

FOREST CITY REGIONAL SD

100 Susquehanna Street

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Forest City Regional School District will challenge, empower, and inspire all student to GO BE GREAT! by Setting high academic standards Fostering critical thinking skills Creating opportunities for collaboration, communication, and innovation Promoting self-directed learning and personal goal setting Engaging in opportunities to care for others

VISION STATEMENT

All Forest City Regional School District students will graduate prepared for post-secondary learning, career, and service.

FOR DISPLAY ONLY Do Not Remove

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Every child can learn. Every child is entitled to an education that is designed to support their individual academic, social-emotional and behavioral needs. Learning happens in a safe, supportive and collaborative environment. We are a community of lifelong learners comprised of student, parents, teachers, paraprofessionals, administrators and community members. High expectations for ALL are an integral part of the learning process.

STAFF

The effort of our teachers and students makes all the difference and is the most valuable asset in our school district. Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement.

ADMINISTRATION

Our shared leadership approach will maximize the professional growth of our educational team by empowering individuals and giving them an opportunity to lead in their areas of expertise. Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement.

PARENTS

Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement. Every child can learn. Every child is entitled to an education that is designed to support their individual academic, social-emotional and behavioral needs. Learning happens in a safe, supportive and collaborative environment. We are a community of lifelong learners comprised of student, parents, teachers, paraprofessionals, administrators and community members. High expectations for ALL are an integral part of the learning process.

COMMUNITY

Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement. Every child can learn. Learning happens in a safe, supportive and collaborative environment.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jessica Aquilina	Administrator	Forest City Regional School District
Michael Zack	Administrator	Forests City Regional Elementary School
Cassandra Stout	Administrator	Forest City Regional High School
Michelle Lesjack	Administrator	Forest City Regional School District
Bernice Lukus	Board Member	Forest City Regional School District
Christina Albright	Board Member	Forest City Regional School District
Jocelynn Olsommer	Parent	Forest City Regional High School
Mary Emmett	Board Member	Forest City Regional School District
Michelle Graziano	Parent	Forest City Regional Elementary School
Daniel Nebzydoski	Staff Member	Forest City Regional High School
Cynthia Weiss	Staff Member	Forest City Regional High School
Jason Pantzar	Staff Member	Forest City Regional Elementary School
Justin Stevens	Staff Member	Forest City Regional School District

Name

Position

Building/Group

Larissa Valonis

Staff Member

Forest City Regional Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In order to ensure that students are at or above grade level, we must review curriculum to identify the gaps and adjust the pacing guides and materials.	Mathematics
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ACTION PLAN AND STEPS

Evidence-based Strategy	
iReady	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Third Grade Math	48% of students who are in grade three are 3 or more grade levels below, they will show growth demonstrated with the iReady Diagnostic assessment on the end of the year assessment, reducing the 48% of students who are 3 or more grade levels below by 5% points each year.
Seventh Grade Math	20% of students who are in grade seven are 3 or more grade levels below, they will show growth demonstrated with the iReady Diagnostic assessment on the end of the year assessment, reducing the 20% of students who are 3 or more grade levels below by 5% points each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will receive professional development centered around the iReady Platform and available interventions	2022-10-26 - 2025-06-30	Michael Zack, Elementary Principal Cassandra Stout, High School Principal	iReady
Teachers will utilize the instructional strategies and materials within the iReady platform to provide individualized instruction to all students and fine tune interventions and instructional delivery	2022-10-26 - 2025-06-30	Math teachers in grades 3 & 7 Special Education Teachers	iReady IU Consultants
Building principals and content teachers will observe classrooms as part of enriching collegial learning	2023-01-02 - 2025-06-30	Michael Zack, Elementary Principal Cassandra Stout, High School Principal	Danielson Framework PAETAP

Anticipated Outcome

Students will show growth on assessments

Monitoring/Evaluation

Teachers, students, administrators through analysis of data, student conferencing, faculty data analysis

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>48% of students who are in grade three are 3 or more grade levels below, they will show growth demonstrated with the iReady Diagnostic assessment on the end of the year assessment, reducing the 48% of students who are 3 or more grade levels below by 5% points each year. (Third Grade Math)</p>	iReady	<p>Teachers will receive professional development centered around the iReady Platform and available interventions</p>	<p>10/26/2022 - 06/30/2025</p>
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary Attendance rate 98.5% – State Average 85.8% High School Attendance rate 93.1% - State Average 85.8%

Forest City Regional School District has a K-12 District Support team that works to identify the Mental Health supports for all students and families across the K-12 continuum

Reading grade 3 - 52% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Reading grade 5 - 52% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Reading grade 7 - 59% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Reading 8 - 54% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Math grade 3 - 55% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Math grade 5 - 59% of students fall into the categories of: one

Challenges

FCRHS English Language Arts/Literature Academic Growth Score was 70.3%, the state average was 75%

FCRES Math Academic Growth Score was 50%, the state average was 75.3%

Reading grade 3 - 14% of students are 3 or more grade levels below

Reading grade 5 - 15% of students are 3 or more grade levels below

Reading grade 7 - 32% of students are 3 or more grade levels below

Reading grade 8 - 33% of students are 3 or more grade levels below

Math grade 3 - 48% of students are 3 or more grade levels below

Math grade 5 - 48% of students are 3 or more grade levels below

Math grade 7 - 20% of students are 3 or more grade levels below

Strengths

grade level below, early on grade level, mid or above grade level

Math grade 7 - 67% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Math grade 8 - 72% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

