Profile and Plan Essentials

LEA Type		AUN	
School District		101632403	
Address 1			
110 Fort Cherry Road			
Address 2			
City	**State**	**Zip Code**	
McDonald	PA	15057	
Chief School Administrator		**Chief School Administrator Email**	
Thomas J. Samosky		tsamosky@fortcherry.org	
Single Point of Contact Name			
Thomas J. Samosky			
Single Point of Contact Email			
tsamosky@fortcherry.org			
Single Point of Contact Phone Number			
724-796-1551			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Thomas J. Samosky	Administrator	School District	tsamosky@fortcherry.org
Dr. Trish Craig	Administrator	Fort Cherry Jr./Sr. High School	tcraig@fortcherry.org
Daniel Mayer	Administrator	Fort Cherry Elementary Center	dmayer@fortcherry.org
Dr. Eric Lauver	Administrator	Fort Cherry School District	elauver@fortcherry.org
Thomas Scarpone	Staff Member	Fort Cherry School District	tscarpone@fortcherry.org
Patty Fedinetz	Administrator	Fort Cherry School District	pfedinetz@fortcherry.org
Sally Cowden	Administrator	Fort Cherry School District	scowden@fortcherry.org
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Regan McGlennon	Staff Member	Fort Cherry School District	rmcglennon@fortcherry.org
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Lee Glasser	Parent	Community	leeglasser@yahoo.com
Jennifer Spotti	Parent	Community	jspotti@windstream.net
Leslie Orlandini	Parent	Community	Leslieorlandini@live.com
Shannon Grace	Parent	Community	Snk112@gmail.com
Kristin Plance	Parent	Community	kplance16@gmail.com
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Jennifer Klose	Parent	Community	beighelj@hotmail.com
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Ryan Dudzinski	Parent	Community	Rdudzinski@me.com
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Cory Matchett	Community Member	Community	Matchettc@gmail.com
Paul Bianchini	Board Member	Board	bianchini_paul@hotmail.com
Julie Sepesy	Board Member	Board	jsepesyfcboard@yahoo.com

Chase Ogburn	Board Member	Board	cogburn@fortcherry.org
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Jeanine Miles	Board Member	Board	jeanine_miles@yahoo.com
Lou Ursitz	Community Member	Community	louisursitz@gmail.com
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Andrea Garry	Staff Member	Teacher	angarry@fortcherry.org
Ben Maxin	Staff Member	Teacher	bmaxin@fortcherry.org
Louise Hilty	Staff Member	Teacher	lhilty@fortcherry.org
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Rick Jacobs	Community Member	Business	rickjacobs19@gmail.com

LEA Profile

The Fort Cherry School District comprehensive planning process is a holistic, strategic, and progressive process involving various facets of the school and community. We work to make the planning process inclusive of all educational community stakeholders--members involved were the School Board of Directors, administrators, teachers, staff, parents, community members, local business representatives, and community service personnel. Due to the COVID-19 Pandemic, the comprehensive plan was approved August, 2022. Per state statutes, the comprehensive plan must be updated for during the 2023-2024 school year. The process began with internal planning, data analysis, and process time-lining. Starting in June 2023, a committee membership drive began to gain participation from various entities of the educational community. From the interested parties, committees were devised with two structured meeting times from January 2024 to April 2024. In keeping with the philosophy of remaining open and inclusive, any individual demonstrating interest was assigned to a committee of their choice and meetings were fully accessible to those who may not have previously registered as a participant. The committee chairs kept the planning process aligned to all federal, state, and local policies/procedures; as well as, keeping the process transparent, open, and engaging to all ideas, thoughts, and input.

Mission and Vision

Mission

The mission of the Fort Cherry School District is to create a learning community committed to providing our students with the skills, knowledge, and opportunities to be productive and successful citizens in a global society.

Vision

The vision of the Fort Cherry School District is to establish a collaborative community supporting, engaging, and challenging our students to develop a life-long quest for knowledge and success.

Educational Values

Students

Learning is a life-long personal journey supported through "whole child" development both at home and school • All students are capable of learning and share in the responsibility of their own growth and success • Collaborative partners in our educational process include all district staff, students, families, and communities • Diverse opportunities related to the arts, technological innovation, athletics, and extracurricular activities empower students to explore their talents and interests • Trust, compassion, and sincerity foster respectful and dynamic learning environments • Committed leadership; effective curricula and instruction; high expectations and rigor; and responsible utilization of resources enhance educational settings • Optimal learning occurs when students feel safe, secure, and respected • Effective balance between educational needs and budgetary revenues drives responsible fiscal decision

Staff

Learning is a life-long personal journey supported through "whole child" development both at home and school • All students are capable of learning and share in the responsibility of their own growth and success • Collaborative partners in our educational process include all district staff, students, families, and communities • Diverse opportunities related to the arts, technological innovation, athletics, and extracurricular activities empower students to explore their talents and interests • Trust, compassion, and sincerity foster respectful and dynamic learning environments • Committed leadership; effective curricula and instruction; high expectations and rigor; and responsible utilization of resources enhances educational settings • Optimal learning occurs when students feel safe, secure, and respected • Effective balance between educational needs and budgetary revenues drives responsible fiscal decision

Administration

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Parents

Learning is a life-long personal journey supported through "whole child" development both at home and school • All students are capable of learning and share in the responsibility of their own growth and success • Collaborative partners in our educational process include all district staff, students, families, and communities • Diverse opportunities related to the arts, technological innovation, athletics, and extracurricular activities empower students to explore their talents and interests • Trust, compassion, and sincerity foster respectful and dynamic learning environments • Committed leadership; effective curricula and instruction; high expectations and rigor; and responsible utilization of resources enhances educational settings • Optimal learning occurs when students feel safe, secure, and respected • Effective balance between educational needs and budgetary revenues drives responsible fiscal decision

