

Fox Chapel Area School District

Comprehensive Plan (DRAFT)



Steering Committee

Name	Position/Role	Building/Group/Organization
Mary Catherine Reljac	Administrator	Fox Chapel Area School District
David McCommons	Administrator	Fox Chapel Area School District
Stephen Edwards	Administrator	Fox Chapel Area School District
Lauren Copeland	Teacher/Staff Member	Fox Chapel Area School District
Megan Jarrett	Staff Member	Fox Chapel Area School District
Erin Butkovic	Teacher/Staff Member	Fox Chapel Area School District
Caryn Campbell	Staff Member/Educational Specialist	Fox Chapel Area School District
Kristen Bost	Teacher/Staff Member	Fox Chapel Area School District
Rachel Machen	Staff Member/Educational Specialist	Fox Chapel Area School District
Nicole Abrams	Parent/Guardian Representative, Local Business Representative	Fox Chapel Area School District
Saja Al-alawneh	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
Faith Berry	Parent/Guardian Representative	Fox Chapel Area School District
Mark Chimel	Community Representative	Fox Chapel Area School District
Emily Glick	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
Beth Lindsey	Parent/Guardian Representative	Fox Chapel Area School District
Rachel Link	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
David McNaughton	Parent/Guardian, Community, Local Business Representative	Fox Chapel Area School District
Travis Mitchell	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
Phoebe Reese	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
Christopher Pentrack	Parent/Guardian Representative, Local Business Representative	Fox Chapel Area School District
Carrie Tongarm	Parent/Guardian Representative	Fox Chapel Area School District
Dana Rofey	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
Carly Morgan	Parent/Guardian, Community, Local Business Representative	Fox Chapel Area School District
Lamont West	Parent/Guardian Representative, Community Representative	Fox Chapel Area School District
Grant Walters	Parent/Guardian Representative	Fox Chapel Area School District
Rebecca Tyers Brown	Parent/Guardian Representative	Fox Chapel Area School District

LEA Profile

The Fox Chapel Area School District (FCASD) is a nationally recognized, award-winning public school district located in a vibrant suburban community approximately 10 miles northeast of downtown Pittsburgh. Serving an area of nearly 36 square miles, the district encompasses six municipalities: the boroughs of Aspinwall, Blawnox, Fox Chapel, and Sharpsburg, as well as Indiana and O’Hara townships. FCASD serves a population of approximately 30,000 residents representing a broad range of social, economic, cultural, and religious backgrounds.

Committed to educational excellence, FCASD offers a comprehensive and rigorous array of academic, extracurricular, and support programs designed to meet the diverse needs of its students, while reflecting the high expectations of the community it serves. Guided by four foundational pillars — Purpose, Passion, Care, and Community — the district prioritizes inclusive, standards-aligned, and culturally responsive teaching practices; provides authentic learning experiences that engage and inspire the whole child; fosters safe, supportive environments that promote belonging and social-emotional wellness; and actively partners with families and community stakeholders to support student success. Through these guiding principles, FCASD prepares all students to grow, thrive, and succeed in an ever-evolving and changing world.

Mission and Vision

Mission

The Fox Chapel Area School District exists to maximize learning, achievement, and growth through a focus on educating the whole student.

Vision

The Fox Chapel Area School District will engage students in a learning community that values belonging and focuses on the education of the whole student through four pillars for success:

- Purpose: Learning and teaching through inclusive, standards-aligned, and culturally responsive approaches that meet the needs of all students, while monitoring growth and success through a data-informed approach for continuous improvement.
- Passion: Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student.
- Care: Fostering safe and supportive learning environments that value the diversity, individuality, social and emotional wellness, and belonging of all students.
- Community: Partnering and collaborating with the community.

Educational Values

Students

All students want to learn, are capable of learning, and share in the responsibility for their education. It is important for each member of the educational community to recognize and respect all forms of diversity.

