# FAIRFIELD AREA SCHOOL DISTRICT

**Thomas J. Haupt**
Superintendent

**Aaron D. Taylor**
Assistant to the Superintendent

## 28-Day Public Review of Future Ready Comprehensive Plan

February 25, 2024

Dear Fairfield School District Community,

The Fairfield Area School District participated in a strategic planning commitment through a comprehensive planning process. This occurs every three years and we are thankful for all of the district, parents, students, and community participation. This process is the Future Ready Comprehensive Plan that will serve as part of the Fairfield Area School District's strategic long-term plan 2024-2027.

Beginning February 26, 2024 a draft of the plan will be posted online, and a paper copy will be available at 4840 Fairfield Road Administrative Office for a 28-day public review.

We encourage you to submit any comments and questions via email by March 25th to tayloraa@fairfield.k12.pa.us or by mail to Fairfield Area School District, 4840 Fairfield Road, Fairfield, PA 17320.

Please take the time to review the 2024 Fairfield Area School District Comprehensive Plan listed here. http://www.fairfieldpaschools.org

A final version of the plan will be submitted to the Board of School Directors for formal approval at the regular FASD school board meeting on Monday, March 25, 2024 at 7:00 PM in the Fairfield Area School District Board Room. The Future Ready Comprehensive Plan will be submitted to the Pennsylvania Department of Education before the March 31, 2024 deadline.

We believe that education is a partnership, and we look forward to your feedback as we continue to create our path ensuring each student leaves FASD prepared for their future.

Thank you!

# FAIRFIELD AREA SCHOOL DISTRICT

**Thomas J. Haupt**
Superintendent

**Aaron D. Taylor**
Assistant to the Superintendent

## Comprehensive Plan
## Public Comment Form

Full Name: _____

Full Address: _____

Email Address: _____

Phone Number: _____

Comments or questions regarding the Comprehensive Plan:

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Please submit any comments and questions via email by Monday March 25, 2024

to tayloraa@fairfield.k12.pa.us or by mail to Fairfield Area School District,

4840 Fairfield, PA 16320.

# Profile and Plan Essentials

| LEA Type | | AUN | |
|---|---|---|---|
| Fairfield Area School District | | 112013054 | |
| **Address 1** | | | |
| 4840 Fairfield Road | | | |
| **Address 2** | | | |
| | | | |
| **City** | **State** | **Zip Code** | |
| Fairfield | PA | 17320-9200 | |
| **Chief School Administrator** | | **Chief School Administrator Email** | |
| Thomas J. Haupt, Superintendent | | hauptt@fairfield.k12.pa.us | |
| **Single Point of Contact Name** | | | |
| Aaron Taylor | | | |
| **Single Point of Contact Email** | | | |
| tayloraa@fairfield.k12.pa.us | | | |
| **Single Point of Contact Phone Number** | | | |
| 717-642-2054 | | | |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Thomas Haupt | Administrator | District Office | hauptt@fairfield.k12.pa.us |
| Brian McDowell | Administrator | High School | mcdowellb@fairfield.k12.pa.us |
| Justin Hoffacker | Administrator | Middle School | hoffackerj@fairfield.k12.pa.us |
| Colleen Rebert | Administrator | Elementary School | rebertc@fairfield.k12.pa.us |
| Candace Ferguson-Miller | Board Member | Board | fergusonc@fairfield.k12.pa.us |
| Erica Bollinger | Board Member | Board | bollingere@fairfield.k12.pa.us |
| Melissa Kearchner | Board Member | Board | kearchnerm@fairfield.k12.pa.us |
| Ute Cline | Staff Member | High School German Teacher | utec@fairfield.k12.pa.us |
| Kathryn Barnes | Staff Member | Ed Specialist, Instructional Technology | barnesk@fairfield.k12.pa.us |
| Sarah Baugh | Staff Member | Elementary School Teacher | baughs@fairfield.k12.pa,us |
| Marcie Kozack | Staff Member | Middle School Teacher | kozakm@fairfield.k12.pa.us |
| Siri Phelps | Staff Member | Elementary School Teacher | phelpss@fairfield.k12.pa.us |
| Kayla Martin | Staff Member | High School Teacher | martink@fairfield.k12.pa.us |
| Nicole Zepp | Staff Member | Director of Technology | steelen@fairfield.k12.pa.us |
| Charlene Marthers | Staff Member | Middle School Teacher | marthersc@fairfield.k12.pa.us |
| Todd Wolford | Staff Member | Middle School/High School AP | wolfordt@fairfeidl.k12.pa,us |
| Barb Hoffacker | Parent | Parent | |
| April McCleaf | Parent | Parent | |
| Amy Barkdoll | Staff Member | Middle School Counselor | barkdolla@fairfield.k12.ps.us |
| Thomas Rodgers | Staff Member | Middle School Teacher | rodgerst@fairfield.k12.pa.us |
| Elizabeth Mickley | Staff Member | High School Teacher | mickleye@fairfield.k12.pa.us |
| Aaron Taylor | Administrator | Assistant to the Superintendent | tayloraa@fairfield.k12.pa.us |
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## LEA Profile

The Fairfield Area School District is located in Adams County situated in the South Central Pennsylvania. The School District maintains its rural charm with well-developed residential areas.  Primary industries include farming, fruit orchards, light industry, and recreation.  A ski resort and two golf courses provide numerous seasonal employment opportunities. Many adults commute to other locations engaging in occupations that include business, education, military, and industry.  The community is also a popular area to retire because of its proximity to the Washington/Baltimore metro area without the high costs of living.

District facilities are located on one campus that serves approximately 925 students in two buildings. The elementary building houses grades K-4, and the middle/high school building houses two schools and the administration office. The middle school houses grades 5-8 and the high school houses grades 9-12. The district employs approximately 151 staff members.  The middle/high school building was renovated in 1999, with additional renovations and expansions completed in the Spring of 2006. The District owns additional property adjacent to the campus for future expansion.

The District office administration consists of five positions; Superintendent, Assistant to the Superintendent, District Technology Coordinator, Business Manager and Assistant Business Manager. The high school, and middle school each have a building principal and share an assistant principal, and the elementary school has a building principal.

# Mission and Vision

**Mission**

Students First!     Engaged in learning     Empowered to be career and college ready     Educated to make a difference

**Vision**

Empowering tomorrow's leaders...one Knight at a time.  Communicator •       I articulate thoughts and ideas using oral, written, and non-verbal communication skills in a variety of forms. •       I know when it is appropriate to listen and when to speak. •       I actively listen to develop deeper understanding. •       I communicate effectively in diverse environments. Collaborator •       I demonstrate the ability to work effectively and respectfully with diverse groups/individuals. •       I respectfully give and receive feedback. •       I listen and act with empathy. • I assume shared responsibility for collaborative work, and value the individual contributions made by each team member. •       I exercise flexibility in making healthy compromises to accomplish a common goal. Critical Thinker •       I analyze possible outcomes prior to action. •       I make sound judgments and decisions – considering the larger community. •    I identify, define, and solve problems and amicably resolve problems. •    I think outside the box and demonstrate perseverance. •       I make decisions by processing information, seeking patterns and connections, constructing meaningful knowledge, and applying knowledge to authentic context. Innovator •       I pursue imaginative approaches and solutions to challenges by asking questions, being flexible in my thinking, and learning from experimentation. •       I view failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. •       I seek to continually improve processes and products. • I respectfully challenge the status quo. •       I use a wide range of idea creation techniques i.e., brainstorming, divergent and convergent thinking. Growth Mindset (Continuous Personal Growth) •     I engage in self-reflection to enhance understanding and integrate new information into existing knowledge. •       I persist through difficulties. •    I enjoy sharing knowledge with others and contributing to the learning of the broader community. •       I demonstrate commitment to learning as a lifelong process. •    I go beyond basic mastery of skills and/or competencies to explore and expand my own learning and opportunities to gain knowledge. Community Contributor •       I act responsibly with the interests of the larger community in mind. • I serve as an active participant in a larger society. •       I demonstrate empathy, compassion, and respect for fellow community members. •    I am involved in community service and humanitarian efforts. • I actively participate in civic life through knowing how to stay informed and understanding governmental processes.

