s) and/or Student Group(s)** Grades 8-11 Economically Disadvantaged, Hispanic, and Students with Disabilities	**Comments/Notable Observations** Students in these grade levels and historically underperforming subgroups performed comparable to the "All Student" group.

Indicator	Comments/Notable Observations
Four-Year Graduation Rate **Grade Level(s) and/or Student Group(s)** Grade 12 Hispanic Subgroup	Students in the Hispanic subgroup (87%) graduated with a comparable rate to the "All Student" group (90.4%)

Challenges

Indicator	
ELA and Math Proficiency (PSSA) **Grade Level(s) and/or Student Group(s)** Grades 3-8 Economically Disadvantaged and Students with disabilities	**Comments/Notable Observations** These groups of students underperformed compared to the "All Student" group.
Attendance **Grade Level(s) and/or Student Group(s)** Grades K-12 Economically Disadvantaged	**Comments/Notable Observations** Students in the Economically Disadvantaged subgroup had a significantly lower attendance rate as compared to the "All Student" group. Andrew Maier - 78.6% (ED Subgroup) v. 90.8% (All Student) Willow Creek - 79% (ED Subgroup) v. 85.2% (All) Middle School - 71.9% (ED Subgroup) v. 85.1% (All) High School - 58.3% (ED Subgroup) v. 71.2% (All)

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.

Fleetwood Area High School (90.4%) exceeded the state average (87%) in four-year graduation rate. Fleetwood Area High School (95.1%) exceeded the state average (89.7%) in five-year graduation rate.
PVAAS Growth Score (Math/Algebra): Three schools (Andrew Maier - 76; Willow Creek - 78; Fleetwood Area Middle School - 73) scored either above the state average in growth score (75.3), and/or above the Statewide Growth Standard (70).
English Language Arts/Literature Proficiency: Fleetwood Area High School scored well above the state average with 82.2% of students scoring proficient or advanced (state average was 65.3%) on the Literature Keystone Exam. The high school also scored above its Statewide 2030 Goal of 81.1%. Andrew Maier Elementary School (61.3%) and Willow Creek (54.2%) scored above the state average (52.9%) in proficiency on the ELA PSSA.

Science/Biology Proficiency: Andrew Maier (75.6%) scored above the state average (74.2%) on the science PSSA. Fleetwood Area High School (67.1%) scored above the state average (50.7%) on the Biology Keystone Exam.
Rigorous Courses of Study: Fleetwood Area High School (55.8%) exceeded the state average (54.9%) in students completing rigorous courses of study.

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.

Fleetwood Area Middle School (50.8%) scored below the state average of 54.1%, on the ELA PSSA.
PVAAS Growth Score (ELA/Literature): Three schools (Andrew Maier - 68; Willow Creek - 52; Fleetwood Area Middle School - 62) scored below the state average in growth score (75).
Attendance: Fleetwood Area High School (71.2%) fell below the state average for attendance (73.9%). Attendance of students in our Economically Disadvantages subgroup. Students in the Economically Disadvantaged subgroup had a significantly lower attendance rate as compared to the "All Student" group. Andrew Maier - 78.6% (ED Subgroup) v. 90.8% (All Student) Willow Creek - 79% (ED Subgroup) v. 85.2% (All) Middle School - 71.9% (ED Subgroup) v. 85.1% (All) High School - 58.3% (ED Subgroup) v. 71.2% (All)
There is a need to continue improving Instructional practices to support students in meeting academic performance goals.
In all buildings, PSSA/Keystone assessment performance in one or more tested subject (Math, ELA, Science), was below the yearly 2033 Goals established by PDE.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading Assessments (% on/above grade level at EOY): K: 86% 1st: 72% 2nd: 63% 3rd: 75% 4th: 68% 5th: 65% 6th: 85%	Six of seven grade levels scored their highest percentage in the last three years.
Keystone Literature: 82.2% of students met the proficiency target.	Comparable to the previous year.

English Language Arts Summary

Strengths

Grades K-12 have a standards-aligned curriculum.
K-4 has implemented a research-validated English Language Arts program (Wonders).
High School English Language Arts curriculum is aligned to the standards.
Students are receiving targeted interventions during WIN (What I Need) periods.

Challenges

There is a need for improvement with targeted interventions at the middle level. Use of time and process need to be further developed.
Teachers are not consistently using formative data to guide Tier 1 instruction (including small groups), and/or interventions, to ensure students are getting the targeted support and/or enrichment they need.
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.