Staff

Educators must be knowledgeable and current in their profession, discipline, and pedagogy. Responsive schools take a leading role in promoting safety and wellness. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments. It is important for each member of the educational community to recognize and respect all forms of diversity.

Administration

Schools of excellence have effective educational leaders. Responsive schools take a leading role in promoting safety and wellness. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments. Fiscal decisions must effectively balance the educational needs of the students and the resources of the community. It is important for each member of the educational community to recognize and respect all forms of diversity.

Parents

It is important for each member of the educational community to recognize and respect all forms of diversity. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

Community

Contributing partners in the educational process include all district staff, students, families, and the community. It is important for each member of the educational community to recognize and respect all forms of diversity.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced	All buildings are meeting or exceeding Academic Achievement Scores in Mathematics/Algebra.
English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced	All buildings are meeting or exceeding Academic Achievement Scores in English Language Arts.
Mathematics Algebra: All Student Groups Meets/Exceeds the Standard Demonstrating Growth	All buildings are meeting or exceeding Academic Growth Scores in Mathematics/Algebra.
Career Standards Benchmark: All Student Groups Exceed Performance Standard	All buildings are exceeding the performance standard for Career Benchmarks.

Challenges

Indicator	Comments/Notable Observations
English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth	Two of the district's six buildings did not meet the standard for academic growth.
Regular Attendance: All Student Group Meets Performance Standard	While all buildings are meeting or exceeding attendance performance standards, we are seeing less schools exceeding the performance level than in previous years.

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

Strengths

<p>Indicator Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Students Achieving Proficient or Advanced</p> <p>Grade Level(s) and/or Student Group(s) Elementary Math ~ Grades 3-5</p>	<p>Comments/Notable Observations The overall percentage of Advanced students on the math PSSA was over 50% in grades 3, 4, and 5. 3rd Grade ~ 58.8% Advanced, 4th grade ~ 59.40 % Advanced, and 5th Grade 53.60% Advanced</p>
<p>Indicator English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced</p> <p>Grade Level(s) and/or Student Group(s) Middle School English Language Arts: Grades 6-8</p>	<p>Comments/Notable Observations The overall percentage of Advanced students on the math PSSA was over 40% in grades 6, 7, and 8. 6th Grade ~ 52.4% Advanced, 7th grade ~ 40.60 % Advanced, and 8th Grade 43.30% Advanced</p>

Challenges

<p>Indicator English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth</p> <p>Grade Level(s) and/or Student Group(s) English Language Arts: Grade 6, 7, and HS</p>	<p>Comments/Notable Observations Achievement in English Language Arts remains good/strong in all grade levels. Growth in Grades 6, 7, and HS keystones are the only areas the district is not seeing good to strong growth as a district.</p>
<p>Indicator Regular Attendance: All Student Group Meet Performance Standard</p> <p>Grade Level(s) and/or Student Group(s) Chronically Absent Students: High School</p>	<p>Comments/Notable Observations Attendance at the Fox Chapel Area High School has not rebounded since before the pandemic. The regular attendance or Percent of Students not Chronically Absent at the high school is 83.2%.</p>

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced
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Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced
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Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth

Regular Attendance: All Student Groups Meet Performance Standard
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024-2025 ELA PSSA: (Grades 3-8)	83% of students were Proficient (38%) or Advanced (45%) on the 2024-2025 ELA PSSA.
2024-2025 Winter Literature Keystone: High School	77% of students were Proficient (62%) or Advanced (15%) on the 2024-2025 Literature Winter Keystone.
2024-2025 Spring Literature Keystone: High School	86% of students were Proficient (65%) or Advanced (21%) on the 2024-2025 Literature Spring Keystone.

English Language Arts Summary

Strengths

Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).
There is a continual review of instructional practices and resources on a defined schedule to ensure student needs are being met.

Challenges

Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.
Develop strategies for improving overall student growth in English Language Arts (PSSA / Keystone) Assessments.