# Educational Values

### Students

The Fairfield Area learning community, supports and guides ALL students by demonstrating the following core values...     ...of developing each student into a critical thinker with the use of sound judgments and problem solving skills. ...of gaining a growth mindset while building upon existing knowledge, developing beyond the basic mastery of skills and keep expanding the mind into a lifelong learner. ...of becoming a collaborator to all members of the school and the community with empathy and understanding of the diverse world we live in.   ...of growing into an innovator and finding solutions to challenges in a safe learning environment. ...of becoming a communicator through respectful, caring, and responsible oral, written, and non-verbal communications. ...of community contributor by being a positive role model and displaying the Knights virtues of integrity, courage, and enterprise to the Fairfield community.

### Staff

The Fairfield Area learning community, supports and guides ALL students by demonstrating the following core values...     ...of developing each student into a critical thinker with the use of sound judgments and problem solving skills. ...of gaining a growth mindset while building upon existing knowledge, developing beyond the basic mastery of skills and keep expanding the mind into a lifelong learner. ...of becoming a collaborator to all members of the school and the community with empathy and understanding of the diverse world we live in.   ...of growing into an innovator and finding solutions to challenges in a safe learning environment. ...of becoming a communicator through respectful, caring, and responsible oral, written, and non-verbal communications. ...of community contributor by being a positive role model and displaying the Knights virtues of integrity, courage, and enterprise to the Fairfield community.

### Administration

The Fairfield Area learning community, supports and guides ALL students by demonstrating the following core values...     ...of developing each student into a critical thinker with the use of sound judgments and problem solving skills. ...of gaining a growth mindset while building upon existing knowledge, developing beyond the basic mastery of skills and keep expanding the mind into a lifelong learner. ...of becoming a collaborator to all members of the school and the community with empathy and understanding of the diverse world we live in.   ...of growing into an innovator and finding solutions to challenges in a safe learning environment. ...of becoming a communicator through respectful, caring, and responsible oral, written, and non-verbal communications. ...of community contributor by being a positive role model and displaying the Knights virtues of integrity, courage, and enterprise to the Fairfield community.

### Parents

The Fairfield Area learning community, supports and guides ALL students by demonstrating the following core values...     ...of developing each student into a critical thinker with the use of sound judgments and problem solving skills. ...of gaining a growth mindset while building upon existing knowledge, developing beyond the basic mastery of skills and keep expanding the mind into a lifelong learner. ...of becoming a collaborator to all members of the school and the community with empathy and understanding of the diverse world we live in.   ...of growing into an innovator and finding solutions to challenges in a safe learning environment. ...of becoming a communicator through respectful, caring, and responsible oral, written, and non-verbal communications. ...of community contributor by being a positive role model and displaying the Knights virtues of integrity, courage, and enterprise to the Fairfield community.

### Community

The Fairfield Area learning community, supports and guides ALL students by demonstrating the following core values...    ...of developing each student into a critical thinker with the use of sound judgments and problem solving skills. ...of gaining a growth mindset while building upon existing knowledge, developing beyond the basic mastery of skills and keep expanding the mind into a lifelong learner. ...of becoming a collaborator to all members of the school and the community with empathy and understanding of the diverse world we live in.   ...of growing into an innovator and finding solutions to challenges in a safe learning environment. ...of becoming a communicator through respectful, caring, and responsible oral, written, and non-verbal communications.  ...of community contributor by being a positive role model and displaying the Knights virtues of integrity, courage, and enterprise to the Fairfield community.

## Other (Optional)

The Fairfield Area learning community, supports and guides ALL students by demonstrating the following core values...    ...of developing each student into a critical thinker with the use of sound judgments and problem solving skills. ...of gaining a growth mindset while building upon existing knowledge, developing beyond the basic mastery of skills and keep expanding the mind into a lifelong learner. ...of becoming a collaborator to all members of the school and the community with empathy and understanding of the diverse world we live in.   ...of growing into an innovator and finding solutions to challenges in a safe learning environment. ...of becoming a communicator through respectful, caring, and responsible oral, written, and non-verbal communications.  ...of community contributor by being a positive role model and displaying the Knights virtues of integrity, courage, and enterprise to the Fairfield community.

# Future Ready PA Index

## Review of the School(s) Level Performance

### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| Elementary - English Language Arts/Literature All Student Group Meets Interim Goal/Improvement Target | 64% Proficient |
| Elementary - Mathematics/Algebra All Student Group Meets Interim Goal/Improvement Target | 58.1% |
| Elementary- Science/Biology All Student Group Meets Interim Goal/Improvement Target | 80.3% |
| Middle School- English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth | 82% |
| Middle School- Mathematics/Algebra Middle School - All Student Group Exceeds the Standard Demonstrating Growth | 82.2% |
| Middle School - Science/Biology All Student Group Exceeds the Standard Demonstrating Growth | 82% |
| High School - English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth | 84% |
| High School - Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth | 100% |
| High School - Science/Biology All Student Group Meets Interim Goal/Improvement Target | 72.7% |

### Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| Elementary-English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth | 50% |
| Elementary-Mathematics/Algebra All Student Group Did Not Meet the Standard Demonstrating Growth | 50% |
| Middle School-English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target | 58.5% |
| Middle School-Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target | 37.1% |
| High School -Science/Biology All Student Group Did Not Meet the Standard Demonstrating Growth | 67% |

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

### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| **Indicator** English Language Arts/Literature All Student Group Meets Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Elementary | **Comments/Notable Observations** Percent Proficient or Advanced = 64.4% Statewide Average = 62.1% Statewide 2030 Goal = 81.1% |
| **Indicator** English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth **Grade Level(s) and/or Student Group(s)** Middle School | **Comments/Notable Observations** Academic Growth Score = 82.0 Statewide Average Growth Score = 75.0 Meeting Statewide Growth Standard = 70.0 |

| Indicator | Comments/Notable Observations |
|---|---|
| Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Middle School | Academic Growth Score = 82.2 Statewide Average Growth Score = 75.3 Meeting Statewide Growth Standard = 70.0 |
| Indicator<br>English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth<br>**Grade Level(s) and/or Student Group(s)**<br>High School | **Comments/Notable Observations**<br>Academic Growth Score = 84.0 Statewide Average Growth Score = 75.0 Meeting Statewide Growth Standard = 70.0 |
| Indicator<br>Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth<br>**Grade Level(s) and/or Student Group(s)**<br>High School | **Comments/Notable Observations**<br>Academic Growth Score = 100.0 Statewide Average Growth Score = 75.3 Meeting Statewide Growth Standard = 70.0 |

Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| Meeting Annual Academic Growth Expectations (PVAAS)  English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Elementary | **Comments/Notable Observations**<br>Academic Growth Score = 50.0 Statewide Average Growth Score = 75.0 Meeting Statewide Growth Standard = 70.0 |
| Indicator<br>Mathematics/Algebra All Student Group Did Not Meet the Standard Demonstrating Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Elementary | **Comments/Notable Observations**<br>Academic Growth Score = 50.0 Statewide Average Growth Score = 75.3 Meeting Statewide Growth Standard = 70.0 |
| Indicator<br>English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target<br>**Grade Level(s) and/or Student Group(s)**<br>Middle School | **Comments/Notable Observations**<br>Percent Proficient or Advanced = 58.5% Statewide Average = 62.1% Statewide 2030 Goal = 81.1% |
| Indicator<br>Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target<br>**Grade Level(s) and/or Student Group(s)**<br>Middle School | **Comments/Notable Observations**<br>Percent Proficient or Advanced = 37.1% Statewide Average = 45.2% Statewide 2030 Goal = 71.8% |
| Indicator<br>Science/Biology All Student Group Did Not Meet the Standard Demonstrating Growth | **Comments/Notable Observations** |

| Grade Level(s) and/or Student Group(s) | Academic Growth Score = 67.0 Statewide Average Growth Score = |
|---|---|
| High School - | 75.1 Meeting Statewide Growth Standard = 70.0 |
| **Indicator** | **Comments/Notable Observations** |
| Career Standards Benchmark All Student Group Did Not Meet Performance Standard | Percent Career Standards Benchmark = 81.1% Statewide Average |
| **Grade Level(s) and/or Student Group(s)** | = 84.9% Statewide Performance Standard = 98.0% |
| High School - | |

## 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.

| |
|---|
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs. |
| Continuous attainment of proficient scores on state assessments. Strong commitment to student success from internal and external stakeholders. |
| Seven Virtues of a "Knight" districtwide. Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. |
| Educationally focused Board of School Directors |
| Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS) |

### 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.

| |
|---|
| Fiscal support for educational programs and appropriate staffing. Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. |
| Availability and functionality of technology. Implementation and user knowledge of up-to-date technology. |
| Continuous instructional improvement through targeted professional development. Curriculum expansion and revitalization. Cross-curricular development. |
| Safety of students, faculty and staff. Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by students. |

## Local Assessment

### English Language Arts

| Data | Comments/Notable Observations |
|---|---|
| PSSA - Grade 3, 4, 5, 6, 7, 8  Percent Proficient and Advanced | According to the PSSA Data: Grade 3= 75 Grade 4= 51 Grade 5= 66 Grade 6= 58 Grade 7= 47 Grade 8= 55 |
| Future Ready Index Reports | Student group breakdown for English Language Arts/Literature |
| Acadience Data | 23-24 we are starting the year with 99 elementary regular education students (29% of the students tested) reading well-below or below grade level. |

### English Language Arts Summary

Strengths

| |
|---|
| According to the Future Ready Index Report, some grade level student groups at Fairfield Area Elementary School meet or exceed the interim goal/improvement targets for English Language Arts but not all grades. |
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School exceeds the Standard Demonstrating Growth for English Language Arts. |
| According to the Future Ready Index Report, All student groups at Fairfield Area High School exceeds the Standard Demonstrating Growth for English Language Arts. |

Challenges

| |
|---|
| According to the Future Ready Index Report, some grade level student groups at Fairfield Area Elementary School meet or exceed the interim goal/improvement targets for English Language Arts but not all grades. |

### Mathematics

| Data | Comments/Notable Observations |
|---|---|
| PSSA - Grade 3, 4, 5, 6, 7, 8 Percent Proficient and Advanced | According to PSSA reports: Grade 3= 81 Grade 4= 49 Grade 5= 35 Grade 6= 32 Grade 7= 31 Grade 8= 22 |
| Future Ready Index Reports | Student group breakdown for Mathematics/Algebra. |

### Mathematics Summary

Strengths

| |
|---|
| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School met interim goal/improvement targets for Mathematics. |
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School exceed the standard demonstrating growth for Mathematics. |
| According to the Future Ready Index Report, All student groups at Fairfield Area High School met the 2030 statewide goal for Mathematics. |

| According to the Future Ready Index Report, All student groups at Fairfield Area High School exceed the Standard Demonstrating Growth for Mathematics.. |
|---|

Challenges

| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School did not meet the Standard Demonstrating Growth for Mathematics. |
|---|
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School did not meet interim goal/improvement targets for Mathematics. |

## Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|
| PSSA - Grade 4 and 8 Percent Advanced and Proficient | According to PSSA reports Grade 4= 80.3 Grade 8= 71.2 |
| Future Ready Index Reports | Student group breakdown for Science/Biology |

## Science, Technology, and Engineering Education Summary

Strengths

| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School met interim goal/improvement targets for Science. |
|---|
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School met interim goal/improvement targets for Science. |

Challenges

| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School did not meet the Standard Demonstrating Growth for Science. |
|---|

# Related Academics

## Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Four-Year Cohort All Student Group Meets 2030 Statewide Goal | According to the Future Ready Index Report, Percent Graduation 4-Year Cohort = 97.6% Statewide Average = 87.4% Statewide 2030 Goal = 92.4% |
| Career Standards Benchmark All Student Group Did Not Meet Performance Standard | According to the Future Ready Index Report, Percent Career Standards Benchmark = 81.1% Statewide Average = 84.9% Statewide Performance Standard = 98.0% |
| Industry-Based Learning All Student Group | According to the Future Ready Index Report, Percent Industry-Based Learning = 97.8% Statewide Average = 29.1% Statewide Performance Standard = 30.7% |

## Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data | Comments/Notable Observations |
|---|---|
| Agriculture, General CIP Code 01.000 | Approved Program Evaluation, November 8, 2021 |

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

## Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

| According to the Future Ready Index Report, Percent Graduation 4-Year Cohort = 97.6% Statewide Average = 87.4% Statewide 2030 Goal = 92.4% |
|---|
| According to the Future Ready Index Report, Percent Industry-Based Learning = 97.8% Statewide Average = 29.1% Statewide Performance Standard = 30.7% |

### 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.

| According to the Future Ready Index Report, Percent Career Standards Benchmark = 81.1% Statewide Average = 84.9% Statewide Performance Standard = 98.0% |
|---|

# 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 |
|---|---|
| Future Ready Index Report Middle School Level - English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target | According to the Future Ready Index Report, 12.8% Proficient or better |
| Future Ready Index Report Middle School Level - Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target | According to the Future Ready Index Report, 7.7% Proficient or better |
| | |

## Students Considered Economically Disadvantaged
**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| Future Ready Index Report Middle School Level - English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target | According to the Future Ready Index Report, 48.3% Proficient or better |
| Future Ready Index Report Middle School Level - Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target | According to the Future Ready Index Report, 25.9% Proficient or better |
| | |

## 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.

| |
|---|
| According to the Future Ready Index Report, Educational programming is overall effective for English Language Arts/Literature at the Elementary and High School levels. |
| According to the Future Ready Index Report, Educational programming is overall effective for Mathematics/Algebra for Elementary and High School levels. |
| |
| |
| |

### 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.

| |
|---|
| According to the Future Ready Index Report, Middle School Students with Disabilities - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target |
| According to the Future Ready Index Report, Middle School Students with Disabilities - English Language Arts/Literature - Did Not Meet Interim Goal/Improvement Target |
| According to the Future Ready Index Report, Economically Disadvantaged Middle School Level students - English Language Arts/Literature - Did Not Meet Interim Goal/Improvement Target |
| According to the Future Ready Index Report, Economically Disadvantaged Middle School Level students - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target |
| |

## Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---|---|
| Special Education Plan | Fairfield Area SD Special Education Plan Report 07/01/2020 - 06/30/2023 Special Education Affirmations We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan: 1.  There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district. 2.     The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis. 3.       The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program. 4.       The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process. 5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate. 6.     The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency. We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education). Affirmed by Marcy Van Metre on 5/26/2020 Board President Affirmed by Michael Adamek on 5/26/2020 Superintendent/Chief Executive Officer |
| Title 1 Program | Goal Area 1. Student Achievement Increase student achievement in reading benchmark performance Baseline Data will be determined in the fall of 2021 By Whom? Title I teachers By When? End of 2021-22 school year Data Source? Acadience, Amira, DRA, PASP, or PSSA and other similar assessments.  2. Professional Development 80% of our LiPS students will show growth in skills. Baseline Data will be determined in the fall of 2021 By Whom? Title I teachers By When? End of 2021-22 school year Data Source? Acadience benchmark data  3. Parent and Family Engagement the total attendance at the Title I parents meetings from fall to spring will increase by 25% Fall and spring meeting attendance recorded via signin sheet and or zoom participation due to Covid meeting restrictions By Whom? Title I teachers By When? End of 2021-22 school year Data Source? Attendance recorded at fall and spring meetings.  4. Nonpublic increase student achievement Baseline Data will be determined in the fall of 2021 By Whom? LIU Teachers and Non Pub staff By When? End of 2021-22 school year Data Source? Reading instruction services as requested. Attendance recorded at fall and spring meetings. |
| Student Services | N/A |
| K-12 Guidance Plan (339 Plan) | Department Mission Statement The mission of the Fairfield Area School District school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all |

| | |
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| | students. We, as school counselors, are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with our educational team, which includes other educators, parents or guardians, students, and the community, we will facilitate the support system to ensure all students in the Fairfield Area School District have access to and are prepared with the knowledge and skills to contribute to their highest potential as productive members of society. We will encourage students to embrace learning as a life-long process. Philosophical Statement We, the counselors of Fairfield Area School District, believe: All students have dignity and worth All students have the right to participate in the school counseling program All students' ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program All students K-12 shall have access to a full-time, state-certified, master's degree-level school counselor to deliver the counseling program And that the Fairfield comprehensive school counseling program should: Be based on specified goals and developmental student competencies for all students K-12 Be planned and coordinated by school counseling teams in coordination with other schools, parent or guardian, and community representatives Utilize the many combined resources of the community to deliver programs Use data to drive program development and evaluation Be evaluated by a counseling supervisor on specified goals and agreed-upon student competencies Actively involve counseling team members to monitor students' results And that all counselors in the Fairfield Area School District: Abide by the professional school counseling ethics as advocated by the American School Counselor Association Participate in professional development activities essential to maintain a quality school counseling program Belief Statements The goal of the counseling program is to support district belief statements. Additionally, below is a list of statements to delineate our position as school counselors: Reaches every student K-12; Is comprehensive in scope; Is preventative in design; Is developmental in nature; Is an integral part of a total educational team for student success; Is implemented by a credentialed school counselor; Has a delivery system that includes school guidance curriculum, individual planning, responsive services, and system support; Measures both process and outcome results monitor student progress, and analyzes critical data elements, to drive program decisions; Seeks improvement each year based on data; Services are conducted in an honest and caring fashion while maintaining the confidentiality and integrity of all individuals; Shares successes with educational team. |
| Technology Plan | The vision of the Fairfield Area School District Technology Department is to provide students and staff with technology services that have become a necessity in the modern classroom. Education is rapidly evolving and the learning environment looks different every year. Through improvements in our network environment, student devices, and educational applications we can provide our students the very best to prepare them for any challenges they face after graduation. Your child's protection from harmful content online is not only one of our top priorities, it's a federal law that we strictly adhere to. COPPA (Children's Online Privacy Protection Act) and CIPA (Children's Internet Protection Act) are federal legislation that aim to protect children under the age of 13 when using the Internet. COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age. Children's Online Privacy Protection Act - COPPA: The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011. (for more information, please click here) The District network is filtered to protect all students, and as of the summer of 2020 Chromebooks being sent home will be filtered with GoGuardian managed by the Technology Department. However, some sites and applications on |

| | |
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| | the Internet that are accessible to your child, or possibly used in the classroom, have Privacy Policies that require Parent/Guardian permission for use. FASD staff monitor all usage in and out of the classroom, but it's important that you research these sites and deem them appropriate for your child.  Fairfield Area Cyber Education (FACE) program!  The FACE Mission Statement:   "The Fairfield Area School District will extend learner options for achieving goals by developing and implementing a comprehensive, student-centered online learning environment that effectively uses current technology, research-based instruction, standards driven content, and highly qualified instructors." |
| English Language Development Programs | N/A |

## Strengths

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

| |
|---|
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs. |
| Continuous attainment of proficient scores on state assessments.  Strong commitment to student success from internal and external stakeholders. |
| Seven Virtues of a "Knight" districtwide.  Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. |
| Educationally focused Board of School Directors |
| Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS) |

## 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.

| |
|---|
| Continuous instructional improvement through targeted professional development.  Curriculum expansion and revitalization.  Cross-curricular development. Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all classrooms in each school. Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. |
| Fiscal support for educational programs and appropriate staffing.  Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. |
| Availability and functionality of technology.  Implementation and user knowledge of up-to-date technology. |
| Safety of students, faculty and staff.  Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by 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 | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | Emerging |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Operational |

### Focus on Continuous Improvement of Instruction

| | |
|---|---|
| Ensure effective, standards-aligned curriculum and assessment | 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 | Emerging |

### Organize and Allocate Resources and Services Strategically and Equitably

| | |
|---|---|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Emerging |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities | Emerging |

### 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.

| |
|---|
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs |
| Continuous attainment of proficient scores on state assessments.  Strong commitment to student success from internal and external stakeholders. |

| |
|---|
| Seven Virtues of a "Knight" districtwide. Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. |
| Educationally focused Board of School Directors. |
| Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS). |

## 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.

| |
|---|
| Fiscal support for educational programs and appropriate staffing.  Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. |
| Availability and functionality of technology.  Implementation and user knowledge of up-to-date technology. |
| Continuous instructional improvement through targeted professional development.  Curriculum expansion and revitalization.  Cross-curricular development. |
| Safety of students, faculty and staff.  Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by students. |

# 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 |
|---|---|
| Continuous attainment of proficient scores on state assessments. Strong commitment to student success from internal and external stakeholders. | True |
| Seven Virtues of a "Knight" districtwide. Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. | True |
| Educationally focused Board of School Directors | True |
| According to the Future Ready Index Report, some grade level student groups at Fairfield Area Elementary School meet or exceed the interim goal/improvement targets for English Language Arts but not all grades. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School exceeds the Standard Demonstrating Growth for English Language Arts. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area High School exceeds the Standard Demonstrating Growth for English Language Arts. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School met interim goal/improvement targets for Mathematics. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School exceed the standard demonstrating growth for Mathematics. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area High School met the 2030 statewide goal for Mathematics. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School met interim goal/improvement targets for Science. | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School met interim goal/improvement targets for Science. | False |
| According to the Future Ready Index Report, Educational programming is overall effective for English Language Arts/Literature at the Elementary and High School levels. | False |
| According to the Future Ready Index Report, Educational programming is overall effective for Mathematics/Algebra for Elementary and High School levels. | False |
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs. | True |
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs. | False |