Community

Learning is a life-long personal journey supported through "whole child" development both at home and school • All students are capable of learning and share in the responsibility of their own growth and success • Collaborative partners in our educational process include all district staff, students, families, and communities • Diverse opportunities related to the arts, technological innovation, athletics, and extracurricular activities empower students to explore their talents and interests • Trust, compassion, and sincerity foster respectful and dynamic learning environments • Committed leadership; effective curricula and instruction; high expectations and rigor; and responsible utilization of resources enhances educational settings • Optimal learning occurs when students feel safe, secure, and respected • Effective balance between educational needs and budgetary revenues drives responsible fiscal decision

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary English/Language Arts Achievement	Exceeds statewide average (66.5% vs. 54.5%)
Elementary Mathematics Achievement	Exceeds statewide average (57.5% vs. 38.3%)
Elementary Science/Biology Achievement	Exceeds statewide average (93.7% vs. 58.9%)
Jr./Sr. High School English/Language Arts Growth	Exceeds statewide growth standard
Elementary Mathematics/Algebra Growth	Met statewide growth standard
Elementary Science/Biology Growth	Exceeds statewide growth standard

Challenges

Indicator	Comments/Notable Observations
Elementary English/Language Arts Achievement	Does not meet 2030 interim target
JH/SHS Mathematics/Algebra Achievement	Does not meet 2030 interim target
JH/SHS Science/Biology Achievement	Does not meet 2030 interim target

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

Strengths

Indicator	**Comments/Notable Observations**
Elementary English/Language Arts Acheivement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	Achievement is near the achievement of "All students" group (66.5% to 53.2%)
Indicator Elementary Science/Biology Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** Subgroup is near with the "All students" group (93.7% to 88.9%)
Indicator Elementary Mathematics/Algebra Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** Exceeds state target group of 70 (74.0)
Indicator Elementary Science/Biology Growth	**Comments/Notable Observations** Exceeds the state standard of 70 (76.0)

Grade Level(s) and/or Student Group(s) Economically Disadvantaged	
Indicator JH/SHS Science/Biology Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** Growth exceeds the school average (67% vs. 69%)
Indicator JH/SHS Math/Algebra Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** Growth meets school average (50% vs. 50%)

Challenges

Indicator Elementary English/Language Arts Achievement **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Students with disabilities do not meet the 2030 interim targets (48.4%)
Indicator Elementary Mathematics/Algebra I Achievement **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Students with disabilities do not meet the 2030 interim targets (30.2%)
Indicator Elementary Mathematics/Algebra I Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** Students who are economically disadvantaged do not meet the 2030 interim targets (46.8%).
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator JH/SHS English/Language Arts Achievement **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Student group trails "All students" group (30% to 66.7%) and does not meet 2030 interim target.
Indicator Mathematics/Algebra 1 Achievement **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Student group trails "All students" group (4.9% to 19.3%) and does not meet 2030 interim target.
Indicator Science/Biology Achievement **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Student group trails "All students" group (9.7% to 53.1%).

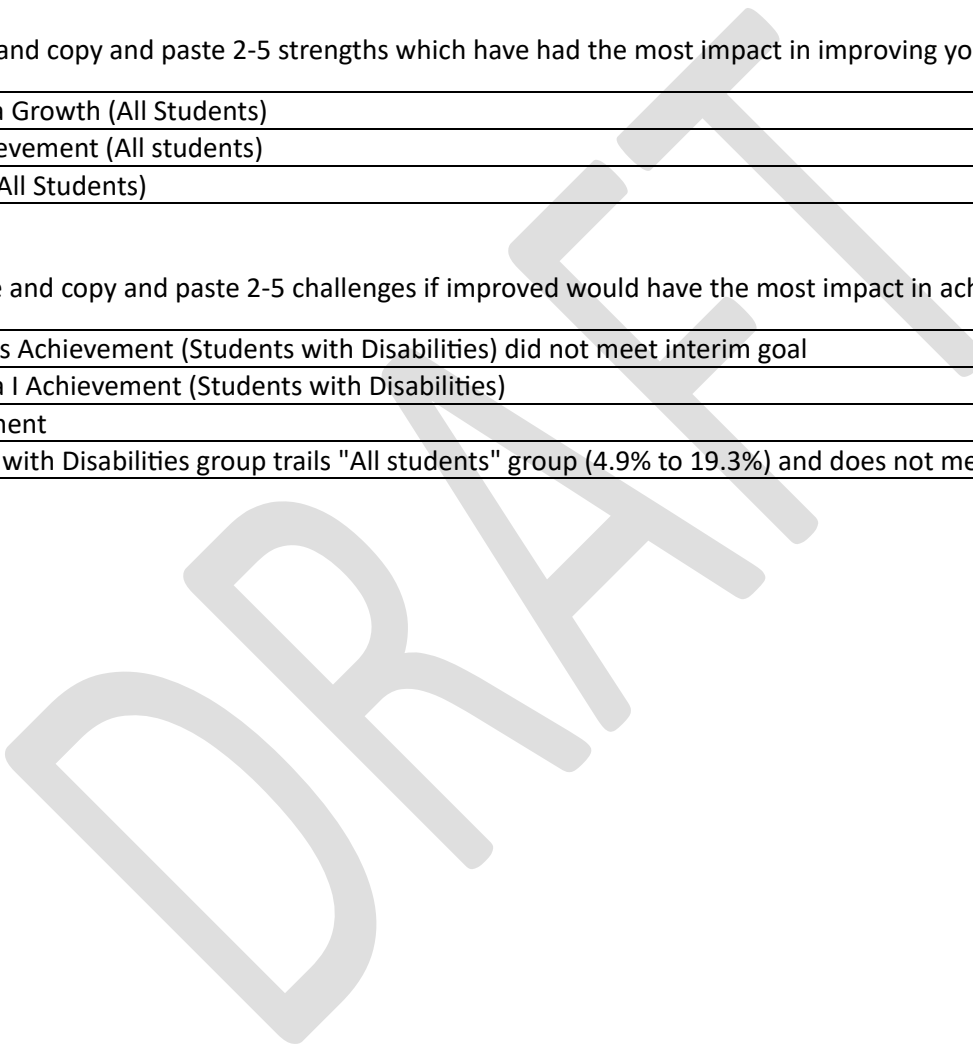| Students with Disabilities	

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.