Mathematics

Data	Comments/Notable Observations
iReady Math Diagnostic/Benchmark (% On/Above Grade Level) Andrew Maier - 64% Willow Creek - 57% Middle School - 44%	This was the first year we began implementing the iReady Diagnostic/Benchmark assessment.

Mathematics Summary

Strengths

K-8 has a new, research-validated math program (Reveal Math) being implemented.
K-8 math, Algebra, Geometry, and Algebra 2 have written curriculum aligned to the standards.
iReady Math Personalized Pathway is being utilized to provide personalized support at each student's instructional level.

Challenges

Improvement in the implementation of our co-teaching model is needed to improve math instruction and support.
Teachers are not consistently using formative data to guide instruction (including small groups) and interventions to ensure students are getting the targeted support and/or enrichment they need.
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA: AME: 75.6% of students met the proficiency target. WCE: 72.1% of students met the proficiency target. MS: 52.1% of students met the proficiency target.	This is comparable to previous years' performance.
Keystone Biology: 67.1% of students met the proficiency target.	This is comparable to previous years' performance.

Science, Technology, and Engineering Education Summary

Strengths

Middle School science has a written curriculum aligned to the standards.
Biology course curriculum is aligned to the Keystone standards.

Challenges

There is a need to examine the use of time at the elementary level, as it pertains to science instruction.
Implementation of the new science standards (STEELS) will need to occur within the next two years.
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark: MS: 98.3% of students met the standard. HS: 98.8% of students met the standard.	There was a significant increase in the % of students at the high school who met this measure.

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

Reading Area Community College

Agreement Type

15

Program/Course Area

Science, Math, English, History, Spanish

Uploaded Files

RACC Dual Enrollment 2023-2024.pdf

Partnering Institution

Albright College

Agreement Type

Program/Course Area

Dual Enrollment Program

Uploaded Files

Albright Dual Enrollment 2023-2024.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 middle school works well with the elementary schools and there is a system in place to ensure that all students engage in the career lessons and complete the requirements for submitting identified artifacts.
The district uses Naviance in grades 5-12 as a career readiness monitoring tool, which promotes consistency across grade levels.
High School guidance counselors and teachers have made a concerted effort to improve career readiness measures.
There has been an increase in the number of students enrolling in dual enrollment courses and earning college credits.

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.

The middle and high schools will continue to communicate dual enrollment opportunities to students.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Willow Creek ELA Proficiency: All Students - 54% v. Students with Disabilities - 15% Math Proficiency All Students - 47% v. Students with Disabilities - 11% Science Proficiency All Students - 73% v. Students with Disabilities - 33% Andrew Maier ELA Proficiency: All Students - 61% v. Students with Disabilities - 15% Math Proficiency All Students - 55% v. Students with Disabilities - 11% Science Proficiency All Students - 78% v. Students with Disabilities - 33%	At the elementary level, there was a significant gap in performance between the "All Students" group and the subgroup of "Students with Disabilities" in multiple schools and grade levels, on the PSSA.
Middle School ELA Proficiency: All Students - 51% v. Students with Disabilities - 17% Math Proficiency: All Students - 32% v. Students with Disabilities - 11% Science Proficiency All Students - 52% v. Students with Disabilities - 26%	At the middle level there was a significant gap in performance between the "All Students" group and the subgroup of "Students with Disabilities" in multiple schools and grade levels, on the PSSA.
High School Literature Keystone Proficiency: All Students - 55% v. Students with Disabilities - 24% Algebra I Keystone Proficiency: All Students - 13% v. Students with Disabilities - 4% Biology Keystone Proficiency: All Students - 39% v. Students with Disabilities - 12%	At the high school level there was a significant gap in performance between the "All Students" group and the subgroup of "Students with Disabilities" in multiple schools and grade levels, on the Keystone Exams.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students in the Economically Disadvantaged subgroup had a significantly lower attendance rate as compared to the "All Student" group. Andrew Maier - 78.6% (ED Subgroup) v. 90.8% (All Student) Willow Creek - 79% (ED Subgroup) v. 85.2% (All) Middle School - 71.9% (ED Subgroup) v. 85.1% (All) High School - 58.3% (ED Subgroup) v. 71.2% (All)	
ELA and Math Proficiency (PSSA): Students in the Economically Disadvantaged subgroup underperformed compared to the "All Student" group.	

