MISSION STATEMENT

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 STATEMENT

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 VALUE STATEMENTS

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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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

PARENTS

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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

STEERING COMMITTEE

Name	Position	Building/Group
Thomas J. Samosky	Administrator	School District
Dr. Trish Craig	Administrator	Fort Cherry Jr./Sr. High School
Daniel Mayer	Administrator	Fort Cherry Elementary Center
Dawn Smith	Administrator	Fort Cherry School District
Dr. Eric Lauver	Administrator	Fort Cherry School District
Jessica Drylie	Administrator	Fort Cherry School District
Thomas Scarpone	Staff Member	Fort Cherry School District
Jason Dorsch	Administrator	Fort Cherry School District
Patty Fedinetz	Administrator	Fort Cherry School District
Sally Cowden	Administrator	Fort Cherry School District
Brianne Eiler	Staff Member	Fort Cherry School District
Lauren Cieply	Staff Member	Fort Cherry School District
Regan McGlennon	Staff Member	Fort Cherry School District

Name	Position	Building/Group
Erin Wilson	Staff Member	Fort Cherry School District
Amy Oberly	Staff Member	Fort Cherry School District
Richard Hursch	Staff Member	Fort Cherry School District
Patty Lin Growden	Parent	Community
Justin Aglio	Parent	Community
Dawn Jeannette	Parent	Community
Lee Glasser	Parent	Community
Jennifer Spotti	Parent	Community
Leslie Orlandini	Parent	Community
Liz Welch	Parent	Community
Shannon Grace	Parent	Community
Kristin Plance	Parent	Community
Adrianne Ware	Parent	Community
Brandy Kennedy	Parent	Community
Tracey Erath	Parent	Community

Name	Position	Building/Group
Heather Rohaley	Parent	Community
Jennifer Klose	Parent	Community
David Sepesy	Parent	Community
Kim Bianchi	Parent	Community
Carla Fugitt	Parent	Community
William Dinsmore	Parent	Community
Louise Hilty	Staff Member	Teacher
Ryan Dudzinski	Parent	Community
Beverly Schwab	Board Member	Board Member
Cindy Gaskill	Board Member	Board
Cory Matchett	Board Member	Board
Paul Bianchini	Board Member	Board
Julie Sepesy	Board Member	Board
Chase Ogburn	Board Member	Board
Jodi McKay	Board Member	Board

Name	Position	Building/Group
Jeanine Miles	Board Member	Board
Lou Ursitz	Board Member	Board
Jodie Hoover	Staff Member	Teacher
Victoria Smith	Staff Member	Teacher
Andrea Garry	Staff Member	Teacher
Lisa Gee	Staff Member	Teacher
Bethany Spencer	Staff Member	Teacher
Andrea Putt	Staff Member	Teacher
Ben Maxin	Staff Member	Teacher
Louise Hilty	Staff Member	Teacher
Megan Kelley	Staff Member	Teacher
Kris Krajci	Staff Member	Teacher
Tracey Kampian	Staff Member	Teacher
Andrea Putt	Staff Member	Teacher
Michelle Gallagher	Staff Member	Teacher

Name	Position	Building/Group
Amy Oberly	Staff Member	Teacher
Bethany Geisler	Staff Member	Teacher
Matt Parson	Staff Member	Teacher
Callie Shattuck	Staff Member	Staff Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	Rigorous Courses of Study Section Essential Practices 1: Focus on Continuous Improvement of Instruction Regular Attendance
1. The District will administer the Computer Diagnostic Tools (CDT) to all students in grades 3–8 and all students taking a Keystone Exam trigger course. 2. Building principals will hold data meetings with teachers relevant to the data generated to formulate a response to data plan that accounts for individual student needs for enrichment and/or remediation.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential

Priority Statement	Outcome Category
	Practices 2: Empower Leadership
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.	Post-secondary transition to school, military, or work Parent and family engagement
1. Teachers will receive training on EdInsight data warehouse and expectations relevant to ongoing data meetings and analysis. 2. A committee of teachers will recommend a Learning Management System for adoption. 3. The structure of the current online program will be revisited, in collaboration with teacher leaders.	Professional learning Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