Mathematics

Data	Comments/Notable Observations
2024-2025 Math PSSA: (Grades 3-8)	81% of students were Proficient (29%) or Advanced (52%) on the 2024-2025 Math PSSA.
2024-2025 Winter Algebra Keystone: High School	75% of students were Proficient (41%) or Advanced (34%) on the 2024-2025 Algebra Winter Keystone.
2024-2025 Spring Algebra Keystone: Middle School/High School	74% of students were Proficient (23%) or Advanced (51%) on the 2024-2025 Algebra Spring Keystone.

Mathematics Summary

Strengths

Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).
There is a continual review of instructional practices and resources to ensure student needs are being met.

Challenges

Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2024-2025 Winter Biology Keystone: High School	54% of students were Proficient (46%) or Advanced (8%) on the 2024-2025 Biology Winter Keystone.
2024-2025 Spring Biology Keystone: High School	87% of students were Proficient (32%) or Advanced (55%) on the 2024-2025 Biology Spring Keystone.

Science, Technology, and Engineering Education Summary

Strengths

Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).
There is a continual review of instructional practices and resources to ensure student needs are being met.

Challenges

Continue to examine how the current curriculum is aligned to new PA STEELS standards and make modifications accordingly.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA: College and Career Measures	100% of all elementary students are meeting college and career measures. All Fox Chapel Area elementary schools are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.
Future Ready: College and Career Measures	100% of all middle school students are meeting college and career measures. Dorseyville Middle School is exceeding statewide standards of performance for students meeting the Career Standards Benchmark.
Future Ready PA: College and Career Measures	100% of all High school students are meeting college and career measures. Fox Chapel Area High School is exceeding statewide standards of performance for students meeting the Career Standards Benchmark.

Career and Technical Education (CTE) Programs

Data	Comments/Notable Observations
Student Enrollments in A.W. Beattie Career Center	The district currently has students enrolled in A.W. Beattie Career Center programs and continues to look for other partnerships to enhance student opportunities.

Arts and Humanities

Data	Comments/Notable Observations
2024-2025 Advanced Placement Assessment Results	2D Art & Design - % Scoring 3, 4 or 5: 100%; 3D Art & Design - % Scoring 3, 4 or 5: 100%; Art History - % Scoring 3, 4 or 5: 100%; Drawing - % Scoring 3, 4 or 5: 100%; French - % Scoring 3, 4 or 5: 83.3%; German - % Scoring 3, 4 or 5: 80%; Music Theory - % Scoring 3, 4 or 5: 88.8%; Spanish - % Scoring 3, 4 or 5: 100%

Environment and Ecology

Data	Comments/Notable Observations
2024-2025 Advanced Placement Assessment Results	Environmental Science - % Scoring 3, 4 or 5: 100%

Family and Consumer Sciences

N/A

Health, Safety, and Physical Education

N/A

Social Studies (Civics and Government, Economics, Geography, History)

Data	Comments/Notable Observations
2024-2025 Advanced Placement Assessment Results	European History - % Scoring 3, 4 or 5: 100%; US Government & Politics - % Scoring 3, 4 or 5: 97.2%; US History - % Scoring 3, 4 or 5: 98%; World History - % Scoring 3, 4 or 5: 97.3%

Articulation Agreements

Programs/Course

College in High School credits are available in the following courses: Argument; AP Government and Political Science; AP Economics; Sociology; AP Human Geography; Business Calculus; AP Statistics; AP Calculus AB; Pre-Calculus; Pre-Calculus Accelerated; Calculus; Linear Algebra; French III, IV, and V AP; German III and IV; Spanish III, IV, and V AP; and Entrepreneurship.

Partnering Institutions

- Community College of Beaver County
- Duquesne University
- Seton Hill University
- Westmoreland County Community College

Agreement Type

Dual Credit Agreements

Agreement Documents

[Community College of Beaver County College in High School Agreement Ratified 11.10.25.pdf](#)

[Duquesne University College in HS Approved 8.12.24.pdf](#)

[Seton Hill College Partnership Agreement ratified 10.13.25.pdf](#)

[WCCC College in High School Agreement ratified 11.10.25.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.