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.

There is no significant disproportionality in the number of students identified for special education related based on race or socioeconomic status.
In the 2022-23 school year, 71% of students with disabilities were included in general education classes for 80% or more of the day. This was a significant improvement from the 2021-22 school year, where only 59% of students with disabilities were in general education for 80% or more of the day.

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.

Approximately 20.2% of students in the Fleetwood Area School District are classified as disabled and needing special education services. This is slightly above the state average is 19.3%.
There was a significant gap in performance between the "All Students" group and the subgroup of "Students with Disabilities" in multiple schools and grade levels.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We will continue to improve the MTSS process to ensure interventions are provided to all students who need additional support. A structure of tiered interventions will assist in limiting the over-identification of students with special needs.
Title 1 Program	We have transitioned to a school-wide model for both elementary schools, and our middle school, and we are utilizing tiered interventions in a more flexible and comprehensive manner.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
New Educator Induction Plan	We have created a more comprehensive New Educator Induction Plan, which is now two years in length and aligns with new state guidelines.
English Language Development Programs	NA
Comprehensive Planning Committee	This committee identified a need to increase the consistency and quality of communication between the district, schools, teachers, and parents.

Strengths

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

The elementary schools have a comprehensive MTSS process and a strong framework of interventions and supports.
New Educator Induction Plan: We have created a more comprehensive New Educator Induction Plan, which is now two years in length and aligns with new state guidelines. This plan was created in collaboration with teachers and administrators, including recent mentors and mentees, to ensure the plan was designed to meet the needs our new teachers.

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 middle school and high school need to further develop their comprehensive MTSS process and a strong framework of interventions and supports.
We will need to gather feedback on the implementation of our New Educator Induction Plan in order to evaluate effectiveness and make adjustments, as needed.

In order to achieve our Mission and Vision, families and the community need to be active participants in the education of students. In order to do this, they must be informed. Improving the quality and consistency of family/community communication will enable them to support the district in achieving its mission and vision.

There is a need to examine curriculum and instructional practices to increase student engagement by ensuring instruction is relevant and related to students' interest.

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	Operational

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	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	Operational

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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Continuous Improvement of Instruction: The administrative team participates in professional learning opportunities to ensure consistent language and processes in supporting teachers in effective instructional practices. This has included Systems Design Benchmarking and a partnership with Albright Colleges' Total Experience Learning program.
Empower Leadership: The district has a continuous improvement model that is utilized at each of the buildings, which is led by each building's Schoolwide Instructional Leadership Team (SWILT).
Empower Leadership: The district has created a district-wide instructional leadership team composed of teachers and administrators to ensure a clear vision and mission is articulated and consistent practices are put in place. This has created a more distributed leadership model within the district.
Provide Student-Centered Supports so That All Students are Ready To Learn: Coordinate and monitor supports aligned with students' and families' needs. Support services from the Caron Foundation, Concern, agency BCBA, and Communities in Schools Case Managers are available to students.

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.

Provide Student-Centered Supports so That All Students are Ready To Learn: Coordinate and monitor supports aligned with students' and families' needs. There is a need to improve communication among our coordinated services teams within the buildings.
Continuous Improvement of Instruction: Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Our District Instructional Leadership Team is developing a plan to improve instructional practices districtwide. This plan needs to be further developed before it is ready for implementation.