AP Potential Reports/PVAAS Projections

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased Honors/CHS/AP Enrollment	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%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building administration will provide teachers with AP Potential and PVAAS projection training.	2022-08-15 - 2022-12-31	Dr. Tricia Craig, JHS/SHS Principal	Access to AP Potential and PVAAS reports for teachers.
Teachers use PVAAS projections and AP Potential reports to conference with both students and their families regarding potential for increase of rigorous coursework.	2023-01-01 - 2023-04-15	Dr. Tricia Craig, JHS/SHS Principal	Time to conference/follow up with parents AP Potential/PVAAS Projection reports

Anticipated Outcome

The District expects an increase in enrollment in rigorous courses of study.

Monitoring/Evaluation

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.

Evidence-based Strategy

Proactive Attendance Monitoring

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improve Regular Attendance	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	Lead Person/Position	Materials/Resources/Supports Needed
District Technology staff will investigate the possibility of automated reporting via Sapphire for 3, 4, 5, and 6 days of unexcused absences, along with 12 excused days of absence.	2022-07-01 - 2022-08-31	Dr. Eric Lauver, Director of Pupil Services	Access to Sapphire SIS
Work with Student Supports Coordinators to clearly define expectations and accountability measures relevant to District attendance policy.	2022-08-15 - 2022-08-31	Dr. Eric Lauver, Director of Pupil Services	Time to collaborate

Anticipated Outcome

The District expects a decrease in the number of students who are chronically absent.

Monitoring/Evaluation

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).

Evidence-based Strategy

Data-informed Decision Making

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improve Academic Achievement	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.
Assessment System	By the end of this plan, the Fort Cherry School District will implement standards-aligned assessment practices with the goal of improving academic achievement as measured by the PSSA and/or Keystone Exams by 5% over 2020 levels.
Instructional Response to Data	By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data Literacy	By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will invest in a data warehouse, recommended by teacher leaders.	2022-03-01 - 2022-06-03	Thomas Samosky, Superintendent	Access to data warehouses, data loaded into warehouses.
Provide training to staff on data warehouse, PVAAS, PVAAS projections, and AP potential reports.	2022-08-15 - 2024-06-30	Thomas Samosky, Superintendent	Time for collaboration/planning; time for professional development
Administration and Teachers meet regularly to discuss progress related to formative, summative, diagnostic, and benchmark data.	2022-08-15 - 2024-06-30	Dr. Tricia Craig & Daniel Mayer, Building Principals	Time for regular meetings

Anticipated Outcome

The District anticipates an increase of discussions relevant to academic achievement, driving discussion about rigorous coursework, interventions, and enrichment.

Monitoring/Evaluation

Building and District administration will work with teachers in a collaborative manner to build a data-driven culture.

Evidence-based Strategy

Personalized Career Counseling

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Naviance	By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively.
Implementation of Career Plans	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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prepare and provide Naviance parent logins to families at the Junior/Senior HS.	2022-08-01 - 2023-05-31	Regan McGlennon, School Counselor	Naviance
Yearly meetings occur in grades 7–12 with the school counselor focused on discussion related to input from the career portfolio. Such information forms the foundation for discussion about course selection,	2022-08-24 - 2024-06-15	Regan McGlennon & Erin Wilson,	Naviance, Time to meet with students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
testing, and other opportunities available to students. Parents will either attend the meeting or be informed of the content of discussion during the meeting.		School Counselors	

Anticipated Outcome

Improvement in awareness by stakeholders of college and career readiness opportunities provided by the District.

Monitoring/Evaluation

The School Counselors will log meetings and parent contacts in a confidential section of the student information system.