4 Science - 83% of students proficient or advanced on 2022 PSSA

8 Science - 54.8% of students proficient or advanced on 2022 PSSA

FCRHS 98.2% of all student groups have met the career standards benchmark

FCRSD utilizes the Smart Futures platform

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Coordinate and monitor supports aligned with students' and families' needs

FCRES 18.9% of students with disabilities are proficient or advanced on English Language Arts PSSA

FCRHS 21.1% of students with disabilities are proficient or

Challenges

Math grade 8 - 15% of students are 3 or more grade levels below

4 Science - 17% of students basic or below basic on 2022 PSSA

8 Science - 45.3% of students basic or below basic on 2022 PSSA

Smart Futures is a new platform that employees are still navigating

FCRES 84.6% of all student groups have met the career standards benchmark - state average is 86.2%

Ensure effective, standards-aligned curriculum and assessment

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

FCRES 13.9% of students with disabilities are proficient or advanced on Math PSSA

FCRHS 4.0% of students with disabilities are proficient or advanced in Mathematics/Algebra I

Strengths

advanced in English Language Arts/Literature

Most Notable Observations/Patterns

Math is a priority concern as we come out of the COVID-19 Pandemic

Challenges**Discussion Point****Priority for Planning**

FCRES Math Academic Growth Score was 50%, the state average was 75.3%

Math grade 3 - 48% of students are 3 or more grade levels below

Current 3rd grade students were substantially impacted by the COVID-19 Pandemic — PK (normal), K (closed due to pandemic), 1 (hybrid), 2 (return), 3 (normal)

Math grade 5 - 48% of students are 3 or more grade levels below

Math grade 7 - 20% of students are 3 or more grade levels below

Current 7th grade students were substantially impacted by the COVID-19 Pandemic — 3 (normal), 4 (closed due to pandemic), 5 (hybrid), 6 (return), 7 (normal)

FCRES 13.9% of students with disabilities are proficient or advanced on Math PSSA

FCRHS 4.0% of students with disabilities are proficient or advanced in Mathematics/Algebra I

Action Steps

Anticipated Start/Completion Date

Teachers will utilize the instructional strategies and materials within the iReady platform to provide individualized instruction to all students and fine tune interventions and instructional delivery

10/26/2022 - 06/30/2025

Monitoring/Evaluation

Anticipated Output

Teachers, students, administrators through analysis of data, student conferencing, faculty data analysis

Students will show growth on assessments

Material/Resources/Supports Needed

PD Step

Comm Step

iReady IU Consultants

yes

yes

Action Steps**Anticipated Start/Completion Date**

Building principals and content teachers will observe classrooms as part of enriching collegial learning

01/02/2023 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Teachers, students, administrators through analysis of data, student conferencing, faculty data analysis

Students will show growth on assessments

Material/Resources/Supports Needed**PD Step****Comm Step**

Danielson Framework PAETAP

yes

yes

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999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1041 1042 1043 1044 1045 1046 1047 1048 1049 1050 1051 1052 1053 1054 1055 1056 1057 1058 1059 1060 1061 1062 1063 1064 1065 1066 1067 1068 1069 1070 1071 1072 1073 1074 1075 1076 1077 1078 1079 1080 1081 1082 1083 1084 1085 1086 1087 1088 1089 1090 1091 1092 1093 1094 1095 1096 1097 1098 1099 1100 1101 1102 1103 1104 1105 1106 1107 1108 1109 1110 1111 1112 1113 1114 1115 1116 1117 1118 1119 1120 1121 1122 1123 1124 1125 1126 1127 1128 1129 1130 1131 1132 1133 1134 1135 1136 1137 1138 1139 1140 1141 1142 1143 1144 1145 1146 1147 1148 1149 1150 1151 1152 1153 1154 1155 1156 1157 1158 1159 1160 1161 1162 1163 1164 1165 1166 1167 1168 1169 1170 1171 1172 1173 1174 1175 1176 1177 1178 1179 1180 1181 1182 1183 1184 1185 1186 1187 1188 1189 1190 1191 1192 1193 1194 1195 1196 1197 1198 1199 1200

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
iReady Professional Development	Grade 3 and 7 Teachers, Special Education Teachers, Administrators	iReady platform and available interventions Utilizing instructional strategies to provide individualized instruction to all students Classroom observations to enrich collegial learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sign in sheets from trainings, data analysis will show student growth	10/26/2022 - 06/30/2025	Michael Zack, Elementary Principal Cassandra Stout, High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>48% of students who are in grade three are 3 or more grade levels below, they will show growth demonstrated with the iReady Diagnostic assessment on the end of the year assessment, reducing the 48% of students who are 3 or more grade levels below by 5% points each year. (Third Grade Math)</p>	iReady	<p>Teachers will receive professional development centered around the iReady Platform and available interventions</p>	<p>2022-10-26 - 2025-06-30</p>
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		and instructional delivery	
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
iReady Communication Plan	Grade 3 & 7 teachers, Special Education Teachers, Administrators	Observations and Instructional Coaching
Anticipated Timeframe	Frequency	Delivery Method
01/02/2023 - 06/30/2025	Quarterly	Presentation Brief
Lead Person/Position		
Michael Zack, Elementary Principal Cassandra Stout, High School Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100