

FOREST AREA SD

22318 Route 62, Box 16

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Forest Area School District empowers students to excel in a diverse world by creating a foundation for life-long learning. Focused Inspired
Respectful Engaged Successful

VISION STATEMENT

Through collaboration with the community, the Forest Area School District envisions a future for our students that: Embraces a diverse, rigorous and dynamic curriculum which empowers students to explore, undertake learning risks, and utilizes technological advancements; Develops creative effective thinkers, problem solvers and communicators who are prepared for global success and able to adapt to life's challenges as they come; Recognizes and respects the unique nature and individual abilities of each child and fosters a learning culture that boosts confidence within each child; and Empowers students in becoming community oriented, environmentally aware, and civically productive members of society. The District will devote itself to bringing this vision to life and engaging all stakeholders in a collaborative life-long learning environment.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All students will use their potential to be contributing citizens through their actions and achievements and All students will demonstrate positive behaviors which encourage respect for self and others.

STAFF

All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students. Our schools will be a safe, welcoming and productive environment. In order to maximize learning potential, individual, diverse, and culturally aware learning approaches will be utilized.

ADMINISTRATION

All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students. Our schools will be a safe, welcoming and productive environment. In order to maximize learning potential, individual, diverse, and culturally aware learning approaches will be utilized.

PARENTS

All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students. Our schools will be a safe, welcoming and productive environment.

COMMUNITY

All actions will foster a collaborative and inclusive attitude among students, faculty, and staff focused on engaging family and the community in reaching the highest levels of success for students. Our schools will be a safe, welcoming and productive environment.

STEERING COMMITTEE

Name	Position	Building/Group
Debra Arner	Administrator	East Forest School
Staci Blair	Administrator	West Forest School
Peggy Butler	Staff Member	Forest Area School District
Tim Carll	Board Member	Forest Area School District
Matt Confer	Community Member	Burns and Burns Insurance
Emma Cussins	Staff Member	East Forest School
Katelyn DeLay	Parent	East Forest School
Jill Faulkner	Staff Member	Forest Area School District
Kristy Hartle	Parent	East Forest School
Misty Hartle	Staff Member	West Forest School
Amanda Hetrick	Administrator	Forest Area School District
Samantha Howard	Other	Intermediate Unit 6
Jarrett Kahle	Board Member	Forest Area School District

Name	Position	Building/Group
Tiffany Miller	Parent	West Forest School
Monica Morgan	Other	Administrative Intern
Amanda Olson	Staff Member	West Forest School
Chris Pappas	Staff Member	East Forest School
Craig Parrett	Staff Member	East Forest School
Elisha Pospisil	Administrator	Forest Area School District
Leann Sharrar	Staff Member	West Forest School
Dave Yeany	Community Member	Yeany's Maple
John Wortman	Staff Member	West Forest School
Kelly Stroup	Parent	West Forest School
Kathe Preisel	Staff Member	East Forest School
Zenobia Yeany	Parent	East Forest School
Megan Clow	Student	East Forest School
Logan Carll	Student	West Forest School

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Teachers will work to align our curriculum and instruction to STEELS Standards.

Essential Practices 1: Focus on
Continuous Improvement of
Instruction

Teachers will meet the state requirements for Structured Literacy training.

Essential Practices 1: Focus on
Continuous Improvement of
Instruction

Teachers, parents, and the community will begin to understand the impacts of poverty on student learning and work to develop strategies that will support students both academically and socially.

Essential Practices 1: Focus on
Continuous Improvement of
Instruction

School climate and culture

Teachers will work to narrow their focus on Math standards so that they are able help students gain a deeper understanding of the most important content areas.

Essential Practices 1: Focus on
Continuous Improvement of
Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

STEELS Curriculum Development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

STEELS Standards

Both written and taught Science curriculum will be aligned to the STEELS standards.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Science teachers will become familiar with STEELS Standards	2023-07-01 - 2024-06-30	Science Teachers	PDE supplied Standards, existing curriculum, PDE supplied professional development
Science teachers will align curriculum to STEELS Standards	2024-07-01 - 2025-06-30	Science Teachers	PDE supplied Standards, existing curriculum, PDE supplied professional development
Science teachers will implement curriculum aligned to STEELS Standards	2025-07-01 - 2026-06-30	Science Teachers	Updated Science curriculum

Anticipated Outcome

Teacher will being to implement curriculum and instruction aligned to the STEELS standards.