Evidence-based Strategy

Learning Management System Implementation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Management System	By the end of this plan, the Fort Cherry School District will have a fully-implemented Learning Management System (LMS) that is consistent across all grade levels and the Fort Cherry Cyber program.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will form a committee of teacher leaders to discuss potential Learning Management Systems (LMS) and make a recommendation.	2022-05-01 - 2022-06-03	Dr. Eric Lauver, Director of Pupil Services	Time to collaborate; demos of LMS programs.
After Board approval of purchase, the District technology staff will work to implement the LMS.	2022-06-06 - 2022-08-19	Dr. Eric Lauver, Director of Pupil Services	Time to make linkages between systems. Time to attend planning sessions with LMS.
The District will provide professional development and support for the LMS.	2022-08-01 - 2024-06-30	Dr. Eric Lauver, Director of Pupil Services	Time within professional development schedule.

Anticipated Outcome

The District expects greater collaboration between buildings, stronger alignment of curriculum, and improved teacher communication between home and school.

Monitoring/Evaluation

Administrators will be able to access all LMS pages for teachers. District expectations will be communicated as the system evolves, and the expectations will become part of the walkthrough/instructional rounds process for staff.

Evidence-based Strategy

Trauma-Informed Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improve Academic Achievement	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.
Improve Regular Attendance	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%
Instructional Response to Data	By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize Trauma Informed Training protocol to support students who experience challenges that impact daily student attendance and are exacerbated by the COVID-19 pandemic.	2021-08-30 - 2024-06-30	Lauren Cieply, Intervention Specialist	Time to collaborate

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Language and Literacy Acquisition for All Students

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improve Academic Achievement	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.
Instructional Response to Data	By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ongoing professional development with administration and teachers to address writing and ELA curricular improvements with Dr. Tracey Czajkowski to promote literacy improvements (i.e., Heggerty, Kid Writing, Title 1)	2021-08-24 - 2024-06-28	Dr. Tricia Craig and Daniel Mayer, Building Principals	Aire Time, Substitute, Time for regular meetings.

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy
Teaching Diverse Learners in an Inclusive Setting

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased Honors/CHS/AP Enrollment	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%.
Improve Academic Achievement	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.
Instructional Response to Data	By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups.
Implementation of Career Plans	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

Goal Nickname	Measurable Goal Statement (Smart Goal)
	to participate and debrief as part of these meetings.
Data Literacy	By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
LGBTQ Training for all staff to gain an understanding of how to support diverse learners.	2021-08-25 - 2021-08-31	Dr. Trisha Craig, JH/SHS Principal	In-service time
Investigate co-teaching possibilities to increase the rigor of courses offered to students with disabilities.	2022-08-22 - 2024-07-31	Dr. Eric Lauver, Director of Pupil Services	Training, time to train