917 AP exams were taken during the 2024-2025 school year, and 96.6% of students scored a 3 (15.9%), 4 (37.6%), or 5 (43%).
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All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.

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.

Create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school.

Create more diverse opportunities for students to earn more college-level credits prior to graduation.
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Equity Considerations

English Learners

Data	Comments/Notable Observations
Percent enrollment of English Language Learners in the District: 2.3%	The student group is considered an insufficient sample size for all 2033 Statewide Goals. This subgroup has grown in recent years.

Students with Disabilities

Data	Comments/Notable Observations
Percent enrollment of Students with Disabilities in the District: 13.1%	Percentage has grown over the past 3 years.

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
Percent enrollment of Economically Disadvantaged in the District: 18.9%	Percentage has decreased over the past 3 years.
PSSA Assessments	Our Title I school had high levels of proficiency on all 3 PSSA Assessments.
Keystone Assessments	73.7% of students identified as economically disadvantaged were proficient or advanced on the Literature Keystone, and 71.9% on the Algebra Keystone Exam in 24-25.

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations
Black	Percent enrollment in the District: 3.2%. A Student Group of 3.2% is considered an insufficient sample size for most schools 2033 Statewide Goals.

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.

The district's Title I school had high levels of proficiency on the mathematics, ELA, and science PSSAs.
73.7% of students identified as economically disadvantaged were Proficient or Advanced on the Literature Keystone, and 71.9% on the Algebra Keystone Exam in 24-25.

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.

Examine how to best support an increasing number of English Language Learners within our buildings.
Determine how the district can better provide individualized education to support the academic needs of all students.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Multi-Tiered System of Support (MTSS) is used to support students within this plan.
Title 1 Program	Multi-Tiered System of Support (MTSS) is used to support students within this plan.
Student Services	Multi-Tiered System of Support (MTSS) is used to support students within this plan.
K-12 Guidance Plan (339 Plan)	Social-Emotional Learning is embedded into our Multi-Tiered System of Supports.
Technology Plan	Outlines how the district works to provide equitable services to all students that support learning.
English Language Development Programs	Multi-Tiered System of Support (MTSS) is used to support students within this plan.

Strengths

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

The district's Multi-Tiered System of Supports is used to support all students within the district and helps the district's pressing challenges.
The district technology plan ensures equitable access to technology and devices for all students through the use of multiple strategies.

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.

Examine how the district can provide individualized education to support the academic needs of all students.
Examine how the district can best prepare new teachers to uphold the district's high level of growth and achievement for students.

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.	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	Exemplary

Focus on Continuous Improvement of Instruction

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

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

Coordinate and monitor supports aligned with students' and families' needs.	Exemplary
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.	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Exemplary

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.

The district has implemented systems and curriculums for identifying student needs and addressing them through individualized and differentiated instruction to meet the needs of all learners.

Professional development for school staff and administrators is ongoing and is used to keep educators informed on the newest challenges that our students and community are facing. Recent training includes districtwide professional development in artificial intelligence (AI) and support for neurodivergent 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.

Purpose: Determine the purpose of school and what key skills students need to learn while in school.
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Passion: Identify innovative ideas to elevate our district's success.

Care: Examine the most effective ways of supporting the overall wellness of our school community. Implement practices to make students feel genuinely valued.

Community: Explore partnerships and/or collaborations outside of traditional education to enhance student opportunities. Examine ways to strengthen partnerships with families and with the community.
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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
English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced	Yes
Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced	Yes
Multi-Tiered Systems of Support is active in all buildings and regularly looks at how students are growing and achieving.	Yes
All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.	Yes
The district has implemented systems and curriculums for identifying student needs and addressing them through individualized and differentiated instruction to meet the needs of all learners.	Yes
There is a continual review of instructional practices and resources on a defined schedule to ensure student needs are being met.	Yes
917 AP exams were taken during the 2024-2025 school year and 96.6% of them scored a 3 (15.9%), 4 (37.6%), or 5 (43%).	No
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).	No
The district's Title I school had high levels of proficiency on the mathematics, ELA, and science PSSAs.	No
The district's Multi-Tiered System of Supports is used to support all students within the district.	No
The district technology plan ensures equitable access to technology and devices for all students.	No
Professional development for school staff and administrators is ongoing and is used to keep educators informed on the newest challenges that our students and community are facing. Recent training includes districtwide professional development in artificial intelligence (AI) and support of neurodivergent students.	No
73.7% of students identified as economically disadvantaged were proficient or advanced on the Literature Keystone, and 71.9% on the Algebra Keystone Exam in 24-25.	No