Monitoring/Evaluation

Principals, Quarterly, Walk-through observations

Evidence-based Strategy

Prioritizing Math Standards

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Prioritizing Math Standards

The Forest Area School District will implement curriculum and instruction that prioritizes standards in Math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Forest Area Math teachers will learn strategies for prioritizing standards in Math	2023-07-01 - 2024-06-30	Math teachers	PA State Standards, Assessment information, IU6 provided resources and support
Forest Area Math teachers will implement changes to curriculum and instruction in the classroom in order to prioritize Math standards.	2024-07-01 - 2026-06-30	Math Teachers	PA State Standards, Assessment information, IU6 provided resources and support

Anticipated Outcome

Prioritizing standards in Math will help to focus instruction and improve test scores

Monitoring/Evaluation

Walk throughs by principals (as needed) will offer direct feedback to teachers, discussion with IU staff (at least 1 time) will help to identify standards of focus, discussion among teachers (at least one time per year) will help to identify and analyze pedagogical strategies.

Evidence-based Strategy

Poverty Informed Practice

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Poverty Informed Practices

The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop a written MTSS framework

2023-07-20 -
2024-06-30

Special Education
Facilitator/School
Counselor

IU6 provided training, Internet access, knowledge of existing procedures and available resources

Implement an MTSS framework

2024-07-01 -
2026-06-26

Special Education
Facilitator/School
Counselor

PD time to train teachers and staff

Continue to provide opportunities for teacher and staff learning about poverty informed

2023-07-01 -
2026-06-30

District and building
administration

Various books about the impact of poverty on learning, poverty simulation, Mandated

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
practices.			Reporter training

Anticipated Outcome

The Forest Area School District will have a written and functional MTSS plan that is used and understood by faculty and staff to support students at all levels.

Monitoring/Evaluation

Principals will work with the special ed facilitator and the school counselor as need to develop a written MTSS plan that meets our needs. They will also ensure that PD time is dedicated to training faculty and staff.

Evidence-based Strategy

Structured Literacy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Structural Literacy	All Forest Area teachers required to completed Structured Literacy training will complete the training per state guidelines.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training for Structured Literacy will be implemented per PDE guidelines	2023-08-01 - 2026-06-30	District and building administration	PDE provided or locally developed training materials

Anticipated Outcome

Teachers will complete structured literacy training as required and use the skills they learn to provide adequate and appropriate instruction to students.

Monitoring/Evaluation

Teacher training progress will be monitored by building and district administrators. Certificates of completion will be recorded in the district office.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Both written and taught Science curriculum will be aligned to the STEELS standards. (STEELS Standards)	STEELS Curriculum Development	Science teachers will become familiar with STEELS Standards	07/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Both written and taught Science curriculum will be aligned to the STEELS standards. (STEELS Standards)	STEELS Curriculum Development	Science teachers will align curriculum to STEELS Standards	07/01/2024 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Forest Area School District will implement curriculum and instruction that prioritizes standards in Math. (Prioritizing Math Standards)	Prioritizing Math Standards	Forest Area Math teachers will learn strategies for prioritizing standards in Math	07/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Forest Area School District will implement curriculum and instruction that prioritizes standards in Math. (Prioritizing Math Standards)	Prioritizing Math Standards	Forest Area Math teachers will implement changes to curriculum and instruction in the classroom in order to prioritize Math standards.	07/01/2024 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Develop a written MTSS framework	07/20/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Continue to provide opportunities for teacher and staff learning about poverty informed practices.	07/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Implement an MTSS framework	07/01/2024 - 06/26/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All Forest Area teachers required to completed Structured Literacy training will complete the training per state guidelines. (Structural Literacy)	Structured Literacy	Training for Structured Literacy will be implemented per PDE guidelines	08/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Both written and taught Science curriculum will be aligned to the STEELS standards. (STEELS Standards)	STEELS Curriculum	Science teachers will implement	07/01/2025
	Development	curriculum aligned to STEELS Standards	- 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Implement an MTSS framework	07/01/2024 - 06/26/2026

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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Regular Attendance

Vocabulary Acquisition and Use in ELA PSSA

Reading for Meaning in both Literature and Informational Text in ELA Keystone

Science has traditionally been our strongest scoring area on both the PSSA and Keystone tests

Students may participate in college courses from their local school building after school hours.