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment)	AP Potential Reports/PVAAS Projections	Building administration will provide teachers with AP Potential and PVAAS projection training.	08/15/2022 - 12/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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 Regular Attendance)	Proactive Attendance Monitoring	Work with Student Supports Coordinators to clearly define expectations and accountability measures relevant to District attendance policy.	08/15/2022 - 08/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Improve Academic Achievement) By the end of this plan, the Fort Cherry School District will implement standards-aligned assessment practices with the goal of improving academic achievement as measured by the PSSA and/or Keystone Exams by 5% over 2020 levels. (Assessment System) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)	Data-informed Decision Making	Provide training to staff on data warehouse, PVAAS, PVAAS projections, and AP potential reports.	08/15/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Improve Academic Achievement) By the end of this plan, the Fort Cherry School District will implement standards-aligned assessment practices with the goal of improving academic achievement as measured by the PSSA and/or Keystone Exams by 5% over 2020 levels. (Assessment System) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)	Data-informed Decision Making	Administration and Teachers meet regularly to discuss progress related to formative, summative, diagnostic, and benchmark data.	08/15/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of this plan, the Fort Cherry School District will have a fully-implemented Learning Management System (LMS) that is consistent across all grade levels and the Fort Cherry Cyber program. (Learning Management System)	Learning Management System Implementation	The District will provide professional development and support for the LMS.	08/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Improve Academic Achievement) 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 Regular Attendance) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data)	Trauma-Informed Instruction	Utilize Trauma Informed Training protocol to support students who experience challenges that impact daily student attendance and are exacerbated by the COVID-19 pandemic.	08/30/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Improve Academic Achievement) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data)	Language and Literacy Acquisition for All Students	Ongoing professional development with administration and teachers to address writing and ELA curricular improvements with Dr. Tracey Czajkowski to promote literacy improvements (i.e., Heggerty, Kid Writing, Title 1)	08/24/2021 - 06/28/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment) 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. (Improve Academic Achievement) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) 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. (Implementation of Career Plans) By the end of this plan, 100% of data-available teachers as defined by the Educator	Teaching Diverse Learners in an Inclusive Setting	LGBTQ Training for all staff to gain an understanding of how to support diverse learners.	08/25/2021 - 08/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment) 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. (Improve Academic Achievement) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) 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. (Implementation of Career Plans) By the end of this plan, 100% of data-available teachers as defined by the Educator	Teaching Diverse Learners in an Inclusive Setting	Investigate co-teaching possibilities to increase the rigor of courses offered to students with disabilities.	08/22/2022 - 07/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment)	AP Potential Reports/PVAAS Projections	Teachers use PVAAS projections and AP Potential reports to conference with both students and their families regarding potential for increase of rigorous coursework.	01/01/2023 - 04/15/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively. (Naviance) 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. (Implementation of Career Plans)	Personalized Career Counseling	Prepare and provide Naviance parent logins to families at the Junior/Senior HS.	08/01/2022 - 05/31/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively. (Naviance) 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. (Implementation of Career Plans)	Personalized Career Counseling	Yearly meetings occur in grades 7–12 with the school counselor focused on discussion related to input from the career portfolio. Such information forms the foundation for discussion about course selection, testing, and other opportunities available to students. Parents will either attend the meeting or be informed of the content of discussion during the meeting.	08/24/2022 - 06/15/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of this plan, the Fort Cherry School District will have a fully-implemented Learning Management System (LMS) that is consistent across all grade levels and the Fort Cherry Cyber program. (Learning Management System)	Learning Management System Implementation	The District will provide professional development and support for the LMS.	08/01/2022 - 06/30/2024

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.

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

Chief School Administrator	Thomas J. Samosky	2022-10-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary Science/Biology Achievement (All students)

Elementary Science/Biology Growth (All students)

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

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.

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.

Challenges

Elementary English/Language Arts Achievement (Students with Disabilities)

Elementary Mathematics/Algebra I Achievement (Students with Disabilities)

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

Stakeholders indicate desire for more STEAM and hands-on activities.

Stakeholders indicate the need for proactive communication related to both college and career readiness.

Growth does not meet the standard for growth at the Junior/Senior High School level.

Overall school performance does not currently meet state interim

Strengths	Challenges
	targets in both buildings.
Historical and current math data at the elementary level indicates that students in grade 6 show evidence of meeting the growth standard.	Historical PVAAS data indicates that students in grades 4 and 5 demonstrate evidence of not meeting the growth standard.
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.	Achievement at the Junior/Senior High School does not meet the interim targets for math achievement.
Keystone Biology has met the growth standard since 2018.	The board and stakeholders indicated a need for increased communication from the high school related to college and career readiness and career counseling.
4th Grade Science consistently exceeds growth standard.	Community feedback related to the need for a centralized data warehouse and a centralized student system for online learning.
IXL is available as a tool for assessment in Science in all grades from 3–6.	The community has the desire to implement a cyber program to compete with cyber charter schools at a high level.
6th grade students who are economically disadvantaged are meeting academic growth expectations in math.	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.
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.	8th Grade Science has not met growth standard except for 2021.
Students with IEP's are meeting academic growth expectations in Science at the Junior/Senior HS.	56 students with IEP's have missed at least 18 days, defining them as chronically absent from school. These absences constitute

Strengths

8th grade students with IEP's are meeting English/language arts growth expectations.

Challenges

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 taking the Keystone Literature test are not meeting growth expectations.

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 in 5th and 6th grade who are economically disadvantaged are not meeting academic growth expectations in English/language arts.

