

Forest Area SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type	AUN	
School District	106272003	
Address 1		
22318 Route 62, Box 16		
Address 2		
City	State	Zip Code
Tionesta	PA	16353
Chief School Administrator		Chief School Administrator Email
Mrs Amy Beers		abeers@forestareaschools.org
Single Point of Contact Name		
Mrs. Amy Beers		
Single Point of Contact Email		
abeers@forestareaschools.org		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Hayley VanDyke	Student	West Forest High School	hvandyke@forestareaschools.org

LEA Profile

The Forest Area School District is a small, rural public school district located in northwestern Pennsylvania. The District encompasses all of Forest County, as well as Millstone Township in Elk County and President Township in Venango County. Covering approximately 501 square miles, the District serves about 350 students in pre-kindergarten through twelfth grade.

The District operates two school campuses: East Forest Elementary and Secondary Schools, located in Marienville, and West Forest Elementary and Secondary Schools, located in Hickory Township, between the communities of West Hickory and Tionesta.

Forest County is designated as a “Distressed County” by the Appalachian Regional Commission (ARC) for Fiscal Year 2025, indicating that its economic status ranks among the nation’s most economically distressed counties. The Forest Area School District is the ninth smallest school district in Pennsylvania and continues to face challenges related to declining student enrollment. Geographic isolation, largely due to the presence of the Allegheny National Forest, further contributes to these challenges.

Despite these factors, the Forest Area School District remains committed to serving its students and community by fostering a strong foundation for lifelong learning and future readiness. Under the leadership of the Superintendent and a team of four district- and building-level administrators, faculty and staff work collaboratively and diligently to meet the evolving educational needs of students in a changing society.

Mission and Vision

Mission

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

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 Values

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 include an 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.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Regular attendance at the elementary level	Current regular attendance at WFE is 91.4% and EFE 91.7% The state average is 79.6%.
College and Career Readiness standards	All buildings exceed the state average of 91.3%
Graduation Rate	WFH graduation rate is 95.2% in a 4 year cohort. The state average is 88%. Though East Forest HS is listed as in insufficient sample the 4-year graduation rate is above 88%.
Proficiency and Growth	WFH: Although the indicators of state assessment measures all indicate increases in proficiency and/or growth, English and Math. EFH: Scores remain above the state average for proficiency in ELA. WFE: Indicators of state assessment measures all indicate increases in proficiency and/or growth. English and Math scores are near the statewide average in proficiency they exceed the state wide average in growth. EFE: Proficiency scores in both ELA and Math exceed the state average by more than 10% in ELA and almost 26% in Math.

Challenges

Indicator	Comments/Notable Observations
Regular attendance at the secondary level continues to be a concern.	Current regular attendance at WFH is 65.5% and EFH is 66.2%. The state average is 79.6%. (based on 23-24 data)
Proficiency and Growth	All buildings failed to meet their interim goal/improvement targets in all tested subject areas. WFH: English and Math scores remain below the statewide average in proficiency while they hover near that state wide average in growth. EFH: Data indicates a decrease in state assessment measures in both English and Math in both proficiency and growth. WFE: Although the indicators of state assessment measures all indicate increases in proficiency and/or growth, English and Math scores are near the statewide average in proficiency they exceed the state wide average in growth.

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

Strengths

Indicator Regular Attendance Grade Level(s) and/or Student Group(s) All student group, Elementary, White	Comments/Notable Observations All student groups for which data is available at the secondary level have met the statewide goal for regular attendance.
Indicator	Comments/Notable Observations

<p>ELA/Literature - Interim Goal/improvement Target Grade Level(s) and/or Student Group(s) All Student Group, White, Elementary and Secondary</p>	<p>All student groups for which data is available at the elementary level meet or exceed the standards for proficiency and/or growth. WFH: State assessment measures indicate increases in proficiency and/or growth in ELA. EFH: Scores remain above the state average for proficiency in ELA. WFE: State assessment measures all indicate increases in proficiency and/or growth. English scores are near the statewide average in proficiency they exceed the state wide average in growth. EFE: Proficiency scores in ELA exceed the state average by more than 10%.</p>
<p>Indicator Math - Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) All Student Group, White, Elementary and Secondary</p>	<p>Comments/Notable Observations WFH: State assessment measures all indicate increases in proficiency and/or growth in Math. WFE: Indicators of state assessment measures all indicate increases in proficiency and/or growth. Math scores are near the statewide average in proficiency they exceed the state wide average in growth. EFE: Proficiency scores in Math exceed the state average by almost 26%.</p>