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
Determine how the district can better provide individualized education to support the academic needs of all students.	Yes
Regular Attendance: All Student Group Meets Performance Standard.	Yes
Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.	Yes
Create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school.	Yes
English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth.	No
Create more diverse opportunities for students to earn more college-level credits prior to graduation.	No
Purpose: Determine the purpose of school and what key skills students need to learn while in school.	No
Passion: Identify innovative ideas to elevate our district's success.	No
Care: Examine the most effective ways of supporting the overall wellness of our school community. Implement practices to make students feel genuinely valued.	No
Continue to examine how the current curriculum is aligned to new PA STEELS standards.	No
Examine how the district can provide individualized education to support the academic needs of all students.	No
Determine how the district can best prepare new teachers to uphold the district's high level of growth and achievement for students.	No
Community: What partnerships or collaborations outside of traditional education could we explore to enhance student opportunities? How can we strengthen partnerships with families and with the community?	No

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points
Regular Attendance: All Student Groups Meets Performance Standard	Beyond attendance rates, what qualitative indicators will tell us that a student truly feels they belong here?
Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.	What key skills do students need to learn while in school? "Individualized education" can mean different things to different people. Does it mean moving at your own pace, choosing your own topics, or having different assessment methods? What version of individual education would give students a greater sense of purpose?
How can we create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school?	How do we actively market "non-traditional" fields to students (e.g., women in trades, men in nursing, arts for STEM-focused students) to ensure genuine diversity in these pathways?

Analyzing Strengths

Analyzing Strengths
English Language Arts: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced
Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced
Multi-Tiered System of Supports is active in all buildings and regularly looks at how students are growing and achieving.
Continual review of instructional practices and resources to ensure student needs are being met.
All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish systematic, two-way communication channels with families that move beyond punitive notifications to collaborative partnerships, ensuring parents/guardians are equipped with resources to overcome academic, transportation, health, and/or social barriers to school attendance.
	Continuously refine educational practices to create a learning environment that proactively adapts to drive individual student growth.

	Leverage community and industry resources to create sustainable opportunities for students to explore their post-secondary interests.
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Goal Setting

Priority: Establish systematic, two-way communication channels with families that move beyond punitive notifications to collaborative partnerships, ensuring parents/guardians are equipped with resources to overcome academic, transportation, health, and/or social barriers to school attendance.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 95%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting.		
Measurable Goal Nickname (35 Character Max)		
Chronic Absenteeism		
Target Year 1	Target Year 2	Target Year 3
The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 85%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting that focuses on improvement rather than punitive measures.	The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 90%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting that focuses on improvement rather than punitive measures.	"The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 95%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting that focuses on improvement rather than punitive measures.

Priority: Continuously refine educational practices to create a learning environment that proactively adapts to drive individual student growth.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The district will increase the percentage of students meeting their annual academic growth targets (as measured by Growth Assessment, e.g., PVAAS/STAR/LinkIt!), by ensuring 100% of instructional teams utilize instructional response data-based planning cycles, adjust instruction for individual student needs, and measure progress on a regular basis.		
Measurable Goal Nickname (35 Character Max)		
ELA Growth Goal		
Target Year 1	Target Year 2	Target Year 3
Establish instructional response processes and examine benchmark data (STAR LinkIT) tracking growth throughout the school year, adjusting instruction to support individualized student needs	Utilize instructional response processes and examine benchmark data (STAR LinkIT) tracking growth throughout the school year, adjusting instruction to support individualized student needs.	The district will increase the percentage of students meeting their annual academic growth targets (as measured by Growth Assessment, e.g., PVAAS/STAR/LinkIt!), by ensuring 100% of instructional teams utilize instructional response data-based planning cycles, adjust instruction for individual student needs, and measure progress on a regular basis.