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.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
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		
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 District has contracted with OnHand Schools EdInsight data warehouse. Additionally, the District is examining the feasibility of a Learning Management System to replace Google Classroom.	
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.	The District will explore opportunities to offer more co-taught classes, beginning with Science courses.	

Challenges	Discussion Point	Priority for Planning
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.	A recommendation is forthcoming to use either OnHand Schools' EdInsight Data Warehouse MTSS module or Sapphire SIS SAP/MTSS module. This will be operational for Fall 2022.	

ADDENDUM B: ACTION PLAN

Action Plan: AP Potential Reports/PVAAS Projections

Action Steps	Anticipated Start/Completion Date
Building administration will provide teachers with AP Potential and PVAAS projection training.	08/15/2022 - 12/31/2022

Monitoring/Evaluation	Anticipated Output
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.	The District expects an increase in enrollment in rigorous courses of study.

Material/Resources/Supports Needed		PD Step	Comm Step
Access to AP Potential and PVAAS reports for teachers.		yes	no

Action Steps	Anticipated Start/Completion Date
Teachers use PVAAS projections and AP Potential reports to conference with both students and their families regarding potential for increase of rigorous coursework.	01/01/2023 - 04/15/2023

Monitoring/Evaluation	Anticipated Output
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.	The District expects an increase in enrollment in rigorous courses of study.

Material/Resources/Supports Needed	PD Step	Comm Step
Time to conference/follow up with parents AP Potential/PVAAS Projection reports	no	yes

Action Plan: Proactive Attendance Monitoring

Action Steps	Anticipated Start/Completion Date
District Technology staff will investigate the possibility of automated reporting via Sapphire for 3, 4, 5, and 6 days of unexcused absences, along with 12 excused days of absence.	07/01/2022 - 08/31/2022

Monitoring/Evaluation	Anticipated Output
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).	The District expects a decrease in the number of students who are chronically absent.

Material/Resources/Supports Needed	PD Step	Comm Step
Access to Sapphire SIS	no	no

Action Steps	Anticipated Start/Completion Date
Work with Student Supports Coordinators to clearly define expectations and accountability measures relevant to District attendance policy.	08/15/2022 - 08/31/2022

Monitoring/Evaluation	Anticipated Output
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).	The District expects a decrease in the number of students who are chronically absent.

Material/Resources/Supports Needed	PD Step	Comm Step
Time to collaborate	yes	no

Action Plan: Data-informed Decision Making

Action Steps	Anticipated Start/Completion Date
The District will invest in a data warehouse, recommended by teacher leaders.	03/01/2022 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Building and District administration will work with teachers in a collaborative manner to build a data-driven culture.	The District anticipates an increase of discussions relevant to academic achievement, driving discussion about rigorous coursework, interventions, and enrichment.

Material/Resources/Supports Needed	PD Step	Comm Step
Access to data warehouses, data loaded into warehouses.	no	no

Action Steps	Anticipated Start/Completion Date
Provide training to staff on data warehouse, PVAAS, PVAAS projections, and AP potential reports.	08/15/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building and District administration will work with teachers in a collaborative manner to build a data-driven culture.	The District anticipates an increase of discussions relevant to academic achievement, driving discussion about rigorous coursework, interventions, and enrichment.

Material/Resources/Supports Needed	PD Step	Comm Step
Time for collaboration/planning; time for professional development	yes	no

Action Steps	Anticipated Start/Completion Date
Administration and Teachers meet regularly to discuss progress related to formative, summative, diagnostic, and benchmark data.	08/15/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building and District administration will work with teachers in a collaborative manner to build a data-driven culture.	The District anticipates an increase of discussions relevant to academic achievement, driving discussion about rigorous coursework, interventions, and enrichment.

Material/Resources/Supports Needed	PD Step	Comm Step
Time for regular meetings	yes	no

Action Plan: Personalized Career Counseling

Action Steps	Anticipated Start/Completion Date
Prepare and provide Naviance parent logins to families at the Junior/Senior HS.	08/01/2022 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
The School Counselors will log meetings and parent contacts in a confidential section of the student information system.	Improvement in awareness by stakeholders of college and career readiness opportunities provided by the District.