| | |
|---|---|
| Continuous attainment of proficient scores on state assessments. Strong commitment to student success from internal and external stakeholders. | False |
| Seven Virtues of a "Knight" districtwide. Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. | False |
| Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS) | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area High School exceed the Standard Demonstrating Growth for Mathematics.. | True |
| According to the Future Ready Index Report, Percent Graduation 4-Year Cohort = 97.6% Statewide Average = 87.4% Statewide 2030 Goal = 92.4% | True |
| According to the Future Ready Index Report, Percent Industry-Based Learning = 97.8% Statewide Average = 29.1% Statewide Performance Standard = 30.7% | False |
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs | False |
| Continuous attainment of proficient scores on state assessments. Strong commitment to student success from internal and external stakeholders. | False |
| Seven Virtues of a "Knight" districtwide. Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. | False |
| Educationally focused Board of School Directors. | False |
| Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS). | False |
| Educationally focused Board of School Directors | False |
| Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS) | 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 |
|---|---|
| Fiscal support for educational programs and appropriate staffing. Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. | True |
| Availability and functionality of technology. Implementation and user knowledge of up-to-date technology. | True |
| Continuous instructional improvement through targeted professional development. Curriculum expansion and revitalization. Cross-curricular development. | True |
| Safety of students, faculty and staff. Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by students. | True |
| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School did not meet the Standard Demonstrating Growth for Mathematics. | True |

| | |
|---|---|
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School did not meet interim goal/improvement targets for Mathematics. | True |
| According to the Future Ready Index Report, some grade level student groups at Fairfield Area Elementary School meet or exceed the interim goal/improvement targets for English Language Arts but not all grades. | False |
| | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School did not meet the Standard Demonstrating Growth for Science. | False |
| According to the Future Ready Index Report, Percent Career Standards Benchmark = 81.1% Statewide Average = 84.9% Statewide Performance Standard = 98.0% | False |
| According to the Future Ready Index Report, Middle School Students with Disabilities - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target | False |
| Fiscal support for educational programs and appropriate staffing. Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. | False |
| Availability and functionality of technology. Implementation and user knowledge of up-to-date technology. | False |
| Continuous instructional improvement through targeted professional development. Curriculum expansion and revitalization. Cross-curricular development. | False |
| Continuous instructional improvement through targeted professional development. Curriculum expansion and revitalization. Cross-curricular development. Establish a district system that fully ensures the consistent implementation of standards aligned curricula across all classrooms in each school. Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. | False |
| Fiscal support for educational programs and appropriate staffing. Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. | False |
| Availability and functionality of technology. Implementation and user knowledge of up-to-date technology. | False |
| Safety of students, faculty and staff. Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by students. | False |
| According to the Future Ready Index Report, Middle School Students with Disabilities - English Language Arts/Literature - Did Not Meet Interim Goal/Improvement Target | False |
| According to the Future Ready Index Report, Economically Disadvantaged Middle School Level students - English Language Arts/Literature - Did Not Meet Interim Goal/Improvement Target | False |
| According to the Future Ready Index Report, Economically Disadvantaged Middle School Level students - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target | False |
| Safety of students, faculty and staff. Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by 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.

The FASD staff and administration has went through multiple changes over the last several years. Due to these changes items have not been completed and many items have been left go. The professional development has lacked in several aspects over the last several years and a consistent plan has not been in place.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| Fiscal support for educational programs and appropriate staffing. Identifying and providing interventions for all students to succeed and grow. Availability of highly qualified teacher applicants. | Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Allocate resources, including mone?, staff, professional learning, materials, and support to schools based on the anal?sis of a variety of data. | True |
| Availability and functionality of technology. Implementation and user knowledge of up-to-date technology. | Embedding technology into instructional practices better prepares students for the demands of 21st Century Skills. | True |
| Continuous instructional improvement through targeted professional development. Curriculum expansion and revitalization. Cross-curricular development. | Establish a district system that fully ensures consistent implementation of effective instructional practices across all classrooms in each school. Develop and annually administer to all professional staff a needs-assessment regarding best practices in education. Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. | True |
| Safety of students, faculty and staff. Concern for the mental health of students, faculty and staff. Concern for drug and alcohol use and abuse by students. | Provide Student-Centered Support Systems throughout the duration of this plan. The district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals. | True |
| According to the Future Ready Index Report, All student groups at Fairfield Area Elementary School did not meet the Standard Demonstrating Growth for Mathematics. | | False |
| According to the Future Ready Index Report, All student groups at Fairfield Area Middle School did not meet interim goal/improvement targets for Mathematics. | | False |

### Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| Continuous attainment of proficient scores on state assessments. Strong commitment to student success from internal and external stakeholders. | |
| Seven Virtues of a "Knight" districtwide. Implementation of "Knights of the Round Table" at all buildings. Commitment to school and student safety. | |
| Educationally focused Board of School Directors | |

| | |
|---|---|
| Welcoming school environment and well-mannered students who come to school ready to learn. Active student participation in a variety of diverse programs. | |
| According to the Future Ready Index Report, All student groups at Fairfield Area High School exceed the Standard Demonstrating Growth for Mathematics.. | |
| According to the Future Ready Index Report, Percent Graduation 4-Year Cohort = 97.6% Statewide Average  = 87.4% Statewide 2030 Goal = 92.4% | |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.  Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. |
| | Embedding technology into instructional practices better prepares students for the demands of 21st Century Skills. |
| | Establish a district system that fully ensures consistent implementation of effective instructional practices across all classrooms in each school.  Develop and annually administer to all professional staff a needs-assessment regarding best practices in education.  Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. |
| | Provide Student-Centered Support Systems. Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to improved student mental health. |

# Goal Setting

Priority: Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

| Outcome Category | | |
|---|---|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| FASD will strategically use federal, state and local funds to hire highly qualified staff within 100% of areas that are vacant. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Recruitment and Retention of Personnel | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| 90% of all positions will be filled with certified staff in the area they are certified. | 95% of all positions will be filled with certified staff in the area they are certified. | FASD will strategically use federal, state and local funds to hire highly qualified staff within 100% of areas that are vacant. |

| Outcome Category | | |
|---|---|---|
| Professional learning | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| FASD staff will increase their knowledge and implementation of Danielson's Framework for Teaching within domains 2 and 3 and specific research based strategies within their classrooms with 100%. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Focus on Danielson's Framework Domain 2= Classroom Environment and Domain 3= Instruction | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| FASD staff will increase their knowledge and implementation of Danielson's Framework for Teaching within domains 2 and 3 and specific research based strategies within their classrooms with 80%. | FASD staff will increase their knowledge and implementation of Danielson's Framework for Teaching within domains 2 and 3 and specific research based strategies within their classrooms with 90%. | FASD staff will increase their knowledge and implementation of Danielson's Framework for Teaching within domains 2 and 3 and specific research based strategies within their classrooms with 100%. |

| Outcome Category |
|---|
| Professional learning |
| **Measurable Goal Statement (Smart Goal)** |
| The FASD staff will increase their knowledge and use of "Webb's Depth of Knowledge" framework within their classrooms during walkthroughs and observation with 100%. |
| **Measurable Goal Nickname (35 Character Max)** |

| Increase knowledge and use of "Webb''s Depth of Knowledge" framework. | | |
|---|---|---|
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| The FASD staff will increase their knowledge and use of "Webb's Depth of Knowledge" framework within their classrooms during walkthroughs and observation with 80%. | The FASD staff will increase their knowledge and use of "Webb's Depth of Knowledge" framework within their classrooms during walkthroughs and observation with 90%. | The FASD staff will increase their knowledge and use of "Webb's Depth of Knowledge" framework within their classrooms during walkthroughs and observation with 100%. |

## Priority: Embedding technology into instructional practices better prepares students for the demands of 21st Century Skills.