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
Fleetwood Area High School (90.4%) exceeded the state average (87%) in four-year graduation rate. Fleetwood Area High School (95.1%) exceeded the state average (89.7%) in five-year graduation rate.	False
PVAAS Growth Score (Math/Algebra): Three schools (Andrew Maier - 76; Willow Creek - 78; Fleetwood Area Middle School - 73) scored either above the state average in growth score (75.3), and/or above the Statewide Growth Standard (70).	False
English Language Arts/Literature Proficiency: Fleetwood Area High School scored well above the state average with 82.2% of students scoring proficient or advanced (state average was 65.3%) on the Literature Keystone Exam. The high school also scored above its Statewide 2030 Goal of 81.1%. Andrew Maier Elementary School (61.3%) and Willow Creek (54.2%) scored above the state average (52.9%) in proficiency on the ELA PSSA.	False
Grades K-12 have a standards-aligned curriculum.	False
K-4 has implemented a research-validated English Language Arts program (Wonders).	False
Biology course curriculum is aligned to the Keystone standards.	False
Science/Biology Proficiency: Andrew Maier (75.6%) scored above the state average (74.2%) on the science PSSA. Fleetwood Area High School (67.1%) scored above the state average (50.7%) on the Biology Keystone Exam.	False
Rigorous Courses of Study: Fleetwood Area High School (55.8%) exceeded the state average (54.9%) in students completing rigorous courses of study.	False
Students are receiving targeted interventions during WIN (What I Need) periods.	False
High School English Language Arts curriculum is aligned to the standards.	False
K-8 has a new, research-validated math program (Reveal Math) being implemented.	False
K-8 math, Algebra, Geometry, and Algebra 2 have written curriculum aligned to the standards.	False
Middle School science has a written curriculum aligned to the standards.	False
There is no significant disproportionality in the number of students identified for special education related based on race or socioeconomic status.	False
The elementary schools have a comprehensive MTSS process and a strong framework of interventions and supports.	False

Empower Leadership: The district has a continuous improvement model that is utilized at each of the buildings, which is led by each building's Schoolwide Instructional Leadership Team (SWILT).	True
Empower Leadership: The district has created a district-wide instructional leadership team composed of teachers and administrators to ensure a clear vision and mission is articulated and consistent practices are put in place. This has created a more distributed leadership model within the district.	True
The district uses Naviance in grades 5-12 as a career readiness monitoring tool, which promotes consistency across grade levels.	False
Continuous Improvement of Instruction: The administrative team participates in professional learning opportunities to ensure consistent language and processes in supporting teachers in effective instructional practices. This has included Systems Design Benchmarking and a partnership with Albright Colleges' Total Experience Learning program.	True
iReady Math Personalized Pathway is being utilized to provide personalized support at each student's instructional level.	False
High School guidance counselors and teachers have made a concerted effort to improve career readiness measures.	False
In the 2022-23 school year, 71% of students with disabilities were included in general education classes for 80% or more of the day. This was a significant improvement from the 2021-22 school year, where only 59% of students with disabilities were in general education for 80% or more of the day.	True
New Educator Induction Plan: We have created a more comprehensive New Educator Induction Plan, which is now two years in length and aligns with new state guidelines. This plan was created in collaboration with teachers and administrators, including recent mentors and mentees, to ensure the plan was designed to meet the needs our new teachers.	False
Provide Student-Centered Supports so That All Students are Ready To Learn: Coordinate and monitor supports aligned with students' and families' needs. Support services from the Caron Foundation, Concern, agency BCBA, and Communities in Schools Case Managers are available to students.	False
The middle school works well with the elementary schools and there is a system in place to ensure that all students engage in the career lessons and complete the requirements for submitting identified artifacts.	False
There has been an increase in the number of students enrolling in dual enrollment courses and earning college credits.	False

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
Fleetwood Area Middle School (50.8%) scored below the state average of 54.1%, on the ELA PSSA.	False
PVAAS Growth Score (ELA/Literature): Three schools (Andrew Maier - 68; Willow Creek - 52; Fleetwood Area Middle School - 62) scored below the state average in growth score (75).	False
Attendance: Fleetwood Area High School (71.2%) fell below the state average for attendance (73.9%). Attendance of students in our Economically Disadvantages subgroup. Students in the Economically Disadvantaged subgroup had a significantly lower attendance rate as compared to the "All Student" group. Andrew Maier - 78.6% (ED Subgroup) v. 90.8% (All Student) Willow Creek - 79% (ED Subgroup) v. 85.2% (All) Middle School - 71.9% (ED Subgroup) v. 85.1% (All) High School - 58.3% (ED Subgroup) v. 71.2% (All)	False
Improvement in the implementation of our co-teaching model is needed to improve math instruction and support.	False
There is a need for improvement with targeted interventions at the middle level. Use of time and process need to be further developed.	False
There is a need to examine the use of time at the elementary level, as it pertains to science instruction.	False
The middle and high schools will continue to communicate dual enrollment opportunities to students.	False
The middle school and high school need to further develop their comprehensive MTSS process and a strong framework of interventions and supports.	False
There is a need to continue improving Instructional practices to support students in meeting academic performance goals.	True
We will need to gather feedback on the implementation of our New Educator Induction Plan in order to evaluate effectiveness and make adjustments, as needed.	False
Approximately 20.2% of students in the Fleetwood Area School District are classified as disabled and needing special education services. This is slightly above the state average is 19.3%.	False
Teachers are not consistently using formative data to guide instruction (including small groups) and interventions to ensure students are getting the targeted support and/or enrichment they need.	False
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.	False
Teachers are not consistently using formative data to guide Tier 1 instruction (including small groups), and/or interventions, to ensure students are getting the targeted support and/or enrichment they need.	False