Material/Resources/Supports Needed		PD Step	Comm Step
Naviance		no	yes

Action Steps	Anticipated Start/Completion Date
Yearly meetings occur in grades 7–12 with the school counselor focused on discussion related to input from the career portfolio. Such information forms the foundation for discussion about course selection, testing, and other opportunities available to students. Parents will either attend the meeting or be informed of the content of discussion during the meeting.	08/24/2022 - 06/15/2024

Monitoring/Evaluation	Anticipated Output
The School Counselors will log meetings and parent contacts in a confidential section of the student information system.	Improvement in awareness by stakeholders of college and career readiness opportunities provided by the District.

Material/Resources/Supports Needed		PD Step	Comm Step
Naviance, Time to meet with students.		no	yes

Action Plan: Learning Management System Implementation

Action Steps	Anticipated Start/Completion Date
The District will form a committee of teacher leaders to discuss potential Learning Management Systems (LMS) and make a recommendation.	05/01/2022 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administrators will be able to access all LMS pages for teachers. District expectations will be communicated as the system evolves, and the expectations will become part of the walkthrough/instructional rounds process for staff.	The District expects greater collaboration between buildings, stronger alignment of curriculum, and improved teacher communication between home and school.

Material/Resources/Supports Needed		PD Step	Comm Step
Time to collaborate; demos of LMS programs.		no	no

Action Steps	Anticipated Start/Completion Date
After Board approval of purchase, the District technology staff will work to implement the LMS.	06/06/2022 - 08/19/2022

Monitoring/Evaluation	Anticipated Output
Administrators will be able to access all LMS pages for teachers. District expectations will be communicated as the system evolves, and the expectations will become part of the walkthrough/instructional rounds process for staff.	The District expects greater collaboration between buildings, stronger alignment of curriculum, and improved teacher communication between home and school.

Material/Resources/Supports Needed	PD Step	Comm Step
Time to make linkages between systems. Time to attend planning sessions with LMS.	no	no

Action Steps	Anticipated Start/Completion Date
The District will provide professional development and support for the LMS.	08/01/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Administrators will be able to access all LMS pages for teachers. District expectations will be communicated as the system evolves, and the expectations will become part of the walkthrough/instructional rounds process for staff.	The District expects greater collaboration between buildings, stronger alignment of curriculum, and improved teacher communication between home and school.

Material/Resources/Supports Needed		PD Step	Comm Step
Time within professional development schedule.		yes	yes

Action Plan: Trauma-Informed Instruction

Action Steps	Anticipated Start/Completion Date
Utilize Trauma Informed Training protocol to support students who experience challenges that impact daily student attendance and are exacerbated by the COVID-19 pandemic.	08/30/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step	Comm Step
Time to collaborate		yes	no

Action Plan: Language and Literacy Acquisition for All Students

Action Steps	Anticipated Start/Completion Date
Ongoing professional development with administration and teachers to address writing and ELA curricular improvements with Dr. Tracey Czajkowski to promote literacy improvements (i.e., Heggerty, Kid Writing, Title 1)	08/24/2021 - 06/28/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
Aire Time, Substitute, Time for regular meetings.	yes	

Action Plan: Teaching Diverse Learners in an Inclusive Setting

Action Steps	Anticipated Start/Completion Date
LGBTQ Training for all staff to gain an understanding of how to support diverse learners.	08/25/2021 - 08/31/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step	Comm Step
In-service time		yes	