Challenges

<p>Indicator Regular Attendance Grade Level(s) and/or Student Group(s) All student group, Secondary, White</p>	<p>Comments/Notable Observations All student groups for which data is available at the secondary level have not met the statewide goal for regular attendance.</p>
<p>Indicator ELA/Literature - Interim Goal/improvement Target Grade Level(s) and/or Student Group(s) All Student Group, White, Elementary and Secondary</p>	<p>Comments/Notable Observations All buildings failed to meet their interim goal/improvement targets in ELA WFH: English scores remain below the statewide average in proficiency while they hover near that state wide average in growth. EFH: Data indicates a decrease in state assessment measures in both English in both proficiency and growth. WFE: English scores are near statewide average in proficiency. EFE does not meet the N count.</p>
<p>Indicator Math - Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) All Student Group, White, Elementary and Secondary</p>	<p>Comments/Notable Observations All buildings failed to meet their interim goal/improvement targets in Math. WFH: Math scores remain below the statewide average in proficiency while they hover near that state wide average in growth. EFH: Data indicates a decrease in state assessment measures in Math in both proficiency and growth. WFE: Math scores are near the statewide average in proficiency they exceed state wide average in growth. EFE does not meet the N count.</p>

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Regular Attendance at the Elementary Level
Proficiency and growth increases in ELA
Proficiency and growth increases in Math

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance at the Secondary Level
Meeting interim goals/improvement targets in ELA
Meeting interim goals/improvement targets in Math

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	Strengths and challenges revealed by the CDT scores are consistent with our PSSA and Keystone scores.
Firefly	Strengths and challenges revealed by the CDT scores are consistent with our PSSA and Keystone scores. General consensus, Firefly scores are a more clear indicator of success on the state assessments.

English Language Arts Summary

Strengths

The people associated in the planning and implementation of the curriculum (structured literacy) positively contribute to the overall achievement
The professional development efforts by elementary teachers related to structured literacy and the implementation of related materials to support student learning should show continued improvement in reading scores.
ELA teachers across grade spans have taken advantage of IU6 PSSA and Keystone bootcamps related to TDA

Challenges

Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.
Declining enrollment creates the need to have students of varying abilities levels within a single classroom
High rates of poverty in Forest County make family supports related to education difficult as they are focused on other aspects of their personal lives.

Mathematics

Data	Comments/Notable Observations
CDT	Strengths and challenges revealed by the CDT scores are consistent with our PSSA and Keystone scores.
Firefly	Strengths and challenges revealed by the CDT scores are consistent with our PSSA and Keystone scores. General consensus, Firefly scores are a more clear indicator of success on the state assessments.

Mathematics Summary

Strengths

The people associated in the planning and implementation of the curriculum positively contribute to the overall achievement
Teacher of math across the grade spans have taken advantage of IU6 professional development opportunities in both PSSA and Keystone math trainings and graphing calculator training.
Teachers of math across the grade spans participated in Get More Math training.

Challenges

Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.
Declining enrollment creates the need to have students of varying abilities levels within a single classroom
High rates of poverty in Forest County make family supports related to education difficult as they are focused on other aspects of their personal lives.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	Strengths and challenges revealed by the CDT scores are consistent with our PSSA and Keystone scores.
Firefly	Strengths and challenges revealed by the CDT scores are consistent with our PSSA and Keystone scores. General consensus, Firefly scores are a more clear indicator of success on the state assessments.

Science, Technology, and Engineering Education Summary

Strengths

Curriculum alignment is in process as it relates to STEEL standards
Teachers are participating in STEELS training at IU6

Challenges

Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.
Declining enrollment creates the need to have students of varying abilities levels within a single classroom
High rates of poverty in Forest County make family supports related to education difficult as they are focused on other aspects of their personal lives.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Graduation Pathways	Systems for career readiness preparation are in place for tracking, and helping students through graduation pathways and career planning.
Career Readiness Portfolios	Students demonstrate career readiness progress through the submission of evidence aligned to the College and Career Readiness Standards at all grade levels. Students explore potential careers, secondary options, and/or other pathways relevant to their interests and skills.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

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

Partnering Institution

Northwest PA Regional College

Agreement Type

Dual Credit

Program/Course Area

Multiple

Uploaded Files

NPRC.pdf

Partnering Institution

PennWest Clarion

Agreement Type

Dual Credit

Program/Course Area

Multiple

Uploaded Files

PennWest.pdf

Partnering Institution

University of Pittsburgh at Bradford

Agreement Type

Dual Credit

Program/Course Area

Multiple

Uploaded Files

UPB.pdf

Summary

Strengths

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

Students can earn college credits before graduation from high school.

Students benefit from focusing on their specific graduation pathway as well as the activities associated with College and Career Readiness standards.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Costs associated with dual enrollment courses offered during the school day are often prohibitive to our economically disadvantaged population.

Teacher planning, collaborative time, and professional learning community time would be beneficial, but the current scheduling allows minimal time.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Local Benchmark Testing	Results are consistent with state assessment results. 52% of students are economically disadvantaged and 15% are homeless.
CDT	Results are consistent with state assessment results. 52% of students are economically disadvantaged and 15% are homeless.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	The current racial/ethnic background of the student population is 95.4% white.

