

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 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.

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.

Other (Optional)

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 Group Exceeds 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 fewer school exceeding the performance level than in previous years.

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

Strengths

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

Challenges

Indicator	Comments/Notable Observations
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English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) English Language Arts: Grade 6, 7, and HS	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.
Indicator Regular Attendance: All Student Group Meets Performance Standard Grade Level(s) and/or Student Group(s) Chronically Absent Students: High School	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%.

Summary

Strengths

Review the strengths listed. Select the 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
Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced

Challenges

Review the challenges listed. Select the 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 Group Meets Performance Standard

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.

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.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Pa Future Ready: 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.
Pa 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.
Pa Future Ready: 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

False Career and Technical Education (CTE) Programs Omit

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

False Arts and Humanities Omit

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

False Environment and Ecology Omit

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

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)

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

Data	Comments/Notable Observations
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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%
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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

Community College of Beaver County

Agreement Type

Dual Credit

Program/Course Area

Various Courses

Uploaded Files

CCBC College in High School Agreement ratified 11.10.25.pdf

Partnering Institution

Seton Hill University

Agreement Type

Dual Credit

Program/Course Area

English, Mathematics, Science, Foreign Language, Civics and Government, Economics, Arts, History

Uploaded Files

Seton Hill College Partnership Agreement ratified 10.13.25.pdf

Partnering Institution

Westmoreland County Community College

Agreement Type

Dual Credit

Program/Course Area

Various Courses

Uploaded Files

Partnering Institution

Duquesne University

Agreement Type

Dual Credit

Program/Course Area

Various Courses

Uploaded Files

Duquesne University College in HS LOA approved 8.12.24.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

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

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

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

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

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

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

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

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.

Designated Schools

There are no Designated Schools.

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.

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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.

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Purpose: Determine the purpose of school and what key skills students need to learn while in school.
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.

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	True
Mathematics Algebra: All Student Groups Meets/Exceeds 2033 Statewide Goal for Student Achieving Proficient or Advanced	True
Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.	True
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).	False
There is a continual review of instructional practices and resources on a defined schedule to ensure student needs are being met.	True
Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.	False
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).	False
There is a continual review of instructional practices and resources to ensure student needs are being met.	False
Multi-Tiered Systems of Support is active in all buildings and regularly examines how students are growing and achieving.	False
Benchmark assessments are used to monitor student growth throughout the school year (STAR 360 / LinkIt!).	False
There is a continual review of instructional practices and resources to ensure student needs are being met.	False
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%).	False
All schools within the district are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.	True
The district's Multi-Tiered System of Supports is used to support all students within the district and helps the district's pressing challenges.	False
The district technology plan ensures equitable access to technology and devices for all students through the use of multiple strategies.	False
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.	True
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.	False

The district's Title I school had high levels of proficiency on the mathematics, ELA, and science PSSAs.	False
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.	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
English Language Arts: All Student Groups Meets/Exceeds the Standard Demonstrating Growth	False
Regular Attendance: All Student Group Meets Performance Standard	True
Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.	True
Develop strategies for improving overall student growth in English Language Arts (PSSA / Keystone) Assessments.	False
Continue to look for opportunities for student growth through changes in curriculum, instruction, and differentiation.	False
Continue to examine how the current curriculum is aligned to new PA STEELS standards and make modifications accordingly.	False
Create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school.	True
Create more diverse opportunities for students to earn more college-level credits prior to graduation.	False
Purpose: Determine the purpose of school and what key skills students need to learn while in school.	False
Passion: Identify innovative ideas to elevate our district's success.	False
Care: Examine the most effective ways of supporting the overall wellness of our school community. Implement practices to make students feel genuinely valued.	False
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.	False
Examine how to best support an increasing number of English Language Learners within our buildings.	False
Determine how the district can better provide individualized education to support the academic needs of all students.	True
Examine how the district can provide individualized education to support the academic needs of all students.	False
Examine how the district can best prepare new teachers to uphold the district's high level of growth and achievement for students.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance: All Student Group Meets Performance Standard	Beyond attendance rates, what qualitative indicators will tell us that a student truly feels they belong here?	True
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 individualized education would give students a greater sense of purpose?	True
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?	True
Determine how the district can better provide individualized education to support the academic needs of all students.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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 Systems of Support is active in all buildings and regularly examines how students are growing and achieving.	
There is a continual review of instructional practices and resources on a defined schedule 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.	
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.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	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, 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.

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, 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."

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	Utilize instructional response processes and examine benchmark data (STAR LinkIT) tracking growth throughout the school year, adjusting instruction to support	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

individualized student needs.	individualized student needs.	needs, and measure progress on a regular basis.
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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 from [Current #] to [Target #] 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 [Year 1 %] of 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 from [Current #] to [Target #] 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:
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.

Action Step		Anticipated Start Date	Anticipated 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 Date	Anticipated 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 Date	Anticipated 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	
1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Chronic Absenteeism Communications					
Action Step	Audience	Topics to be Included	Lead Person/Position	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

Fox Chapel Area School District

611 Field Club Road, Pittsburgh, PA 15238



Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Fox Chapel Area School District reviewed and approved the plan(s) at the following Board Meeting, held on March 9, 2026 . The plan(s) was (were) approved by a vote of 9 (yes) and 0 (no).

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☒ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

Affirmed on this 9th day of March, 20 26

By: Marybeth Dadd (Signature of Board President)

Marybeth Dadd (Print Name)

Fox Chapel Area School District Board of Education