Priority: Leverage community and industry resources to create sustainable opportunities for students to explore their post-secondary interests.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
The district will increase the number of career-aligned learning experiences offered to students by incorporating community and industry partners into the general education curriculum.		
Measurable Goal Nickname (35 Character Max)		
Career Goal		
Target Year 1	Target Year 2	Target Year 3
The district will establish a baseline for career readiness participation and ensure students engage in at least one community-integrated career exploration activity.	The district will increase the percentage of students meeting career readiness benchmarks by expanding access to diverse industry partnerships across all grade levels.	The district will increase the number of career-aligned learning experiences offered to students by incorporating community and industry partners into the general education curriculum.

Action Plan

Measurable Goals

Chronic Absenteeism	ELA Growth Goal
Career Goal	

Action Plan For: ELA Growth Goal

Measurable Goals:		
<p>The district will increase the percentage of students meeting their annual academic growth targets (as measured by Growth Assessment, e.g., PVAAS/STAR/LinkIt!), by ensuring 100% of instructional teams utilize instructional response data-based planning cycles, adjust instruction for individual student needs, and measure progress on a regular basis.</p>		

Action Step		Anticipated Start/Completion Date	
Utilize the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in English Language Arts. The focus will be on the growth of students.		2026-09-01	2029-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators, Building Principals, Teachers	Instructional response plans by teacher, overseen by building principals, and reviewed by administrators.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The number of students meeting their predicted PVAAS performance level.	Growth will be monitored throughout the year using the STAR 360 Reading and LinkIt! benchmark assessments. Yearly monitoring will take place with the release of PVAAS data.

Action Plan For: Absenteeism

Measurable Goals:		
The district will increase the percentage of students demonstrating Regular Attendance (attending 90% or more of school days) to [Target 95%+] by ensuring that 100% of families with students at risk of chronic absenteeism engage in a collaborative, barrier-focused planning meeting.		

Action Step		Anticipated Start/Completion Date	
Implement early warning systems to identify students at risk of chronic absenteeism.		2026-09-01	2029-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and District Administrators	Software systems and forms for tracking student absences	No	No
Action Step		Anticipated Start/Completion Date	
Provide individualized support plans for students with chronic absenteeism.		2026-09-01	2029-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and District Administrators	MTSS Resources and Outside Supports	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly reports on at-risk students. Action plans, including tutoring, mentoring, counseling, or family engagement.	Review system reports monthly; track identification accuracy. Track completion and progress of each plan; monthly case reviews.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Growth Goal	Utilize the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in English Language Arts. The focus will be on the growth of students.

PVAAS Professional Development

Action Step		
Utilize the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in English Language Arts. The focus will be on the growth of students.		
Audience		
Teachers and Principals		
Topics to be Included		
Understand what PVAAS measures, and explain the correlation between PVAAS data and student performance on PSSA and Keystone Assessment Provide resources for implementing strategies to differentiate learning based on student needs.		
Evidence of Learning		
Teachers will utilize PVAAS data to inform their instructional response plans.		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Administrators and Principals	2026-09-01	2029-09-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly ~ during benchmark assessment windows.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Chronic Absenteeism Communications					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students, Parents, and Guardians	Awareness campaign highlighting the importance of daily attendance.	Communications Team, Building Principals, Teachers	09/01/2026	09/01/2029
Communications					
Type of Communication			Frequency		
Email			Quarterly or as needed based on trends		
Newsletter			Quarterly or as needed based on trends		
Letter			Quarterly or as needed based on trends		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date