In all buildings, PSSA/Keystone assessment performance in one or more tested subject (Math, ELA, Science), was below the yearly 2033 Goals established by PDE.	False
In order to achieve our Mission and Vision, families and the community need to be active participants in the education of students. In order to do this, they must be informed. Improving the quality and consistency of family/community communication will enable them to support the district in achieving its mission and vision.	True
Implementation of the new science standards (STEELS) will need to occur within the next two years.	False
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.	True
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.	False
There is a need to examine curriculum and instructional practices to increase student engagement by ensuring instruction is relevant and related to students' interest.	True
Provide Student-Centered Supports so That All Students are Ready To Learn: Coordinate and monitor supports aligned with students' and families' needs. There is a need to improve communication among our coordinated services teams within the buildings.	False
Continuous Improvement of Instruction: Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Our District Instructional Leadership Team is developing a plan to improve instructional practices districtwide. This plan needs to be further developed before it is ready for implementation.	False
There was a significant gap in performance between the "All Students" group and the subgroup of "Students with Disabilities" in multiple schools and grade levels.	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.

The most notable patterns included supporting the academic performance of all students, while maintaining a high level of supports for students identified with special needs. There was some discussion related to the best way to achieve these goals, as they require several different types of placements and supports, including staffing.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There is a need to continue improving Instructional practices to support students in meeting academic performance goals.		True
In order to achieve our Mission and Vision, families and the community need to be active participants in the education of students. In order to do this, they must be informed. Improving the quality and consistency of family/community communication will enable them to support the district in achieving its mission and vision.		True
Teachers and paraprofessionals need continued support and professional learning related to co-teaching and inclusion.		True
There is a need to examine curriculum and instructional practices to increase student engagement by ensuring instruction is relevant and related to students' interest.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continuous Improvement of Instruction: The administrative team participates in professional learning opportunities to ensure consistent language and processes in supporting teachers in effective instructional practices. This has included Systems Design Benchmarking and a partnership with Albright Colleges' Total Experience Learning program.	
Empower Leadership: The district has a continuous improvement model that is utilized at each of the buildings, which is led by each building's Schoolwide Instructional Leadership Team (SWILT).	
Empower Leadership: The district has created a district-wide instructional leadership team composed of teachers and administrators to ensure a clear vision and mission is articulated and consistent practices are put in place. This has created a more distributed leadership model within the district.	
In the 2022-23 school year, 71% of students with disabilities were included in general education classes for 80% or more of the day. This was a significant improvement from the 2021-22 school year, where only 59% of students with disabilities were in general education for 80% or more of the day.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	If we engage teachers in ongoing professional learning related to effective instructional practices, and teachers implement those practices in the classroom, then students will meet academic performance goals.
	If we develop clear and consistent expectations for communication, and it is monitored using a checklist/rubric, then families and the community will be more informed and better able to support the education of our students.
	If we provide ongoing professional development in the areas of inclusion and co-teaching, then teachers and students will be more successful in our inclusionary model.
	If educators are engaged in examining ways to make learning experiences more relevant, and aligned to student interests, then student engagement will increase.

Goal Setting

Priority: If we develop clear and consistent expectations for communication, and it is monitored using a checklist/rubric, then families and the community will be more informed and better able to support the education of our students.

Outcome Category
Parent and family engagement

Measurable Goal Statement (Smart Goal)
100% of schools and teachers will meet the communication expectations developed and outlined in a checklist/rubric, for communication with families and the community. Criteria for the checklist/rubric will be developed in collaboration with teachers, administrators, families, and community members.

Measurable Goal Nickname (35 Character Max)
Community Engagement

Target Year 1	Target Year 2	Target Year 3
50% of schools and teachers will meet the communication expectations developed and outlined in checklist/rubric, for communication with families and the community.	80% of schools and teachers will meet the communication expectations developed and outlined in checklist/rubric, for communication with families and the community.	100% of schools and teachers will meet the communication expectations developed and outlined in a checklist/rubric, for communication with families and the community. Criteria for the checklist/rubric will be developed in collaboration with teachers, administrators, families, and community members.