Elementary Mathematics/Algebra Growth (All Students)
Elementary Science/Biology Achievement (All students)
JH/SHS Science/Biology Growth (All Students)

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.

Elementary English/Language Arts Achievement (Students with Disabilities) did not meet interim goal
Elementary Mathematics/Algebra I Achievement (Students with Disabilities)
Mathematics/Algebra 1 Achievement
Mathematics/Algebra 1 Students with Disabilities group trails "All students" group (4.9% to 19.3%) and does not meet 2030 interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
mClass DIBELS	2020-21 data reveals that all 2nd grade classes demonstrate average reading progress; 2 1st grade classes demonstrate above average reading progress; 1 1st grade class demonstrates average reading progress; 1 1st grade class demonstrates below average reading progress; 3 kindergarten classes demonstrate below average reading progress; 1 kindergarten class demonstrates well below average reading progress. 2021-22 data reveals that 22 (35%) Kindergarten students are rated as "Benchmark" or "Above Benchmark" at the Middle of Year; 33 (54%) 1st grade students are rated as "Benchmark" or "Above Benchmark" at the Middle of the Year; 44 (69%) 2nd grade students are rated "Benchmark" or "Above Benchmark" at the middle of the year.
IXL	Elementary grade levels show evidence of ongoing growth.
PVAAS	Historical and current English/language arts data at the elementary school shows a mixture of growth, which appears to be affected by the COVID-19 pandemic. In addition, CDT growth in grades 3 and 4 was correlated to PSSA student performance in grades 3 and 4 during the 22-23 school year. Historical and current English/language arts data at the Junior/Senior HS demonstrates that students are meeting the growth standard. The 3 most recent years of Keystone data indicate that the COVID-19 pandemic affected growth, particularly in Literature.
CDTs	The District began utilizing the CDTs for the 2022-2023 school year. The students in grades 3 and 4 met growth goals. However, grades 5 and 6 were well below. In addition, grades 7 and 8 displayed growth. However, grade 9 was below and grade 10 was well below growth.

English Language Arts Summary

Strengths

DIBELS data indicates that the primary levels are achieving average to above average progress relative to national norms.
Historical Keystone data indicates students exceed the growth standard on the Literature exam.
Student performance on PSSA ELA standards was well above during 2022 and 2023 school years. The data suggests that academic intervention programing implemented during 2022 and 2023 has been particularly effective in grades 7 and 8.

Challenges

Overall school performance does not currently meet state interim targets in both buildings.
Due to pandemic closures and state suspension of Keystone testing, PA Graduation Pathway data is impacted. Fewer than 11% of the class of 2024 met proficiency targets.

Mathematics

Data	Comments/Notable Observations
IXL	Elementary grade levels show evidence of ongoing growth.
PVAAS	Historical and current math data at the elementary level indicates that students in grade 6 show evidence of meeting the growth standard. Students in grades 4 and 5 demonstrate evidence of not meeting the growth standard. Historical and current math data at the Junior/Senior High School show

	that significant evidence exists of students not meeting the growth standard. Relative to 3 years of Algebra I Keystone data, Algebra I growth was largely unaffected; however, the growth remained below that of the growth standard.
CDTs	The District began utilizing the CDTs for the 2022-2023 school year. The students in grades 3 and 6 met growth goals. However, grades 4, 5, 7, and 8 were well below. In addition, Keystone Algebra was below growth expectations.

Mathematics Summary

Strengths

Historical and current math data at the elementary level indicates that students in grade 6 show evidence of meeting the growth standard.
Student PSSA math performance at grade 6 was well above the growth standard for the 2023 school year.
Student grade 3 CDT achievement met growth standard.

Challenges

Growth does not meet the standard for growth at the Junior/Senior High School level.
Historical PVAAS data indicates that students in grades 4 and 5 demonstrate evidence of not meeting the growth standard.
Achievement at the Junior/Senior High School does not meet the interim targets for math achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS	4th Grade Science consistently exceeds growth standard. 8th Grade Science has not met growth standard except for 2021. Keystone Biology has met the growth standard since 2018.
IXL	Assessment-based, but no diagnostic tool available.
CDTs	CDT Keystone Biology scores for the 2023 school year met growth expectations. In addition, students in grade 8 PSSA Science made growth goals.

Science, Technology, and Engineering Education Summary

Strengths

Keystone Biology has met the growth standard since 2018.
4th Grade Science consistently exceeds growth standard.
IXL is available as a tool for assessment in Science in all grades from 3–6.
CDT Grade 8 Science students met growth standard for the 2023 school year.

Challenges

8th Grade Science has not met growth standard except for 2021.
Due to the pandemic Keystone test cancellation, only 11% of the students in the class of 2024 met PA Graduation Pathway expectations.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Regular Attendance	Fort Cherry Jr./Sr. High School currently has an 73.6% regular attendance rate, with 26.4% of students having missed 10% or more of the school year (excused or unexcused). Fort Cherry Elementary Center currently has a 79.7% regular attendance rate, with 20.3% of students having missed 10% or more of the school year (excused or unexcused). Both figures exceed the "minimal performance standard" of 94.1% set by the Commonwealth.
Student Misconduct	For the 2022–23 school year, the District has logged 83 out-of-school suspensions, and 114 in-school suspensions. 37 Out-of-school suspensions were logged at Fort Cherry Elementary Center, and 46 out-of-school suspensions were logged at Fort Cherry Junior/Senior HS. 3 In-school suspensions were logged at Fort Cherry Elementary Center, and 38 in-school suspensions were logged at Fort Cherry Junior/Senior High School. 21% of students suspended in the district had an IEP.
Stakeholder Surveys	Stakeholders indicate desire for more STEAM and hands-on activities. Additionally, stakeholders indicate the need for proactive communication related to both college and career readiness.
Advanced Placement/College in the High School Programs	Fort Cherry offers 8 Advanced Placement and 4 College in the High School programs leading to potential advanced standing for college-bound students.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Parkway West CTC	Programs in veterinary technology, diesel technology, graphic arts and production technology, nail technician, and sports medicine/rehabilitation therapy
Western Area CTC	Programs in automation and robotics engineering, auto mechanics, carpentry, collision repair technology, computer networking, cosmetology, culinary arts, electrical operations, emergency and protective services, health assistant, heat/air conditioning, machine shop, masonry, and welding.
Fort Cherry Vocational Agriculture Program	In-house, CIP-aligned program in General Agriculture. Completer students take the NOCTI exam and earn stackable, industry-recognized credentials.
Fort Cherry Vocational Horticulture Program	In-house, CIP-aligned program in Horticulture. Completer students take the NOCTI exam and earn stackable, industry-recognized credentials.