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| FASD staff will teach and assess students ability to demonstrate the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons with 100% | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Increase the use of technology resources for instruction and assessment | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| FASD staff will teach and assess students ability to demonstrate the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons with 85% | FASD staff will teach and assess students ability to demonstrate the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons with 90% | FASD staff will teach and assess students ability to demonstrate the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons with 100% |

## Priority: Establish a district system that fully ensures consistent implementation of effective instructional practices across all classrooms in each school. Develop and annually administer to all professional staff a needs-assessment regarding best practices in education. Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| FASD will increase the number of teachers earning a proficient or distinguished rating to 100% for the school year. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Focus of Continuous Improvement and the principles of "Teacher Effectiveness" | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| FASD will increase the number of teachers earning a proficient or distinguished rating to 90% for the school year. | FASD will increase the number of teachers earning a proficient or distinguished rating to 95% for the school year. | FASD will increase the number of teachers earning a proficient or distinguished rating to 100% for the school year. |

| **Outcome Category** |
|---|

| English Language Growth and Attainment |
| --- |
| **Measurable Goal Statement (Smart Goal)** |
| FASD students will score a proficient on the PSSA Reading and English Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-70% 11th grade-100% |
| **Measurable Goal Nickname (35 Character Max)** |
| Improve student academic performance in English Language Arts as measured by "PA Future Ready Index" metrics. |

| Target Year 1 | Target Year 2 | Target Year 3 |
| --- | --- | --- |
| FASD students will score a proficient on the PSSA Reading and Keystone assessment at the following percentages: 3rd and 4th grade-70% 5th and 6th grade-65% 7th-8th grade-60% 11th grade-100% | FASD students will score a proficient on the PSSA Reading and Keystone assessment at the following percentages: 3rd and 4th grade-75% 5th and 6th grade-70% 7th-8th grade-65% 11th grade-100% | FASD students will score a proficient on the PSSA Reading and English Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-70% 11th grade-100% |

| **Outcome Category** |
| --- |
| Mathematics |
| **Measurable Goal Statement (Smart Goal)** |
| FASD students will score a proficient on the PSSA Math and Algebra 1 Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-50% 11th grade-100% |
| **Measurable Goal Nickname (35 Character Max)** |
| Improvement student academic performance in Mathematics as measured by "PA Future Ready Index" metrics. |

| Target Year 1 | Target Year 2 | Target Year 3 |
| --- | --- | --- |
| FASD students will score a proficient on the PSSA Math and Algebra 1 Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-50% 11th grade-100% | FASD students will score a proficient on the PSSA Math and Algebra 1 Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-50% 11th grade-100% | FASD students will score a proficient on the PSSA Math and Algebra 1 Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-50% 11th grade-100% |

Priority: Provide Student-Centered Support Systems. Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to improved student mental health.

| **Outcome Category** |
| --- |
| School climate and culture |
| **Measurable Goal Statement (Smart Goal)** |
| FASD will establish school wide programming within the school to increase student connections to the staff and decrease behaviors within the building. Student attendance will increase to the rate of 95% attendance rate and discipline data will decrease by 10%. |
| **Measurable Goal Nickname (35 Character Max)** |

| School Climate and Safety | | |
| --- | --- | --- |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| FASD will establish school wide programming within the school to increase student connections to the staff and decrease behaviors within the building.  Student attendance will increase to the rate of 85% attendance rate and discipline data will decrease by 5%. | FASD will establish school wide programming within the school to increase student connections to the staff and decrease behaviors within the building.  Student attendance will increase to the rate of 90% attendance rate and discipline data will decrease by 7%. | FASD will establish school wide programming within the school to increase student connections to the staff and decrease behaviors within the building.  Student attendance will increase to the rate of 95% attendance rate and discipline data will decrease by 10%. |

## Action Plan

### Measurable Goals

| | |
|---|---|
| Recruitment and Retention of Personnel | Focus on Danielson's Framework Domain 2= Classroom Environment and Domain 3= Instruction |
| Increase knowledge and use of "Webb''s Depth of Knowledge" framework. | Increase the use of technology resources for instruction and assessment |
| Focus of Continuous Improvement and the principles of "Teacher Effectiveness" | Improve student academic performance in English Language Arts as measured by "PA Future Ready Index" metrics. |
| Improvement student academic performance in Mathematics as measured by "PA Future Ready Index" metrics. | School Climate and Safety |

### Action Plan For: MTSS Interventions and Core Instruction Supports

| Measurable Goals: |
|---|
| • FASD students will score a proficient on the PSSA Reading and English Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-70% 11th grade-100% |
| • FASD students will score a proficient on the PSSA Math and Algebra 1 Keystone assessment at the following percentages: 3rd and 4th grade-80% 5th and 6th grade-75% 7th-8th grade-50% 11th grade-100% |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Establish MTSS/Early Warning system in all levels of schools. | | 2024-02-19 | 2026-06-19 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals | Training on MTSS, Core Instruction supports, benchmarking tools, progress monitoring | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Higher levels of student receiving MTSS tier 2 and 3 supports in addition to classroom supports within Core Instruction | 4 times a year, students will be benchmarked and student scores will be assessed and instruction will be targeted to increase performance. |

### Action Plan For: Training on specific strategies to target higher level Questioning during instruction

| Measurable Goals: |
|---|
| |

| Action Step | Anticipated Start/Completion Date | |
|---|---|---|
| Specific professional development for all staff to help increase the level of questions to DOK 2 and 3 | 2024-02-19 | 2026-06-19 |

| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
|---|---|---|---|
| Assistant Superintendent | Professional Development and examples of staff completing to be observed | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Students able to answer higher level questions during instruction preparing them for state assessments. | Benchmarking assessments, walkthroughs and observations. |

Action Plan For: School Based Attendance Program, School Based Mental Health, and PBIS programming

| Measurable Goals: |
|---|
| • FASD will establish school wide programming within the school to increase student connections to the staff and decrease behaviors within the building. Student attendance will increase to the rate of 95% attendance rate and discipline data will decrease by 10%. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Select a school based attendance program such as Check and Connect or Why Try?  Partnering with outside therapeutic supports. | | 2024-02-19 | 2027-06-19 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Assistant Superintendent and Building Principals | School based attendance program and contract with outside therapeutic agency | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Higher attendance rates and decreased discipline referrals | Quarterly reports for attendance and discipline referrals. |

# Professional Development

## Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| MTSS Interventions and Core Instruction Supports | Establish MTSS/Early Warning system in all levels of schools. |
| Training on specific strategies to target higher level Questioning during instruction | Specific professional development for all staff to help increase the level of questions to DOK 2 and 3 |

## MTSS/Early Warning Systems

| Action Step | | |
|---|---|---|
| • Establish MTSS/Early Warning system in all levels of schools. | | |
| **Audience** | | |
| All K-12 staff | | |
| **Topics to be Included** | | |
| MTSS and Early Warning System Core instruction supports and strategies Core curriculum Benchmarking training | | |
| **Evidence of Learning** | | |
| Observations, walkthroughs, monthly student meetings, benchmarking data | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Principals | 2024-02-19 | 2026-06-19 |

### Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## DOK 2 and 3

| Action Step |
|---|
| • Specific professional development for all staff to help increase the level of questions to DOK 2 and 3 |
| **Audience** |
| All K-12 teachers |
| **Topics to be Included** |
| Webb's DOK levels 2 and 3 |
| **Evidence of Learning** |

| Walkthroughs and Observations | | |
|---|---|---|
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Assistant Superintendent | 2024-02-19 | 2026-06-19 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

