

**Fairfield Area SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

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



## 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

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### 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

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

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

### Challenges

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

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

## 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

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

### Partnering Institution

Harrisburg Area Community College

**Agreement Type**

Local Articulation

**Program/Course Area**

EMT Cert

**Uploaded Files**

HACC - EMT23-24.pdf

**Partnering Institution**

Allegheny Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

Hotel Management

**Uploaded Files**

Alleghany College MOU.pdf

**Summary**

**Strengths**

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

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	<p>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</p>
Title 1 Program	<p>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.</p>
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

	<p>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.</p>
<p>Technology Plan</p>	<p>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</p>

	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
Development and implementation of the District Cyber School (Fairfield Area Cyber School FACS)	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
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 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, 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 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
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	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
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

## 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, 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
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
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, Percent Career Standards Benchmark = 81.1% Statewide Average = 84.9% Statewide Performance Standard = 98.0%	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, Middle School Students with Disabilities - Mathematics/Algebra - Did Not Meet Interim Goal/Improvement Target	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
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
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
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

### 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 money, staff, professional learning, materials, and support to schools based on the analysis 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.

<b>Outcome Category</b>		
Essential Practices 5: Allocate Resources Strategically and Equitably		
<b>Measurable Goal Statement (Smart Goal)</b>		
FASD will strategically use federal, state and local funds to hire highly qualified staff within 100% of areas that are vacant.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Recruitment and Retention of Personnel		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
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%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Focus on Danielson's Framework Domain 2= Classroom Environment and Domain 3= Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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%.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
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%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		

Increase knowledge and use of "Webb's Depth of Knowledge" framework.		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
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%		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Increase the use of technology resources for instruction and assessment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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.

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

<b>Outcome Category</b>
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English Language Growth and Attainment		
<b>Measurable Goal Statement (Smart Goal)</b>		
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%		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Improve student academic performance in English Language Arts as measured by "PA Future Ready Index" metrics.		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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%

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
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%		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Improvement student academic performance in Mathematics as measured by "PA Future Ready Index" metrics.		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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.

<b>Outcome Category</b>		
School climate and culture		
<b>Measurable Goal Statement (Smart Goal)</b>		
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%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		

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

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>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%</li> <li>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%</li> </ul>
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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

<p><b>Measurable Goals:</b></p>
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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:
<ul style="list-style-type: none"> <li>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%.</li> </ul>

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		
<ul style="list-style-type: none"> <li>Establish MTSS/Early Warning system in all levels of schools.</li> </ul>		
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	
Structured Literacy	

### DOK 2 and 3

Action Step
<ul style="list-style-type: none"> <li>Specific professional development for all staff to help increase the level of questions to DOK 2 and 3</li> </ul>
Audience
All K-12 teachers
Topics to be Included
Webb's DOK levels 2 and 3
Evidence of Learning

Walkthroughs and Observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent	2024-02-19	2026-06-19

### Learning Format

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

## Communications Activities

School Based Attendance Program, School Based Mental Health, and PBIS programming					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Select a school based attendance program such as Check and Connect or Why Try? Partnering with outside therapeutic supports.</li> </ul>	K-12 Teachers, parents/guardians and community stakeholders	K-12 strategies to improve school attendance, decrease student discipline and teach core character education principals.	Assistant Superintendent	02/19/2024	06/19/2026
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			Monthly board meetings		

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>• Comp.PlanBoardAssuranceStatement.pdf</li></ul>

Chief School Administrator	Date
Thomas J. Haupt	2024-09-19