



**FLEETWOOD AREA**  
School District

# Comprehensive Plan Overview 2024-2027



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## Steering Committee (Board, Admin, Staff, Community)

Dr. Greg Miller, Administrator	Stacy Laucks, Community Member/Parent
Dr. Michael Kelly, Administrator	Kimberly Regnier, Staff Member
Dr. Natalie Lytle, Administrator	Michelle Imes, Staff Member
Stephen Herman, Administrator	Amy Derr, Staff Member
Jennifer Neiman, Administrator	Nicole Wright, Staff Member/Parent
Christopher Redding, Administrator	Gwynn Bollinger, Administrator
Brian Hostetler, Administrator/Parent	Kate Costenbader, Administrator
Michael Noll, Board Member	Dawn Gaugler, Staff Member
Linda Bollendorf, Staff Member/Parent	Charlene Schlegel, Staff Member/Parent



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## Steering Committee (Parents)

Elvis Vroman, Parent (HS Student)	Aissa Deh, Parent (Elem Student)
Paulette Dunkelberger, Parent (HS Student)	Natassia Blassingame, Parent (Elem Student)
Michael Osenbach, Parent (MS Student)	Samson Gausch, Parent (Elem Student)
Jazmin Gerena, Parent (MS Student)	Dana Sinclair, Parent (Elem Student)
Haley Kressley, Parent (MS/Elem Student)	Katelyn Moll, Parent (Elem Student)
Tiffany Losito, Parent (MS/Elem Student)	



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## Process Overview

1. Review of District Mission, Vision, and Values
2. Needs Assessment
  - a. Focus Areas: ELA, Math, STEM, Related Programs
  - b. Conditions for Leadership, Teaching and Learning
3. Analyzing Strengths and Challenges
  - a. Identifying Priority Challenges
4. Goal Setting
5. Action Planning
6. Professional Development



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## 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.



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## Shared Educational Values

- 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.



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## Shared Educational Values

- Staff:
  - We 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.



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## Shared Educational Values

- Administration:
  - 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.





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## Shared Educational Values

- 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.



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## Shared Educational Values

- 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.

# Needs Assessment - Focus Areas

- English Language Arts
- Mathematics
- STEM
- Related Academics
- Equity Considerations
- Supplemental LEA Plans
- Conditions for Leadership, Teaching, and Learning



## Goal Setting (Goal 1)

**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	Measurable Goal Statement
English Language Arts Mathematics	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.



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## Goal Setting (Goal 2)

**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	Measurable Goal Statement
Parent and Family Engagement	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.



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## Goal Setting (Goal 3)

**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	Measurable Goal Statement
Professional Learning	100% of teachers and instructional paraprofessionals will participate in ongoing professional learning related to inclusionary practices, including co-teaching.



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## Goal Setting (Goal 4)

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

Outcome Category	Measurable Goal Statement
Essential Practices 1: Focus on Continuous Improvement of Instruction	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 Planning

- Formation of Committees
- Professional Development
- Identifying MTSS Facilitators
- Stakeholder Surveys
- Technology Tool Research
- Website Enhancements



# Monitoring and Communication

- Ongoing measurement of goal progress
- Annual Board Presentations / Updates
- Website postings
- Administration Meetings
- Faculty Meetings
- Committee Meetings



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## Supplemental Reports / Plans

- Academic Standards and Assessment Requirements (Chapter 4)
- Gifted Education Plan Assurances (Chapter 16)
- Student Services Assurances (Chapter 12)
- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)