Students can earn college credits before graduating from high school.

Current inclusion practices for students with disabilities are working well.

Our schools are welcoming and students of all ability levels, races, and economic statuses are well accepted by their peers.

Teacher and student relationships are strong. Teachers are aware of the strengths and challenges facing each individual child.

Challenges

English Language Arts/Literature - Meet Interim goal/improvement target (21 - 22)

Mathematics/Algebra All Student Group Meets Interim Goal/Improvement Target - While we are meeting goals for improvement we are still falling short on goals for performance.

Text Dependent Analysis and Evidence Based Analysis in ELA PSSA

Analyzing and Interpreting Literature in both Fiction and Non-Fiction in ELA Keystone

Ensuring that written ELA curriculum and taught curriculum are in line with standards for assessment.

Implementing new requirements for Structured Literacy training

Adapting current Science curriculum to the New Generation Science Standards (NGSS) to ensure that written curriculum and taught curriculum are in line with standards for assessment.

Students need to provide their own transportation to and from after hours classes.

Strengths

Linear equations on Algebra I Keystone

The District has demonstrated a commitment to students, families, and the community

The technology plan includes 1:1 computing for students, tools for teachers, and maintenance of existing systems.

The Title I program serves many students in ELA and consistently documents student improvement in reading skills.

Positive school culture

School board, administrators and the community are extremely supportive of school activities and student/educator needs.

Teaching staff is dedicated and competent when it comes to teaching PA State Standards

Individual student learning needs are identified and addressed

Challenges

A moderator must be provided for each after hours course.

Because levels of poverty are high in our area, staff development about poverty and its impact on student learning is an ongoing need.

A high population of diverse students needs requires ongoing professional development.

Operations with real numbers and expressions & Functions on Algebra I Keystone

Ensuring that written Math curriculum and taught curriculum are in line with standards for assessment.

Math - Grade 3 Developing an understanding of fractions and numbers; Grade 5 Converting like measurement units within a given measurement system; Grade 6 Solving real world problems and math problems using area, surface area, and volume; Grade 8 Real world and mathematical problems involving volume; Math - Grade 4 & 7 - no consistency in challenging anchors indicated by data over the past several years.

Prioritizing content in Math

Through the school counseling plan, we are currently working to streamline collection of career evidence, work with students and families for understanding of graduation pathways, and maintain

Challenges

good communication as we work toward helping students prepare for life outside of the Foest Area School District

The special education population in the district is constantly evolving. It can be challenging to keep up-to-date with knowledge of student disabilities and strategies for engaging with students in meaningful ways.

MTSS is in place but the structure and documentation of the system can be improved.

Increased collaboration across disciplines may improve the learning of our students.

PBIS is in place but the structure and documentation of the system can be improved.

Providing adequate and appropriate supports for students and their families is an ongoing challenge.

Most Notable Observations/Patterns

Relationships within the schools and their communities are very strong. Administrators and teachers are all very committed to the success of their students and willing to make any needed changes to ensure that students are meeting their goals for academic achievement.

Challenges

Discussion
Point

Priority for Planning

Text Dependent Analysis and Evidence Based Analysis in ELA PSSA

Prioritizing content in Math

✓

Adapting current Science curriculum to the New Generation Science Standards (NGSS) to ensure that written curriculum and taught curriculum are in line with standards for assessment.

✓

Implementing new requirements for Structured Literacy training

✓

Because levels of poverty are high in our area, staff development about poverty and its impact on student learning is an ongoing need.

✓

MTSS is in place but the structure and documentation of the system can be improved.

PBIS is in place but the structure and documentation of the system can be improved.

Providing adequate and appropriate supports for students and their families is an ongoing challenge.

ADDENDUM B: ACTION PLAN

Action Plan: STEELS Curriculum Development

Action Steps	Anticipated Start/Completion Date
Science teachers will become familiar with STEELS Standards	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Principals, Quarterly, Walk-through observations	Teacher will being to implement curriculum and instruction aligned to the STEELS standards.