Priority: If we engage teachers in ongoing professional learning related to effective instructional practices, and teachers implement those practices in the classroom, then students will meet academic performance goals.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals.

Measurable Goal Nickname (35 Character Max)
ELA Academic Performance

Target Year 1	Target Year 2	Target Year 3
All schools will continue to meet/exceed, or close the gap by 40% in 2024-2025	All schools will continue to meet/exceed, or close the gap by 60% in 2025-2026	All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data),

(baseline year is 2023 data), the annual PDE 2033 academic performance goals.	(baseline year is 2023 data), the annual PDE 2033 academic performance goals.	the annual PDE 2033 academic performance goals.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals.		
Measurable Goal Nickname (35 Character Max)		
Mathematics Academic Performance		
Target Year 1	**Target Year 2**	**Target Year 3**
All schools will continue to meet/exceed, or close the gap by 40% in 2024-2025 (baseline year is 2023 data), the annual PDE 2033 academic performance goals.	All schools will continue to meet/exceed, or close the gap by 60% in 2025-2026 (baseline year is 2023 data), the annual PDE 2033 academic performance goals.	All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals.

Priority: If we provide ongoing professional development in the areas of inclusion and co-teaching, then teachers and students will be more successful in our inclusionary model.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
100% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices, including co-teaching.		
Measurable Goal Nickname (35 Character Max)		
Inclusionary Practices		
Target Year 1	**Target Year 2**	**Target Year 3**
40% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices and/or co-teaching.	60% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices and/or co-teaching.	100% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices, including co-teaching.

Priority: If educators are engaged in examining ways to make learning experiences more relevant, and aligned to student interests, then student engagement will increase.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
100% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community.

Measurable Goal Nickname (35 Character Max)
Student Engagement

Target Year 1	Target Year 2	Target Year 3
35% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community.	65% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community.	100% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community.

Action Plan

Measurable Goals

Community Engagement	ELA Academic Performance
Mathematics Academic Performance	Inclusionary Practices
Student Engagement	

Action Plan For: Utilize a Multi-Tiered System of Support for Academics

Measurable Goals:
• All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals. • All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals.

Action Step		**Anticipated Start/Completion Date**	
Each building will identify a lead person to organize and facilitate MTSS and Data Meetings.		2024-08-06	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	An outline of the roles and responsibilities for the MTSS and Data meeting facilitator.	No	No
Action Step		**Anticipated Start/Completion Date**	
Identify and outline the instructional practices and resources being implemented at all tiers of instruction. Collaborate with teachers and administrators to identify a core group of resources that should be used to support instruction at each grade level in Math and ELA. This includes resources being used during WIN and intervention periods.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Audit of resources being implemented in ELA and Math classrooms K-8, and in Algebra I and Algebra I labs.	No	No

Action Step		Anticipated Start/Completion Date	
Create tiered protocols to be used during MTSS and Data meetings to ensure students are receiving appropriate academic supports.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent Building Principals	A committee of administrators and teachers will collaborate to create a document which outlines the steps, process, and protocols for MTSS and Data meetings, and the supports offered at each tier of instruction.	No	No
Action Step		**Anticipated Start/Completion Date**	
Create a protocol for data chats between teachers and students.		2024-08-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	Sample data chat protocols.	No	No
Action Step		**Anticipated Start/Completion Date**	
Monitoring the implementation of MTSS and Data meeting protocols, and utilization of identified, effective programs and resources.		2025-08-25	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	A checklist to be used for monitoring the effective implementation of protocols at MTSS and Data meetings.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The consistent use of an identified list of effective programs and resources will be used to support instruction in all classrooms. A structure and process	Creation of a shared document to share with all administrators and teachers, listing the resources to be used during instruction and intervention. This will be monitored through classroom visits and observations. Administrators will

for MTSS and Data meetings will be implemented in all schools.	monitor implementation of MTSS and Data meeting protocols during their participation in these meetings.

Action Plan For: Targeted Professional Development

Measurable Goals:
• 100% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community. • All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals. • All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals. • 100% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices, including co-teaching.