Action Steps	Anticipated Start/Completion Date
Investigate co-teaching possibilities to increase the rigor of courses offered to students with disabilities.	08/22/2022 - 07/31/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step	Comm Step
Training, time to train		yes	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment)	AP Potential Reports/PVAAS Projections	Building administration will provide teachers with AP Potential and PVAAS projection training.	08/15/2022 - 12/31/2022
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 Regular Attendance)	Proactive Attendance Monitoring	Work with Student Supports Coordinators to clearly define expectations and accountability measures relevant to District attendance policy.	08/15/2022 - 08/31/2022
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	Data-informed Decision Making	Provide training to staff on data warehouse, PVAAS, PVAAS	08/15/2022 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
with the goal of increasing achievement measured by the PSSA and/or Keystone by 5% over 2020 levels. (Improve Academic Achievement) By the end of this plan, the Fort Cherry School District will implement standards-aligned assessment practices with the goal of improving academic achievement as measured by the PSSA and/or Keystone Exams by 5% over 2020 levels. (Assessment System) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)		projections, and AP potential reports.	
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. (Improve Academic Achievement) By the end of this plan, the Fort Cherry School District will implement standards-	Data-informed Decision Making	Administration and Teachers meet regularly to discuss progress related to formative, summative, diagnostic, and	08/15/2022 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
aligned assessment practices with the goal of improving academic achievement as measured by the PSSA and/or Keystone Exams by 5% over 2020 levels. (Assessment System) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)		benchmark data.	
By the end of this plan, the Fort Cherry School District will have a fully-implemented Learning Management System (LMS) that is consistent across all grade levels and the Fort Cherry Cyber program. (Learning Management System)	Learning Management System Implementation	The District will provide professional development and support for the LMS.	08/01/2022 - 06/30/2024
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	Trauma-Informed Instruction	Utilize Trauma Informed Training protocol to support students who experience	08/30/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
5% over 2020 levels. (Improve Academic Achievement) 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 Regular Attendance) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data)		challenges that impact daily student attendance and are exacerbated by the COVID-19 pandemic.	
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. (Improve Academic Achievement) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data)	Language and Literacy Acquisition for All Students	Ongoing professional development with administration and teachers to address writing and ELA curricular improvements with Dr. Tracey Czajkowski to promote literacy improvements (i.e., Heggerty, Kid Writing, Title 1)	08/24/2021 - 06/28/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment) 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. (Improve Academic Achievement) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) 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. (Implementation of Career Plans) By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)	Teaching Diverse Learners in an Inclusive Setting	LGBTQ Training for all staff to gain an understanding of how to support diverse learners.	08/25/2021 - 08/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment) 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. (Improve Academic Achievement) By the end of this plan, building principals in the Fort Cherry School District will lead data-driven teams that have a full understanding of using student performance data to drive instruction, and use such data to create flexible enrichment and intervention groups. (Instructional Response to Data) 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. (Implementation of Career Plans) By the end of this plan, 100% of data-available teachers as defined by the Educator Effectiveness Model will be able to access and analyze formative, summative, diagnostic, and benchmark data available both in EdInsight and through the teacher's curriculum-based assessments. (Data Literacy)	Teaching Diverse Learners in an Inclusive Setting	Investigate co-teaching possibilities to increase the rigor of courses offered to students with disabilities.	08/22/2022 - 07/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PVAAS/AP Potential Reports	Teachers (All English/Language Arts, Math, plus grades 4 & 8 Science and Biology)	New District data warehouse, PVAAS logins, PVAAS projections, AP Potential Reports, Proactive parent communication prior to student scheduling

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased enrollment in rigorous courses of study. Improved focus on growth and academic achievement. Development of intervention and enrichment strategies to support learners within the classroom.	08/15/2022 - 06/14/2024	Mr. Thomas Samosky, Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
4c: Communicating with Families	
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
1f: Designing Student Assessments	
4d: Participating in a Professional Community	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
4b: Maintaining Accurate Records	
3d: Using Assessment in Instruction	
4e: Growing and Developing Professionally	
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	
4b: Maintaining Accurate Records	
4d: Participating in a Professional Community	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Learning Management System Implementation	Teachers	Basic LMS functionality, learning tool integration, gradebook passthrough, creation and curation of content for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Ongoing comfort of implementation of LMS, formal and informal feedback provided.	08/15/2022 - 06/30/2024	Dr. Eric Lauver, Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4b: Maintaining Accurate Records	
4c: Communicating with Families	
4d: Participating in a Professional Community	
2e: Organizing Physical Space	
4e: Growing and Developing Professionally	
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
Attendance Protocol	Student Supports Coordinators	Policy 204 (Attendance), review of protocols and expectations relevant to state laws and local policies.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved daily attendance rate and reduction of students who are chronically absent.	08/15/2022 - 06/30/2024	Dr. Eric Lauver, Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4b: Maintaining Accurate Records	
2b: Establishing a Culture for Learning	
4c: Communicating with Families	