Material/Resources/Supports Needed	PD Step	Comm Step
PDE supplied Standards, existing curriculum, PDE supplied professional development	yes	no

Action Steps**Anticipated Start/Completion Date**

Science teachers will align curriculum to STEELS Standards

07/01/2024 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Principals, Quarterly, Walk-through observations

Teacher will be coming to implement curriculum and instruction aligned to the STEELS standards.

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

PDE supplied Standards, existing curriculum, PDE supplied professional development

yes

no



Action Steps

Anticipated Start/Completion Date

Science teachers will implement curriculum aligned to STEELS Standards

07/01/2025 - 06/30/2026

Monitoring/Evaluation

Anticipated Output

Principals, Quarterly, Walk-through observations

Teacher will being to implement curriculum and instruction aligned to the STEELS standards.

Material/Resources/Supports Needed

PD Step

Comm Step

Updated Science curriculum

no

yes

Action Plan: Prioritizing Math Standards

Action Steps**Anticipated Start/Completion Date**

Forest Area Math teachers will learn strategies for prioritizing standards in Math

07/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Walk throughs by principals (as needed) will offer direct feedback to teachers, discussion with IU staff (at least 1 time) will help to identify standards of focus, discussion among teachers (at least one time per year) will help to identify and analyze pedagogical strategies.

Prioritizing standards in Math will help to focus instruction and improve test scores

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

PA State Standards, Assessment information, IU6 provided resources and support

yes

no

Action Steps**Anticipated Start/Completion Date**

Forest Area Math teachers will implement changes to curriculum and instruction in the classroom in order to prioritize Math standards.

07/01/2024 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Walk throughs by principals (as needed) will offer direct feedback to teachers, discussion with IU staff (at least 1 time) will help to identify standards of focus, discussion among teachers (at least one time per year) will help to identify and analyze pedagogical strategies.

Prioritizing standards in Math will help to focus instruction and improve test scores

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

PA State Standards, Assessment information, IU6 provided resources and support

yes

no

Action Plan: Poverty Informed Practice

Action Steps**Anticipated Start/Completion Date**

Develop a written MTSS framework

07/20/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Principals will work with the special ed facilitator and the school counselor as need to develop a written MTSS plan that meets our needs. They will also ensure that PD time is dedicated to training faculty and staff.

The Forest Area School District will have a written and functional MTSS plan that is used an understood by faculty and staff to support students at all levels.

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

IU6 provided training, Internet access, knowledge of existing procedures and available resources

yes

Action Steps**Anticipated Start/Completion Date**

Implement an MTSS framework

07/01/2024 - 06/26/2026

Monitoring/Evaluation**Anticipated Output**

Principals will work with the special ed facilitator and the school counselor as need to develop a written MTSS plan that meets our needs. They will also ensure that PD time is dedicated to training faculty and staff.

The Forest Area School District will have a written and functional MTSS plan that is used an understood by faculty and staff to support students at all levels.

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

PD time to train teachers and staff

yes

yes



Action Steps**Anticipated Start/Completion Date**

Continue to provide opportunities for teacher and staff learning about poverty informed practices.

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Principals will work with the special ed facilitator and the school counselor as need to develop a written MTSS plan that meets our needs. They will also ensure that PD time is dedicated to training faculty and staff.

The Forest Area School District will have a written and functional MTSS plan that is used an understood by faculty and staff to support students at all levels.

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

Various books about the impact of poverty on learning, poverty simulation, Mandated Reporter training

yes



Action Plan: Structured Literacy

Action Steps	Anticipated Start/Completion Date
Training for Structured Literacy will be implemented per PDE guidelines	08/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Teacher training progress will be monitored by building and district administrators. Certificates of completion will be recorded in the district office.	Teachers will complete structured literacy training as required and use the skills they learn to provide adequate and appropriate instruction to students.