# Communications

## Communications Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| MTSS Interventions and Core Instruction Supports | Establish MTSS/Early Warning system in all levels of schools. |
| Training on specific strategies to target higher level Questioning during instruction | Specific professional development for all staff to help increase the level of questions to DOK 2 and 3 |
| School Based Attendance Program, School Based Mental Health, and PBIS programming | Select a school based attendance program such as Check and Connect or Why Try? Partnering with outside therapeutic supports. |

## School Based Attendance Program, School Based Mental Health, and PBIS programming

| Action Step | | |
|---|---|---|
| •    Select a school based attendance program such as Check and Connect or Why Try? Partnering with outside therapeutic supports. | | |
| **Audience** | | |
| K-12 Teachers, parents/guardians and community stakeholders | | |
| **Topics to be Included** | | |
| K-12 strategies to improve school attendance, decrease student discipline and teach core character education principals. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Assistant Superintendent | 2024-02-19 | 2026-06-19 |

Communication

| Type of Communication | Frequency |
|---|---|
| Presentation | Monthly board meetings |

## Approvals & Signatures

| Uploaded Files |
|----------------|
|                |

| Chief School Administrator | Date |
|----------------------------|------|
|                            |      |

# PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or excee(
high academic standards in each of the core subject areas.

Aaron Taylor                                                    02/19/2024
Professional Education Committee Chairperson:                   Date

---

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff
Development Council's Standards for Staff Learning.

Thomas J. Haupt                                                 02/20/2024
Superintendent or Chief Administrative Officer:                Date

**FAIRFIELD AREA SD**

4840 Fairfield Rd

Professional Development Plan (Act 48) | 2024 - 2027

# ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.

b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.

c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.

d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.

f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices tha promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

# PROFILE AND PLAN ESSENTIALS

Fairfield Area School District
112013054
4840 Fairfield Road, Fairfield, PA 17320-9200

Aaron Taylor
tayloraa@fairfield.k12.pa.us
717-643-2054 X 2054

Thomas J. Haupt, Superintendent
hauptt@fairfield.k12.pa.us

# STEERING COMMITTEE

| Name | Title | Committee Role | Appointed By |
|------|-------|----------------|--------------|
| Aaron Taylor | Assistant Superintendent | Administrator | School Board of Directors |
| Thomas Haupt | Superintendent | Administrator | School Board of Directors |
| Brian McDowell | High School Principal | Administrator | Administration Personnel |
| Justin Hoffacker | Middle School Principal | Administrator | Administration Personnel |
| Colleen Rebert | Elementary Prinicpal | Administrator | Administration Personnel |
| Todd Wolford | Middle School and High School Assistant Principal | Administrator | Administration Personnel |

| Name | Title | Committee Role | Appointed By |
|---|---|---|---|
| Nicole Zepp | Director of Technology | Administrator | Administration Personnel |
| Erica Bollinger | Board Member | Local Business Representative | School Board of Directors |
| April McCleaf | Parent | Parent of Child Attending | Administration Personnel |
| Charlene Marthers | Teacher | Middle School Teacher | Administration Personnel |
| Kathryn Barnes | Teacher | K-12 Teacher | Education Specialist |

## DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

This committee of individuals will meet quarterly to review professional development plans for the year .

# ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

## MTSS/EARLY WARNING SYSTEMS

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Establish MTSS/Early Warning system in all levels of schools. | All K-12 staff | MTSS and Early Warning System Core instruction supports and strategies Core curriculum Benchmarking training | Observations, walkthroughs, monthly student meetings, benchmarking data |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Principals | 02/19/2024 - 06/19/2026 |

## LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Inservice day | Monthly | | Language and Literacy Acquisition for All Students |

## DOK 2 AND 3

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---|---|---|
| Specific professional development for all staff to help increase the level of questions to DOK 2 and 3 | All K-12 teachers | Webb's DOK levels 2 and 3 | Walkthroughs and Observations |

| Lead Person/Position | Anticipated Timeline |
|---|---|
| Assistant Superintendent | 02/19/2024 - 06/19/2026 |

## LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|---|---|---|---|
| Inservice day | Monthly | | Language and Literacy Acquisition for All Students |

# OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

# PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

| Professional Education Plan Guidelines | Yes/No |
|---|---|
| Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4) | Yes |
| Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19) | Yes |
| Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching? | Yes |
| Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1) | Yes |
| Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1) | Yes |
| Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16) | Yes |
| Does the professional development plan align with educator needs? (Act 48, Section 2) | Yes |
| Do the implementation steps cover at least a three-year implementation horizon? | Yes |

**Professional Education Plan Guidelines**

Are the following professional development activities included in the Act 48 Professional Development Plan?

| | Yes/No |
|---|---|
| Language and Literacy Acquisition for All Students | Yes |
| Teaching Diverse Learners in Inclusive Settings | Yes |
| At least 1-hour of trauma-informed care training for all staff | Yes |
| Professional Ethics Program Framework Guidelines | Yes |
| Culturally Relevant and Sustaining Education Program Framework Guidelines | Yes |
| Structured Literacy Program Framework Guidelines | Yes |
| When is the first year the LEA will offer Structured Literacy Training to the staff? | 2021-2022 |

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?
No additional staff will receive this training beyond these groups.

Is the LEA using or planning to implement Structured Literacy (Select One)?
Hybrid, Structured Literacy components integrated into reading program.

# EVALUATION AND REVIEW

## DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Staff will be observed and receive frequent walkthroughs of their classroom instruction, meeting with other staff and with parents. Staff will be required to reflect on their professional practices periodically and work with building admin to develop action plans on areas of weakness.

## Profile

| LEA Type | AUN |
|---|---|
| Fairfield Area School District | 112013054 |

| Address 1 |
|---|
| 4840 Fairfield Road |

| Address 2 |
|---|
| |

| City | State | Zip Code |
|---|---|---|
| Fairfield | PA | 17320-9200 |

| Chief School Administrator |
|---|
| Thomas J. Haupt, Superintendent |

| Chief School Administrator Email |
|---|
| hauptt@fairfield.k12.pa.us |

| Single Point of Contact Name |
|---|
| Aaron Taylor |

| Single Point of Contact Email |
|---|
| tayloraa@fairfield.k12.pa.us |

| Single Point of Contact Phone | Single Point of Contact Extension |
|---|---|
| 717-642-2054 | 2054 |

# Gifted Education Plan Assurance

**1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).**

The FASD Child Find public notice is listed within the student handbooks, on the school district website, and is published each year in the local newspaper.

**2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.**

An MTSS process is utilized with the district to help identify students, who may benefit from special education or gifted instruction. By doing so all students with the district are screen quarterly based upon their skills and knowledge of the PA Core Standards. This permits staff to systematically identify students who may be underperforming and performing above grade level. Supports, interventions and enrichment activities are utilized with these students, who may be identified during this process. Student progress is monitored when supports and interventions are put into place to ensure students are responding to these supports, if not and several attempts have been made to change interventions, amount of time, and intensity then a student may be referred to academic and/or behavioral testing or evaluation. Possible gifted students, who have been identified through this process receive a screening through a rubric process to determine if they are a good candidate for a gifted evaluation.