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Training	All FCSD Staff	Trauma-informed practices for working with students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decrease in students qualifying for emotional support, based on trauma; improved academic achievement, due to fewer barriers to learning.	08/15/2022 - 06/30/2024	Thomas Samosky, Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Language/Literacy Acquisition	ELA Teachers	Relevant language/literacy training relevant to specific level of curriculum; curricular alignment K–12.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved outcomes in ELA, aligned curriculum in ELA K-12	08/24/2022 - 06/30/2024	Daniel Mayer, Elementary Principal

Danielson Framework Component Met in this Plan:

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Equity and Diversity	All FCSD Staff	LGBTQ training to gain understanding of how to support a group of learners; intervention frameworks to support struggling learners; investigation of co-teaching as a solution to gain greater equity in educational opportunities for students with disabilities.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved school culture, measured by surveys	08/24/2022 - 06/30/2024	Dr. Trish Craig, FCHS Principal

Danielson Framework Component Met in this Plan:

1b: Demonstrating Knowledge of Students

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

3e: Demonstrating Flexibility and Responsiveness

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Equity and Diversity	All FCSD Staff	LGBTQ training to gain understanding of how to support a group of learners; intervention frameworks to support struggling learners; investigation of co-teaching as a solution to gain greater equity in educational opportunities for students with disabilities.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved school culture, measured by surveys	08/24/2022 - 06/30/2024	Dr. Trish Craig, FCHS Principal

Danielson Framework Component Met in this Plan:

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

3e: Demonstrating Flexibility and Responsiveness

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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%. (Increased Honors/CHS/AP Enrollment)	AP Potential Reports/PVAAS Projections	Teachers use PVAAS projections and AP Potential reports to conference with both students and their families regarding potential for increase of rigorous coursework.	2023-01-01 - 2023-04-15
By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively. (Naviance) 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. (Implementation of Career Plans)	Personalized Career Counseling	Prepare and provide Naviance parent logins to families at the Junior/Senior HS.	2022-08-01 - 2023-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of this plan, 100% of Fort Cherry Junior/Senior High School families and students will be able to access Naviance effectively. (Naviance) 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. (Implementation of Career Plans)	Personalized Career Counseling	Yearly meetings occur in grades 7–12 with the school counselor focused on discussion related to input from the career portfolio. Such information forms the foundation for discussion about course selection, testing, and other opportunities available to students. Parents will either attend the meeting or be informed of the content of discussion during the meeting.	2022-08-24 - 2024-06-15
By the end of this plan, the Fort Cherry School District will have a fully-implemented Learning Management System (LMS) that is consistent across all grade levels and the	Learning Management	The District will provide	2022-08-01 - 2024-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Fort Cherry Cyber program. (Learning Management System)	System Implementation	professional development and support for the LMS.	06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Career Readiness	Parents and Students	Naviance login process,

Anticipated Timeframe	Frequency	Delivery Method
08/15/2022 - 06/30/2024	eBlast to be sent to inform families of Naviance logins.	Email Posting on district website

Lead Person/Position
Regan McGlennon and Erin Wilson, School Counselors

Communication Step	Audience	Topics/Message of Communication
Learning Management System Implementation	Parents, Students	LMS introduction, Parent and Student App overviews

Anticipated Timeframe	Frequency	Delivery Method
08/15/2022 - 06/30/2024	Ongoing. Introductory information to be presented as District rollout begins. Enhanced usage features ongoing as system comfort grows.	Posting on district website

Lead Person/Position
Dr. Eric Lauver, Director of Pupil Services

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The topics to be communicated will include assessment calendars and plans.	State Assessments including PSSA and Keystone Exams as well as local assessments	Posting of information on the website as well as email communication via Sapphire student management system.	Students, Staff, and parents	11/15/2022 to 06/30/2024