Action Step		Anticipated Start/Completion Date	
The District Instructional Leadership team will create, identify, and facilitate professional development sessions related to effective instructional practices. This will include using data to drive instructional practices, making learning relevant, connecting learning to student interests, and making connections to the local and global communities.		2024-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Support of District Instructional Leadership Team (DILT)	Yes	No
Action Step		**Anticipated Start/Completion Date**	
The district will provide professional development sessions and coaching related to inclusionary practices, including co-teaching.		2024-08-26	2027-06-04

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gwynn Bollinger / Director of Special Education Michael P Kelly / Assistant Superintendent	Professional Development Facilitators	Yes	No

Action Step		Anticipated Start/Completion Date	
Create a process and model for teachers to visit other classrooms to observe the implementation of effective instructional practices.		2024-08-26	2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Michael P Kelly / Assistant Superintendent	District Instructional Leadership Team will help design this model.	No	No

Action Step		Anticipated Start/Completion Date	
Establish an Inclusionary Practices committee.		2024-08-26	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Education Assistant Superintendent	Identify time, location, and goals	No	No

Action Step		Anticipated Start/Completion Date	
Committee on inclusion and co-teaching will focus on communication and expectations: Communicate clear guidelines and definitions related to inclusion and co-teaching. Establish non-negotiables / expectations related to inclusion and co-teaching. Identifying time for co-planning to occur. Create a Co-Teaching Planning Tool / Agreement to be utilized by co-teacher partners.		2024-08-26	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gwynn Bollinger / Director of Special Education Michael P Kelly / Assistant Superintendent	A committee on inclusionary practices and co-teaching.	No	No

Action Step	Anticipated Start/Completion Date	
Collate and organize resources and examples that highlight Problem and Project Based learning experiences.	2024-08-26	2027-06-04

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Technology (Hub); Teacher examples; Books on PBL	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional development will provide administrators and teachers the knowledge and skills to implement effective instruction and inclusionary practices, which will increase student engagement and achievement.	The District Instructional Leadership Team (DILT) and Inclusionary Practices committee will assist in creating processes, identifying professional development needs, and monitoring implementation of the plan. This will be accomplished during periodic check-ins during DILT meetings.

Action Plan For: Parent/Community Communication and Engagement

Measurable Goals:
• 100% of schools and teachers will meet the communication expectations developed and outlined in a checklist/rubric, for communication with families and the community. Criteria for the checklist/rubric will be developed in collaboration with teachers, administrators, families, and community members. • 100% of teachers will identify areas, through the sharing of examples/artifacts, where instruction and student learning are relevant to the current and future lives of students and/or related to students' interests. This may include making connections to the current local and global community. • All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals. • All schools will continue to meet/exceed, or close the gap by 80% by the end of the 2026-2027 school year (baseline year is 2023 data), the annual PDE 2033 academic performance goals.

Action Step	Anticipated Start/Completion Date

Survey parents, teachers, staff about what information stakeholders would like shared (District level), and the preferred methods of sharing the information.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Survey Form (annually); Technology Support	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Create a Communication Hub and FAQ page for parents and the community.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Consult secretaries on the most frequent questions they receive and create an information page.	No	No
Action Step		**Anticipated Start/Completion Date**	
Establish expectations for teachers and administration regarding communication. This may vary by level (elementary middle, high school).		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Directory of Curriculum	Survey Data; Checklist or Rubric of Expectations	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Identify the most effective communication tools that can be used to meet our communication needs and create a "tips and tricks" webpage on communication (videos and tutorials).		2025-08-25	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Survey Data; IT Support	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Develop a consistent plan to clearly communicate student performance data on an annual basis.		2024-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Website; Social Media; Board Meetings	No	No
Action Step		**Anticipated Start/Completion Date**	
Engage with outside experts, alumni, and local community organizations to develop ways to connect learning to the real-world and community.		2024-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Local businesses and organizations.	No	No

Action Step		Anticipated Start/Completion Date	
Communicate school and district performance on academic achievement performance, growth and goals.		2024-08-26	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	School Board Meeting; Social Media; District Website	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased quality and consistency of communication to families and the community. Increased student engagement through the connection of outside organizations and experts.	Survey data collected annually.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted Professional Development	The District Instructional Leadership team will create, identify, and facilitate professional development sessions related to effective instructional practices. This will include using data to drive instructional practices, making learning relevant, connecting learning to student interests, and making connections to the local and global communities.
Targeted Professional Development	The district will provide professional development sessions and coaching related to inclusionary practices, including co-teaching.