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

Delaware Valley

Agreement Type

Local Articulation

Program/Course Area

Horticulture Science

Uploaded Files

Deleware Valley and Fort Cherry Articulation Agreement 2022.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.

Fort Cherry's Vocational Agriculture program is a model for college and career readiness in the high school.
Fort Cherry has large enrollments in CTC programs at both Western Area and Parkway West CTC.
Fort Cherry has an approved Horticulture CTC program and secured a Freight Farm.

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.

Stakeholders indicate desire for more STEAM and hands-on activities.
Stakeholders indicate the need for proactive communication related to both college and career readiness.
Stakeholders indicated they desired more programming experiences for their children.

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
Student Attendance	17 students with IEP's have missed at least 18 days, defining them as chronically absent from school. While a decrease since the last comprehensive plan, this still constitutes 8.1% of students with IEP's.
PVAAS	Students are not meeting academic growth expectations in Literature or Algebra at the Junior/Senior HS. Students are meeting academic growth expectations in Biology at the Junior/Senior HS. 8th grade students are meeting English/language arts growth expectations. However, students taking the Keystone Literature test are not meeting growth expectations. PLEASE NOTE: Subgroups do not exist at the Elementary Center.
PSSA/Keystone	Students failed to meet PSSA/Keystone test participation target at the JSHS. During the 22-23 school year, only 93% of students with disabilities participated in ELA testing, and 95.3% participated in math/algebra state assessments.

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

Data	Comments/Notable Observations
PVAAS	4th grade students are well below growth expectations in ELA.
CDTs	Students in 4th, 5th and 6th are well below growth expectations in ELA.
PVAAS	Students in 4th grade are well below growth expectations in math. Students in 5th grade are below growth expectations in math.
PVAAS	Students in grades 7th, 8th and Algebra are well below growth expectations in math/Algebra.
CDT's	Students in grades 7th, 8th, and Algebra are well below growth expectations in math/Algebra.

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.

6th grade students who are economically disadvantaged are meeting academic growth expectations in math and ELA.
7th and 8th grade students who are economically disadvantaged are meeting English/language arts growth expectations.
Students who are economically disadvantaged are meeting academic growth expectations in Science at the Junior/Senior HS.
Students with IEP's are meeting academic growth expectations in Science at the Junior/Senior HS.
7th and 8th grade students with IEP's are meeting English/language arts growth expectations.

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.

56 students with IEP's have missed at least 18 days, defining them as chronically absent from school. These absences constitute 30.27% of all coded absences in the school district, making it disproportional to the 22% special education rate in the district.
Students with IEP's at the JSHS are not meeting growth expectations in Keystone Algebra or Literature.
Students with IEP's or who are economically disadvantaged are not meeting academic growth expectations in math at the Junior/Senior HS.
Students in 5th grade who are economically disadvantaged are not meeting academic growth expectations in math.
Students failed to meet PSSA/Keystone test participation target at the JSHS. During the 22-23 school year, only 93% of students with disabilities participated in ELA testing, and 95.3% participated in math/algebra state assessments.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Teacher feedback indicates a need to examine the possibility of more co-taught classes to provide more rigorous opportunities to students with disabilities in their Least Restrictive Environment. Such feedback is consistent with high school student surveys and the results of special education compliance monitoring.
Title 1 Program	Schoolwide Title I supports in Reading and Mathematics at Fort Cherry Elementary Center
Student Services	Student supports follow a Multi-Tiered Systems of Support (MTSS) framework. This model of interventions and supports has allowed Fort Cherry to keep its special education percentage at or near the state averages, despite the COVID-19 pandemic. A trackable data source is needed to determine the effectiveness of interventions provided in Tiers 1 and 2 of the district's Multi-Tiered Systems of Support (MTSS) framework.
K-12 Guidance Plan (339 Plan)	The board and stakeholders indicated a need for increased communication from the high school related to college and career readiness and career counseling.
Technology Plan	Community feedback related to the need for a centralized data warehouse and a centralized student system for online learning. Additionally, the community has the desire to implement a cyber program to compete with cyber charter schools at a high level.
English Language Development Programs	Full-time ELL teacher to service Fort Cherry School District

Strengths

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

Student supports follow a Multi-Tiered Systems of Support (MTSS) framework. This model of interventions and supports has allowed Fort Cherry to keep its special education percentage at or near the state averages, despite the COVID-19 pandemic.
PCCD grant funding has allowed the District to strengthen support services for student mental health needs.

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.

The board and stakeholders indicated a need for increased communication from the high school related to college and career readiness and career counseling.
Community feedback related to the need for a centralized data warehouse and a centralized student system for online learning.
The community has the desire to implement a cyber program to compete with cyber charter schools at a high level.
Teacher feedback indicates a need to examine the possibility of more co-taught classes to provide more rigorous opportunities to students with disabilities in their Least Restrictive Environment. Such feedback is consistent with high school student surveys and the results of special education compliance monitoring.
A trackable data source is needed to determine the effectiveness of interventions provided in Tiers 1 and 2 of the district's Multi-Tiered Systems of Support (MTSS) framework.

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	Emerging
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	Emerging
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	Emerging

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	Emerging

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	Operational

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	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

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.

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

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Fort Cherry Foundation is providing financial support to expand STEAM educational initiatives, as well as acceleration and remediation efforts.