**3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.**

FASD completes universal screenings for all students quarterly. These benchmark assessments consist of Acadience and Study Island. These items are completed by classroom teachers, reading and intervention specialists. When a student is exhibiting higher academic performance and enrichment within classroom instruction an additional screener is conducted typically by the school counselor the gifted and talented teacher to determine if they have met a the criteria to be evaluated by the school psychologist for a GIEP.

**4. Describe the gifted programs\* that are offered to provide opportunities for acceleration, enrichment, or both. \*The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).**

FASD gifted students at the elementary level receive enrichment activities within their everyday core academic instruction as well as they may receive pull out enrichment opportunities with the gifted teacher within their area(s) of giftedness. Middle School and high school students also receive enrichment instruction through their academic core instruction and may receive pull out instruction in areas of giftedness, however they may also begin to be eligible for specific accelerated courses that are offered at both the HS and MS levels. There are also various opportunities for our gifted and talented students to participate in other extra curricular opportunities within the academic realm.

**5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?**

31 students are identified gifted with or without a 504 plan and receiving services 0 GS dually exceptional 0 GX All Gifted students are accounted for in PIMS.

**6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.**

Our district enrollment is approximately 980 students. This means that 3% of our students are identified gifted. This would be lower than other similar districts across the state of PA. We will look at our process and rubrics to ensure we are taking an adequate number of students to the screener process and how well these students qualify when they reach the evaluation process level. Our district is 98% white so we do not have many subcategories of identification outside of the students who are identified special education.

**7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.**

Intermediate Unit #12 just completed an audit of our Gifted programming and we will be using these findings to help us better execute our process of identifying students within the district.

| | |
|---|---|
| **Training for general education teachers** | 400.00 |
| **Staff costs** | $58,256.00 |
| **Training for gifted support staff** | 0 |
| **Materials used for project-based learning** | 600.00 |
| **Transportation** | 850.00 |
| **Field Trips** | 300 |

## Signatures and Quality Assurance

| Chief School Administrator | Date |
|---|---|
| Thomas J. Haupt | 2024-02-20 |

## Profile

| LEA Type | | AUN |
|---|---|---|
| Fairfield Area School District | | 112013054 |
| **Address 1** | | |
| 4840 Fairfield Road | | |
| **Address 2** | | |
| | | |
| **City** | **State** | **Zip Code** |
| Fairfield | PA | 17320-9200 |
| **Chief School Administrator** | | |
| Thomas J. Haupt, Superintendent | | |
| **Chief School Administrator Email** | | |
| hauptt@fairfield.k12.pa.us | | |
| **Educator Induction Plan Coordinator Name** | | |
| Aaron Taylor | | |
| **Educator Induction Plan Coordinator Name Email** | | |
| tayloraa@fairfield.k12.pa.us | | |
| **Educator Induction Plan Coordinator Phone Number** | | **Extension** |
| 717-642-2054 | | |

# Steering Committee

| Name | Title | Committee Role | Chosen/Appointed By |
|---|---|---|---|
| Aaron Taylor | Assistant to the Superintendent | Administrator | School Board of Directors |
| Brian McDowell | High School Principal | Administrator | Administration Personnel |
| Justin Hoffacker | Middle School Principal | Administrator | Administration Personnel |
| Colleen Rebert | Elementary Principal | Administrator | Administration Personnel |
| Nicole Steele | Director of Technology | Administrator | Administration Personnel |
| Kayla Martin | FEA Representative/Teacher | Teacher | Teacher |
| Kristinia Matthews | FEA Representative/Teacher | Teacher | Teacher |
| Erica Bollinger | School Board Member | Other | School Board of Directors |
| Kathryn Barnes | Teacher | Education Specialist | Administration Personnel |
| Charlene Marthers | Teacher | Teacher | Administration Personnel |

## Educator Induction Plan

| | |
|---|---|
| Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16 ) | Yes |
| Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16 ) | Yes |
| Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16 ) | Yes |
| Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16 ) | Yes |
| Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16 ) | Yes |
| Does the induction plan: a. Assess the needs of inductees? | Yes |
| b. Describe how the program will be structured? | Yes |
| c. Describe what content will be included, along with the delivery format and timeframe? | Yes |
| d. Include a two-year induction program effective the 2024-2025 school year? | Yes |

# Mentors

| | |
|---|---|
| Pool of possible mentors is comprised of teachers with outstanding work performance. | Yes |
| Potential mentors have similar certifications and teaching assignments. | Yes |
| Potential mentors must model continuous learning and reflection. | Yes |
| Potential mentors must have knowledge of LEA policies, procedures, and resources. | Yes |
| Potential mentors must have demonstrated ability to work effectively with students and other adults. | Yes |
| Potential mentors must be willing to accept additional responsibility. | Yes |
| Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development). | Yes |
| Mentors and inductees must have compatible schedules so that they can meet regularly. | Yes |
| Other, please specify below | No |
| **Other** | |

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

The assistant superintendent will work with the building principals to select mentors, who have performed to at least a proficient level the previous year within the same or similar department and then work with the schedule to attempt to provide time within the schedule for these staff members to have duty free planning periods at the same time.

5

# Needs Assessment

| | |
|---|---|
| Observations of inductee instructional practice by a coach or mentor to identify needs. | Yes |
| Multiple observations of inductee instructional practice by building supervisor to identify needs. | Yes |
| Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs. | Yes |
| Standardized student assessment data | Yes |
| Classroom assessment data (Formative  Summative) | Yes |
| Inductee survey (local, intermediate units and national level) | Yes |
| Review of inductee lesson plans | Yes |
| Review of written reports summarizing instructional activity | Yes |
| Submission of Inductee Portfolio | No |
| Knowledge of successful research-based instructional models | Yes |
| Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews). | Yes |
| Other, please specify below | No |
| **Other** | |

**Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:**

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**


FASD utilizes an induction program over the summer that begins with teaching the new staff members with the critical components to being successful with the beginning of the year.  FASD also runs monthly district induction programming based/focused on specific skills or core knowledge to equip the staff with the required knowledge to be successful.  Some of these are within the district and others are offered within the county consortium. The inductees are also surveyed as the year goes to ensure there are not other additional areas of need that professional development can be delivered on.

# Educator Induction Plan Topic Areas

**Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.**

24-25 FASD Induction Schedule.pdf

**Selected Observation and Practice Framework(s):**
4c: Communicating with Families

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**
3d: Using Assessment in Instruction

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall

Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**
1c: Setting Instructional Outcomes

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring

Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter

Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Winter

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer


**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring

Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter

Year 3 Spring
Year 3 Summer

## Selected Observation and Practice Framework(s):

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

## Selected Observation and Practice Framework(s):

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall

Year 3 Winter
Year 3 Spring
Year 3 Summer


**Selected Observation and Practice Framework(s):**

**Timeline**
Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

# Evaluation and Monitoring

**Evaluation and Monitoring**

Building administration will observe induction staff through observations and walkthroughs during instruction, staff meeting and parent conferences. New inductees will complete surveys and receive an exit interview based upon the induction program and establishing an individualized plan for them.

## InductionPlan

| | |
|---|---|
| Mentor documents his/her inductee's involvement in the program. | Yes |
| A designated administrator receives, evaluates, and archives all mentor records. | Yes |
| School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program. | Yes |
| Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification. | Yes |

Confirm that all first-year teachers are required to participate in the induction program.

Yes

**If "No" is selected, please explain what individuals were not included in the Induction Program and why.**

## Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

| Educator Induction Plan Coordinator | Date |
| --- | --- |
| Aaron Taylor | 2024-02-19 |

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

| Chief School Administrator | Date |
| --- | --- |
| Thomas J. Haupt | 2024-02-20 |