Material/Resources/Supports Needed	PD Step	Comm Step
PDE provided or locally developed training materials	yes	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Both written and taught Science curriculum will be aligned to the STEELS standards. (STEELS Standards)	STEELS Curriculum Development	Science teachers will become familiar with STEELS Standards	07/01/2023 - 06/30/2024
	STEELS Curriculum Development	Science teachers will align curriculum to STEELS Standards	07/01/2024 - 06/30/2025
The Forest Area School District will implement curriculum and instruction that prioritizes standards in Math. (Prioritizing Math Standards)	Prioritizing Math Standards	Forest Area Math teachers will learn strategies for prioritizing standards in Math	07/01/2023 - 06/30/2024
	Prioritizing Math Standards	Forest Area Math teachers will implement changes to curriculum and instruction in the classroom in order	07/01/2024 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	to prioritize Math standards. Develop a written MTSS framework	07/20/2023 - 06/30/2024
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Continue to provide opportunities for teacher and staff learning about poverty informed practices.	07/01/2023 - 06/30/2026
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Implement an MTSS framework	07/01/2024 - 06/26/2026
All Forest Area teachers required to completed Structured Literacy training will complete the training per state guidelines. (Structural Literacy)	Structured Literacy	Training for Structured Literacy will be implemented per PDE guidelines	08/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
STEELS Curriculum Development	K-12 Science teachers	PA STEELS standards, current PA Standards, pedagogy for phenomenal based learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate learning through participation discussion, implementation of phenomena based learning, and planning for curricular changes	08/01/2023 - 07/31/2024	Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
STEELS Curriculum Development	K-12 Science teachers	Teachers will work to align local curriculum to the STEELS standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will provide written curriculum for board approval and classroom implementation	08/01/2024 - 06/30/2026	Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Prioritizing Standards in Math	K-12 Math teachers	PA Mathematics standards, PSSA/Keystone testing, available resources, strategies for prioritizing Math standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will participate in discussion and implement strategies learned	08/01/2023 - 06/30/2026	Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Poverty Informed Practice	K-12 teachers and staff	Forest Area teachers and staff will explore the impacts of poverty on student learning. We will discuss trauma informed practices, student diversity, cultural differences and strategies for helping students be successful despite their circumstances.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and staff will demonstrate awareness of students through interactions with students, their families, and members of the community.	08/01/2023 - 06/30/2026	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Common Ground: Culturally Relevant Sustaining Education

Professional Development Step	Audience	Topics of Prof. Dev
Mandated Reporter Training	All Forest Area Employees	Identification and reporting of child abuse.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
All employees will participate in a live training provided Warren/Forest A Safe Place. Each participant will receive a certificate upon successful completion of the training.	08/24/2023 - 08/24/2023	District administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	At Least 1-hour of Trauma-informed Care Training for All Staff	

Professional Development Step	Audience	Topics of Prof. Dev
Develop a written MTSS plan	K-12 teachers and paraprofessionals	Definitions of MTSS Tiers, Process for moving students from one tier to another

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
A written MTSS plan to be shared with teachers and families	08/01/2023 - 06/30/2026	Special Education / School Counseling

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

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Both written and taught Science curriculum will be aligned to the STEELS standards. (STEELS Standards)	STEELS Curriculum Development	Science teachers will implement curriculum aligned to STEELS Standards	2025-07-01 - 2026-06-30
The Forest Area School District will identify and implement best practices for working with students in poverty to ensure that all students are supported both academically and socially. (Poverty Informed Practices)	Poverty Informed Practice	Implement an MTSS framework	2024-07-01 - 2026-06-26

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
STEELS Curriculum Implementation	Families and community	A summary of STEELS standards and changes to current curriculum will be included.

Anticipated Timeframe

07/01/2025 - 12/01/2025

Frequency

1 time

Delivery Method

Newsletter
Posting on district website

Lead Person/Position

District administration

Communication Step

Prioritizing Math Standards

Audience

Families and community

Topics/Message of Communication

A summary of the work we have done to prioritize
Math standards will be included.

Anticipated Timeframe

07/01/2025 - 12/01/2025

Frequency

1 time

Delivery Method

Newsletter
Posting on district website

Lead Person/Position

District Administration

Communication Step	Audience	Topics/Message of Communication
Implementation of MTSS	Families and community	A summary that includes the definition of MTSS as well as the Forest Area MTSS structure will be included.
Anticipated Timeframe	Frequency	Delivery Method
07/01/2025 - 12/01/2025	1 time	Newsletter Posting on district website
Lead Person/Position		
District Administration		



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