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.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.
Foster a vision and culture of high expectations for success for all students, educators, and families.
Ensure effective, standards-aligned curriculum and assessment

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
Elementary Mathematics/Algebra Growth (All Students)	True
Elementary Science/Biology Achievement (All students)	False
JH/SHS Science/Biology Growth (All Students)	False
DIBELS data indicates that the primary levels are achieving average to above average progress relative to national norms.	False
Historical Keystone data indicates students exceed the growth standard on the Literature exam.	False
Keystone Biology has met the growth standard since 2018.	False
4th Grade Science consistently exceeds growth standard.	False
IXL is available as a tool for assessment in Science in all grades from 3–6.	False
Historical and current math data at the elementary level indicates that students in grade 6 show evidence of meeting the growth standard.	False
Coordinate and monitor supports aligned with students' and families' needs.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Student supports follow a Multi-Tiered Systems of Support (MTSS) framework. This model of interventions and supports has allowed Fort Cherry to keep its special education percentage at or near the state averages, despite the COVID-19 pandemic.	True
Fort Cherry's Vocational Agriculture program is a model for college and career readiness in the high school.	True
Fort Cherry has large enrollments in CTC programs at both Western Area and Parkway West CTC.	False
6th grade students who are economically disadvantaged are meeting academic growth expectations in math and ELA.	False
7th and 8th grade students who are economically disadvantaged are meeting English/language arts growth expectations.	False
Students who are economically disadvantaged are meeting academic growth expectations in Science at the Junior/Senior HS.	False
Students with IEP's are meeting academic growth expectations in Science at the Junior/Senior HS.	False
7th and 8th grade students with IEP's are meeting English/language arts growth expectations.	False
Student performance on PSSA ELA standards was well above during 2022 and 2023 school years. The data suggests that academic intervention programing implemented during 2022 and 2023 has been particularly effective in grades 7 and 8.	True
Student PSSA math performance at grade 6 was well above the growth standard for the 2023 school year.	False
Student grade 3 CDT achievement met growth standard.	False
CDT Grade 8 Science students met growth standard for the 2023 school year.	False
Fort Cherry has an approved Horticulture CTC program and secured a Freight Farm.	False

PCCD grant funding has allowed the District to strengthen support services for student mental health needs.	False
Fort Cherry Foundation is providing financial support to expand STEAM educational initiatives, as well as acceleration and remediation efforts.	True

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
Elementary English/Language Arts Achievement (Students with Disabilities) did not meet interim goal	False
Elementary Mathematics/Algebra I Achievement (Students with Disabilities)	False
Mathematics/Algebra 1 Achievement	True
Mathematics/Algebra 1 Students with Disabilities group trails "All students" group (4.9% to 19.3%) and does not meet 2030 interim target.	True
Overall school performance does not currently meet state interim targets in both buildings.	False
Stakeholders indicate desire for more STEAM and hands-on activities.	True
Stakeholders indicate the need for proactive communication related to both college and career readiness.	False
Growth does not meet the standard for growth at the Junior/Senior High School level.	True
Historical PVAAS data indicates that students in grades 4 and 5 demonstrate evidence of not meeting the growth standard.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	True
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Ensure effective, standards-aligned curriculum and assessment	True
Achievement at the Junior/Senior High School does not meet the interim targets for math achievement.	True
The board and stakeholders indicated a need for increased communication from the high school related to college and career readiness and career counseling.	True
Community feedback related to the need for a centralized data warehouse and a centralized student system for online learning.	True
The community has the desire to implement a cyber program to compete with cyber charter schools at a high level.	True
Teacher feedback indicates a need to examine the possibility of more co-taught classes to provide more rigorous opportunities to students with disabilities in their Least Restrictive Environment. Such feedback is consistent with high school student surveys and the results of special education compliance monitoring.	True
A trackable data source is needed to determine the effectiveness of interventions provided in Tiers 1 and 2 of the district's Multi-Tiered Systems of Support (MTSS) framework.	True
8th Grade Science has not met growth standard except for 2021.	False

56 students with IEP's have missed at least 18 days, defining them as chronically absent from school. These absences constitute 30.27% of all coded absences in the school district, making it disproportional to the 22% special education rate in the district.	True
Students with IEP's at the JSHS are not meeting growth expectations in Keystone Algebra or Literature.	False
Students with IEP's or who are economically disadvantaged are not meeting academic growth expectations in math at the Junior/Senior HS.	False
Students in 5th grade who are economically disadvantaged are not meeting academic growth expectations in math.	False
Students failed to meet PSSA/Keystone test participation target at the JSHS. During the 22-23 school year, only 93% of students with disabilities participated in ELA testing, and 95.3% participated in math/algebra state assessments.	True
Due to pandemic closures and state suspension of Keystone testing, PA Graduation Pathway data is impacted. Fewer than 11% of the class of 2024 met proficiency targets.	True
Due to the pandemic Keystone test cancellation, only 11% of the students in the class of 2024 met PA Graduation Pathway expectations.	True
Stakeholders indicated they desired more programming experiences for their children.	True

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 District has failed to meet PSSA/Keystone test participation targets at the JSHS. At this time, only 93% of students with disabilities participated in ELA testing and only 95.3% of students with disabilities participated in math/algebra state assessments at the JSHS during the 22-23 school year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The board and stakeholders indicated a need for increased communication from the high school related to college and career readiness and career counseling.	The District has contracted with Naviance (Powershool) to further enhance communication with parents and students regarding career and college readiness. The JSHS fully implemented the software during 22-23 school year and the JSHS counselors are receiving further professional development during the 23-24 school year.	True
Community feedback related to the need for a centralized data warehouse and a centralized student system for online learning.	The District has contracted with OnHand Schools EdInsight data warehouse. Additionally, the District implemented the Schoology Learning Management System during the 22-23 school year in grades 7-12 and expanded the program in grades K-6 during the 23-24 school year.	False
The community has the desire to implement a cyber program to compete with cyber charter schools at a high level.	The District is working with the faculty to determine the feasibility of developing a cyber program at the District.	False
Teacher feedback indicates a need to examine the possibility of more co-taught classes to provide more rigorous opportunities to students with disabilities in their Least Restrictive Environment. Such feedback is consistent with high school student surveys and the results of special education compliance monitoring.	The District will explore opportunities to offer more co-taught classes, beginning with Science courses.	False
A trackable data source is needed to determine the effectiveness of interventions provided in Tiers 1 and 2 of the district's Multi-Tiered Systems of Support (MTSS) framework.	The District chose to use OnHand Schools' EdInsight Data Warehouse SAP/MTSS module. The warehouse became operational in the Fall of 2022.	False
Stakeholders indicate desire for more STEAM and hands-on activities.		False
Growth does not meet the standard for growth at the Junior/Senior High School level.		False
Achievement at the Junior/Senior High School does not meet the interim targets for math achievement.		False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	The District is working with local businesses and agencies to improve career and college readiness experiences for students in grades 9-12.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	The District is continuously working to improve its approach to Least Restrictive Environment for students with IEP's, so that students have	True