Inclusionary Practices

Action Step		
• The district will provide professional development sessions and coaching related to inclusionary practices, including co-teaching.		
Audience		
All teachers and selected support staff.		
Topics to be Included		
Grouping of students; Co-teaching; Data-Driven Instruction; Instructional Practices		
Evidence of Learning		
Surveys; Monitoring of implementation during classroom visits and observations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Special Education	2024-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Each year we will continue to offer professional development sessions related to inclusionary practices and co-teaching.
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing throughout the duration of this plan. Will vary based on grade level and teacher.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing throughout the duration of this plan. Will vary based on grade level and teacher.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	At least once per year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Student Engagement in Learning

Action Step
• The District Instructional Leadership team will create, identify, and facilitate professional development sessions related to effective instructional practices. This will include using data to drive instructional practices, making learning relevant, connecting learning to student interests, and making connections to the local and global communities.
Audience
All teachers and select support staff.

Topics to be Included		
Effective Instructional Practices; Utilizing Student Interest Surveys; Problem/Project Based Learning; Creating relevant learning experiences that connect to the community.		
Evidence of Learning		
Surveys; Student artifacts; Data collected through classroom visits and observations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent; Director of Curriculum	2024-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly DILT Meetings
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	Periodic, throughout the duration of this plan.
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Book study	Annual option for flex professional development.
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Stakeholder Surveys

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Survey parents, teachers, staff about what information stakeholders would like shared (District level), and the preferred methods of sharing the information.	All district stakeholders.	Preferred methods and types of communication.	Director of Curriculum	08/26/2024	08/04/2027

Communications

Type of Communication	Frequency
Posting on district website	Annual Survey
Email	Annual Survey
Other	Annual Survey

Stakeholder Surveys

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Survey parents, teachers, staff about what information stakeholders would like shared (District level), and the preferred methods of sharing the information.	All district stakeholders.	Preferred methods and types of communication.	Director of Curriculum	08/26/2024	08/04/2027

Communications

Type of Communication	Frequency
Posting on district website	Annual Survey
Email	Annual Survey
Other	Annual Survey

School and Teacher Newsletters / Social Media Expectations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Establish expectations for teachers and administration regarding communication. This may vary by level (elementary middle, high school).	All administrators and teachers.	Expectations fo the frequency and types of communication to be shared with families.	Director of Curriculum	08/26/2024	06/04/2027

Communications

Type of Communication	Frequency
Newsletter	Weekly
Other	Weekly (Social Media; Media Tools/Apps)

School and Teacher Newsletters / Social Media Expectations					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Establish expectations for teachers and administration regarding communication. This may vary by level (elementary middle, high school).	All administrators and teachers.	Expectations fo the frequency and types of communication to be shared with families.	Director of Curriculum	08/26/2024	06/04/2027

Communications

Type of Communication	**Frequency**
Newsletter	Weekly
Other	Weekly (Social Media; Media Tools/Apps)

Communications Hub

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Identify the most effective communication tools that can be used to meet our communication needs and create a "tips and tricks" webpage on communication (videos and tutorials).	Administrators and Teachers	Create a Communications Hub to assist administrators and teachers in the effective use of communication tools.	Director of Curriculum	08/26/2024	06/04/2027

Communications

Type of Communication	Frequency
Posting on district website	Updated annually

Communications Hub

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Identify the most effective communication tools that can be used to meet our communication needs and create a "tips and tricks" webpage on communication (videos and tutorials).	Administrators and Teachers	Create a Communications Hub to assist administrators and teachers in the effective use of communication tools.	Director of Curriculum	08/26/2024	06/04/2027

Communications

Type of Communication	Frequency
Posting on district website	Updated annually

Student Achievement Data

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Communicate school and district performance on academic achievement performance, growth and goals.	All stakeholders.	Annual student performance, growth, and progress toward academic goals (examples: Acadience, iReady, PSSA, Keystone Exams, SAT, AP, and Comprehensive Plan Goals).	Assistant Superintendent	08/26/2024	06/04/2027

Communications

Type of Communication	Frequency
Presentation	Annually
Posting on district website	Annually
Other	Annually

Approvals & Signatures

Uploaded Files
• Comprehensive Plan Signature Page.pdf

Chief School Administrator	Date
Greg Miller	2024-06-20