	full access to a standards-based education with appropriate accommodations and/or modifications.	
Ensure effective, standards-aligned curriculum and assessment		False
56 students with IEP's have missed at least 18 days, defining them as chronically absent from school. These absences constitute 30.27% of all coded absences in the school district, making it disproportional to the 22% special education rate in the district.		True
Students failed to meet PSSA/Keystone test participation target at the JSHS. During the 22-23 school year, only 93% of students with disabilities participated in ELA testing, and 95.3% participated in math/algebra state assessments.		False
Mathematics/Algebra 1 Achievement		False
Mathematics/Algebra 1 Students with Disabilities group trails "All students" group (4.9% to 19.3%) and does not meet 2030 interim target.		False
Due to pandemic closures and state suspension of Keystone testing, PA Graduation Pathway data is impacted. Fewer than 11% of the class of 2024 met proficiency targets.		False
Due to the pandemic Keystone test cancellation, only 11% of the students in the class of 2024 met PA Graduation Pathway expectations.		True
Stakeholders indicated they desired more programming experiences for their children.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Coordinate and monitor supports aligned with students' and families' needs.	Student Supports Coordinators, Principals, and the Pupil Services Department work collaboratively to establish the appropriate level of service necessary to support individual students.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	The District has a history of recruiting and retaining highly-qualified personnel for advertised positions.
Student supports follow a Multi-Tiered Systems of Support (MTSS) framework. This model of interventions and supports has allowed Fort Cherry to keep its special education percentage at or near the state averages, despite the COVID-19 pandemic.	The workflow of the MTSS model allows for more students to remain in regular education classes. The tiering process is being redefined to better communicate processes to both the teaching staff and the school community.
Elementary Mathematics/Algebra Growth (All Students)	

Fort Cherry's Vocational Agriculture program is a model for college and career readiness in the high school.	At the December 2023 SAS conference, the Fort Cherry Vocational Agriculture staff presented on agriculture career pathways and the alignment to meaningful career readiness opportunities.
Student performance on PSSA ELA standards was well above during 2022 and 2023 school years. The data suggests that academic intervention programing implemented during 2022 and 2023 has been particularly effective in grades 7 and 8.	
Fort Cherry Foundation is providing financial support to expand STEAM educational initiatives, as well as acceleration and remediation efforts.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	1. The District will prioritize 1:1 meetings with high school students to discuss college and careers that align with the student's interests and desires. 2. The parent/guardian will be notified of such a conference with the student. 3. The District will fully implement the Naviance portal at the Junior/Senior High School to both warehouse college/career artifacts for state compliance and to provide a tool for students to complete career and college exploration.
	1. Building and District leaders will prioritize instructional rounds/walkthroughs. Building principals will complete a minimum of 15 walkthroughs each month, looking for evidence of effective teaching and assessment practices. 2. The district will operate from a perspective of presumed competence by students, where students are believed to be capable of receiving instruction if it is personalized to the individual needs of the student. This will be achieved through a combination differentiated instruction, MTSS delivery, and use of special education services for students with qualifying disabilities. 3. The District will seek to increase enrollment in Honors, Advanced Placement, and College in the High School courses for students whose data show a potential for success as evidenced by the PVAAS projections and College Board AP Potential reports. 4. The District will seek to improve the percentage of students with disabilities receiving instruction in the regular education classroom, providing students with a more academically-challenging experience that also provides accommodations and modifications to meet each student's unique needs.
	1. Building and District leaders will prioritize parent communications regarding student attendance. 2. The district will follow the "Fort Cherry Attendance Protocol" regarding student absences. 3. The District will seek to increase student daily attendance by contacting parents and providing supports through the SAIP (Student Attendance Improvement Plans) process.
	1. Building and District leaders will prioritize students performance regarding PA Graduation Pathway expectations. Building principals will review Keystone Assessment data in algebra I, Literature and Biology. In addition, building leadership will examine effective teaching and assessment practices. 2. The district will operate from a perspective of presumed competence by students, where students are believed to be capable of receiving instruction if it is personalized to the individual needs of the student. This will be achieved through a combination differentiated instruction, MTSS delivery, and use of special education services for students with qualifying disabilities. 3. The District will seek to increase student Keystone Exam achievement in Literature, Biology and Algebra I. Furthermore, the District will seek to improve student performance in Advanced Placement, PSAT, SAT, ACT, and ASVAB, and College in the High School courses.

Goal Setting

Priority: 1. Building and District leaders will prioritize instructional rounds/walkthroughs. Building principals will complete a minimum of 15 walkthroughs each month, looking for evidence of effective teaching and assessment practices. 2. The district will operate from a perspective of presumed competence by students, where students are believed to be capable of receiving instruction if it is personalized to the individual needs of the student. This will be achieved through a combination differentiated instruction, MTSS delivery, and use of special education services for students with qualifying disabilities. 3. The District will seek to increase enrollment in Honors, Advanced Placement, and College in the High School courses for students whose data show a potential for success as evidenced by the PVAAS projections and College Board AP Potential reports. 4. The District will seek to improve the percentage of students with disabilities receiving instruction in the regular education classroom, providing students with a more academically-challenging experience that also provides accommodations and modifications to meet each student's unique needs.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
By the completion of this plan, the Fort Cherry School District will increase Honors, Advanced Placement, and College in the High School enrollment by 10%.		
Measurable Goal Nickname (35 Character Max)		
Increased Honors/CHS/AP Enrollment		
Target Year 1	**Target Year 2**	**Target Year 3**
During the 21-22 school year, 63 students were enrolled in AP Classes. During the 22-23 school year, 90 students enrolled in AP classes (42.85% increase).	During the 24-25 school year, the Fort Cherry School District will increase Honors, Advanced Placement, and College in he High School enrollment by 5%.	By the completion of this plan, the Fort Cherry School District will increase Honors, Advanced Placement, and College in the High School enrollment by 10%.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the completion of this plan, the Fort Cherry School District will use data generated by teacher walkthroughs and student performance data (including formative, summative, benchmark, and diagnostic testing) to complete ongoing Professional Learning Community, department-level, and grade-level data meetings with the goal of increasing achievement measured by the PSSA and/or Keystone by 5% over 2020 levels.		
Measurable Goal Nickname (35 Character Max)		
Improve Academic Achievement		
Target Year 1	**Target Year 2**	**Target Year 3**

By the completion of this plan, the Fort Cherry School District will use data generated by teacher walkthroughs and student performance data (including formative, summative, benchmark, and diagnostic testing) to complete ongoing Professional Learning Community, department-level, and grade-level data meetings with the goal of increasing achievement measured by the PSSA and/or Keystone by 1% over 2020 levels.	By the completion of this plan, the Fort Cherry School District will use data generated by teacher walkthroughs and student performance data (including formative, summative, benchmark, and diagnostic testing) to complete ongoing Professional Learning Community, department-level, and grade-level data meetings with the goal of increasing achievement measured by the PSSA and/or Keystone by 2.5% over 2020 levels.	By the completion of this plan, the Fort Cherry School District will use data generated by teacher walkthroughs and student performance data (including formative, summative, benchmark, and diagnostic testing) to complete ongoing Professional Learning Community, department-level, and grade-level data meetings with the goal of increasing achievement measured by the PSSA and/or Keystone by 5% over 2020 levels.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the completion of this plan, the Fort Cherry School District will seek to improve the percentage of students with disabilities receiving instruction in a less-restrictive environment by at least 10% over current levels (baseline approximately 50%).		
Measurable Goal Nickname (35 Character Max)		
Least Restrictive Environment		
Target Year 1	**Target Year 2**	**Target Year 3**
By the completion of year 1, the District expects to improve least restrictive placements by at least 2% over 2023–24 levels.	By the completion of year 2, the District expects to improve least restrictive placements by at least 5 over 2023–24 levels.	By the completion of this plan, the Fort Cherry School District will seek to improve the percentage of students with disabilities receiving instruction in a less-restrictive environment by at least 10% over current levels (baseline approximately 50%).

Priority: 1. The District will prioritize 1:1 meetings with high school students to discuss college and careers that align with the student's interests and desires. 2. The parent/guardian will be notified of such a conference with the student. 3. The District will fully implement the Naviance portal at the Junior/Senior High School to both warehouse college/career artifacts for state compliance and to provide a tool for students to complete career and college exploration.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively.		
Measurable Goal Nickname (35 Character Max)		
Naviance		
Target Year 1	**Target Year 2**	**Target Year 3**

By the end of year one, 98% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively.	By the end of year 2, 99% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively and review their graduation plans.	By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively.

Outcome Category
Parent and family engagement
Measurable Goal Statement (Smart Goal)
By the end of this plan, 100% of Fort Cherry High School students will meet annually with their school counselor to review their career plan, implementation of their career plan, relevant course selections, and potential pre-apprenticeship, apprenticeship, CTC, college, and/or career offerings. Parents will also be invited to participate and debrief as part of these meetings.
Measurable Goal Nickname (35 Character Max)
Implementation of Career Plans

Target Year 1	Target Year 2	Target Year 3
By the end of year one, at least 90% of Fort Cherry High School students will meet annually with their school counselor to review their career plan, implementation of their career plan, relevant course selections, and potential pre-apprenticeship, apprenticeship, CTC, college, and/or career offerings. Parents will also be invited to participate and debrief as part of these meetings.	By the end of this plan, at least 95% of Fort Cherry High School students will meet annually with their school counselor to review their career plan, implementation of their career plan, relevant course selections, and potential pre-apprenticeship, apprenticeship, CTC, college, and/or career offerings. Parents will also be invited to participate and debrief as part of these meetings.	By the end of this plan, 100% of Fort Cherry High School students will meet annually with their school counselor to review their career plan, implementation of their career plan, relevant course selections, and potential pre-apprenticeship, apprenticeship, CTC, college, and/or career offerings. Parents will also be invited to participate and debrief as part of these meetings.

Priority: 1. Building and District leaders will prioritize parent communications regarding student attendance. 2. The district will follow the "Fort Cherry Attendance Protocol" regarding student absences. 3. The District will seek to increase student daily attendance by contacting parents and providing supports through the SAIP (Student Attendance Improvement Plans) process.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 5%
Measurable Goal Nickname (35 Character Max)
Improve Regular Attendance

Target Year 1	Target Year 2	Target Year 3

absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 1% over 21-22 regular attendance rate (73.6%) at JSHS and Elementary Center (79.7%)	Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 2.5% over 21-22 regular attendance rate (73.6%) at JSHS and Elementary Center (79.7%)	Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 5%

Priority: 1. Building and District leaders will prioritize students performance regarding PA Graduation Pathway expectations. Building principals will review Keystone Assessment data in algebra I, Literature and Biology. In addition, building leadership will examine effective teaching and assessment practices. 2. The district will operate from a perspective of presumed competence by students, where students are believed to be capable of receiving instruction if it is personalized to the individual needs of the student. This will be achieved through a combination differentiated instruction, MTSS delivery, and use of special education services for students with qualifying disabilities. 3. The District will seek to increase student Keystone Exam achievement in Literature, Biology and Algebra I. Furthermore, the District will seek to improve student performance in Advanced Placement, PSAT, SAT, ACT, and ASVAB, and College in the High School courses.

Outcome Category
Graduation rate
Measurable Goal Statement (Smart Goal)
By the end of this plan, increase the number of students meeting PA Graduation Pathway by 20%, as measured by comparing the PA Graduation Pathway rates to the class of 2024.
Measurable Goal Nickname (35 Character Max)
PA Graduation Pathway

Target Year 1	Target Year 2	Target Year 3
By the end of year one, increase the number of students meeting PA Graduation Pathway by 10%, as measured by comparing the PA Graduation Pathway rates to the class of 2024.	By the end of year one, increase the number of students meeting PA Graduation Pathway by 15%, as measured by comparing the PA Graduation Pathway rates to the class of 2024.	By the end of this plan, increase the number of students meeting PA Graduation Pathway by 20%, as measured by comparing the PA Graduation Pathway rates to the class of 2024.

Action Plan

Measurable Goals

Increased Honors/CHS/AP Enrollment	Improve Academic Achievement
Least Restrictive Environment	Naviance
Implementation of Career Plans	Improve Regular Attendance
PA Graduation Pathway	

Action Plan For: AP Potential Reports/PVAAS Projections

Measurable Goals:
• By the completion of this plan, the Fort Cherry School District will increase Honors, Advanced Placement, and College in the High School enrollment by 10%.   • By the completion of this plan, the Fort Cherry School District will use data generated by teacher walkthroughs and student performance data (including formative, summative, benchmark, and diagnostic testing) to complete ongoing Professional Learning Community, department-level, and grade-level data meetings with the goal of increasing achievement measured by the PSSA and/or Keystone by 5% over 2020 levels.   • Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 5%

Action Step		Anticipated Start/Completion Date	
Building administration will provide teachers with AP Potential and PVAAS projection data.		2024-04-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Tricia Craig, JHS/SHS Principal	Access to AP Potential and PVAAS reports for teachers.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District expects an increase in enrollment in rigorous courses of study.	District/Building administration along with school counselors will monitor the ongoing enrollments. Teachers will log conferences with students and their families regarding potential for success in the courses.

Action Plan For: Proactive Attendance Monitoring

Measurable Goals:
• By the completion of this plan, the Fort Cherry School District will increase Honors, Advanced Placement, and College in the High School enrollment by 10%.   • By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively.

- By the end of this plan, 100% of Fort Cherry High School students will meet annually with their school counselor to review their career plan, implementation of their career plan, relevant course selections, and potential pre-apprenticeship, apprenticeship, CTC, college, and/or career offerings. Parents will also be invited to participate and debrief as part of these meetings.
- Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 5%
- By the end of this plan, increase the number of students meeting PA Graduation Pathway by 20%, as measured by comparing the PA Graduation Pathway rates to the class of 2024.

Action Step		Anticipated Start/Completion Date	
Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 5%.		2024-04-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary and JS/HS Principals	Access to Sapphire SIS and EdInsight	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District expects a decrease in the number of students who are chronically absent.	Monitoring will be ongoing, and will be measured by traditional average daily attendance (number of students present/number of students enrolled) and chronic absenteeism (students who have missed 10% or more of the school year.)

Action Plan For: Improve Tier I Instruction in Mathematics

Measurable Goals:
- By the completion of this plan, the Fort Cherry School District will seek to improve the percentage of students with disabilities receiving instruction in a less-restrictive environment by at least 10% over current levels (baseline approximately 50%).

Action Step		Anticipated Start/Completion Date	
The District will ask special education teachers to complete a curriculum audit based on PA Core Standards as well as assessment anchors and eligible content for all courses delivered exclusively to students with disabilities.		2024-04-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Eric J. Lauver, Director of Pupil Services	Time for audit completion Access to curricular resources from courses offered in regular education PA Core Standards/Eligible Content/Assessment Anchors	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District expects an increase in the number of students receiving instruction in the regular education classroom, allowing Tier 3 supports to be used only for students who show a significant need.	Monitoring will be ongoing, and it will include overall special education Least Restrictive Environment data (longitudinally), evidence of completion of the curriculum audit, realignment of special education courses to the PA Core Standards and Eligible Content/Assessment Anchors.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Proactive Attendance Monitoring	Because chronic absenteeism is a barrier to high levels of student achievement, by the completion of this plan, the Fort Cherry School District will decrease the number of students who are chronically absent by 5%.
Improve Tier I Instruction in Mathematics	The District will ask special education teachers to complete a curriculum audit based on PA Core Standards as well as assessment anchors and eligible content for all courses delivered exclusively to students with disabilities.

Curriculum Audit in Mathematics

Action Step		
• The District will ask special education teachers to complete a curriculum audit based on PA Core Standards as well as assessment anchors and eligible content for all courses delivered exclusively to students with disabilities.		
Audience		
Special Education Teachers, Mathematics Teachers		
Topics to be Included		
PA Core Standards, Review of PA Core Standards to current curriculum alignment,		
Evidence of Learning		
The Curriculum Audit forms are completed and submitted to the District. Appropriate revisions to the curriculum are made. Courses for students in special education better reflect the PA Core Standards and are similar to those for students without disabilities.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dr. Eric J. Lauver, Director of Pupil Services	2024-04-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	On Scheduled In-service Days
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 4d: Participating in a Professional Community • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
AP Potential Reports/PVAAS Projections	Building administration will provide teachers with AP Potential and PVAAS projection data.
Improve Tier I Instruction in Mathematics	The District will ask special education teachers to complete a curriculum audit based on PA Core Standards as well as assessment anchors and eligible content for all courses delivered exclusively to students with disabilities.

Parent Communication for Mathematics Instruction

Action Step		
• The District will ask special education teachers to complete a curriculum audit based on PA Core Standards as well as assessment anchors and eligible content for all courses delivered exclusively to students with disabilities.		
Audience		
Parents		
Topics to be Included		
Changes to curriculum and math sequence; impact on students; reasons for improvement of Tier I core instruction (career readiness)		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dr. Eric J. Lauver, Director of Pupil Services	2024-04-01	2027-06-30

Communication

Type of Communication	Frequency
Posting on district website	Ongoing, as progress is made

Communication

Type of Communication	Frequency
Webinar	At start of project, updates as needed through the revision (with applicable data).

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date