Summary

Strengths

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

Our schools are welcoming and students of all ability levels, and economic statuses are accepted by their peers
The district is focused on social emotional learning, and programs and services geared towards removing barriers to learning,

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Forest County is designated as a distressed county. As a result of the poverty in our area education is often not a priority for our families.
Families struggle to access needed services due to the rural geography of the area.
Enrollment is declining due to competition with cyber charter schools, charter schools, and other public schools.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education plan was recently approved and is currently being implemented. A Special Education Supervisor was hired by the district.
Title 1 Program	The Title I program addresses student needs in ELA in grades K-3. The program takes into account feedback from teachers, students, and families. Parents are encouraged to participate in school activities and events through Title I.
Student Services	Students services currently include 2 school social workers, 1 school counselor, 2 school police officers, SAP programming for both HS and elementary, on-site counseling services and med management, the mobile dentist program, on-site physicals as well as eye and hearing exams.
K-12 Guidance Plan (339 Plan)	The K-12 guidance plan is current and includes details about SEL and career readiness.
Technology Plan	The district has a current 5 year technology plan.
English Language Development Programs	The district has 0 ESL students. However, a plan is place to both identify and provide services.

Strengths

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

Student Services Plan is strong and reflective of the unique needs of FASD
Dedicating a Special Education Supervisor to oversee student needs ranging from Child Study to identification through IDEA (and all things in between) ensures that someone is clearly focused the individual.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Parent engagement continues to be a challenge
Social Emotional Learning related deficiencies are increasing

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

FASD is in a good position to support the development of professional learning to align to the mission, vision, goals and priorities.
FASD has a strong central office and building level administrative staff that is experienced and knowledgeable about instructional leadership that leads to high

quality teaching and learning.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Declining enrollment has created a more difficult situation in aligning our financial resources to continue to meet the needs of our district to the highest extent possible. We also continue to work with Forest County Commissioners on a tax reassessment to stabilize local funding.

Declining enrollment leads to a need for more diversified and differentiated instructional practices within the classroom and school environment.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Regular Attendance at the Elementary Level	False
Proficiency and growth increases in ELA	False
Proficiency and growth increases in Math	False
The people associated in the planning and implementation of the curriculum (structured literacy) positively contribute to the overall achievement	True
The professional development efforts by elementary teachers related to structured literacy and the implementation of related materials to support student learning should show continued improvement in reading scores.	False
ELA teachers across grade spans have taken advantage of IU6 PSSA and Keystone bootcamps related to TDA	False
Students can earn college credits before graduation from high school.	False
Students benefit from focusing on their specific graduation pathway as well as the activities associated with College and Career Readiness standards.	False
Our schools are welcoming and students of all ability levels, and economic statuses are accepted by their peers	True
The people associated in the planning and implementation of the curriculum positively contribute to the overall achievement	False
Teacher of math across the grade spans have taken advantage of IU6 professional development opportunities in both PSSA and Keystone math trainings and graphing calculator training.	False
Teachers of math across the grade spans participated in Get More Math training.	True
Curriculum alignment is in process as it relates to STEEL standards	True
Teachers are participating in STEELS training at IU6	False
Student Services Plan is strong and reflective of the unique needs of FASD	False
Dedicating a Special Education Supervisor to oversee student needs ranging from Child Study to identification through IDEA (and all things in between) ensures that someone is clearly focused the individual.	False
The district is focused on social emotional learning, and programs and services geared towards removing barriers to learning,	False
FASD is in a good position to support the development of professional learning to align to the mission, vision, goals and priorities.	False
FASD has a strong central office and building level administrative staff that is experienced and knowledgeable about instructional leadership that leads to high quality teaching and learning.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance at the Secondary Level	False
Meeting interim goals/improvement targets in ELA	True
Meeting interim goals/improvement targets in Math	True
Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.	True
Declining enrollment creates the need to have students of varying abilities levels within a single classroom	False
High rates of poverty in Forest County make family supports related to education difficult as they are focused on other aspects of their personal lives.	False
Costs associated with dual enrollment courses offered during the school day are often prohibitive to our economically disadvantaged population.	False
Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.	False
Declining enrollment creates the need to have students of varying abilities levels within a single classroom	False
High rates of poverty in Forest County make family supports related to education difficult as they are focused on other aspects of their personal lives.	False
Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.	False
Declining enrollment creates the need to have students of varying abilities levels within a single classroom	False
High rates of poverty in Forest County make family supports related to education difficult as they are focused on other aspects of their personal lives.	False
Teacher planning, collaborative time, and professional learning community time would be beneficial, but the current scheduling allows minimal time.	True
Parent engagement continues to be a challenge	False
Social Emotional Learning related deficiencies are increasing	False
Forest County is designated as a distressed county. As a result of the poverty in our area education is often not a priority for our families.	False
Families struggle to access needed services due to the rural geography of the area.	False
Enrollment is declining due to competition with cyber charter schools, charter schools, and other public schools.	False

Declining enrollment has created a more difficult situation in aligning our financial resources to continue to meet the needs of our district to the highest extent possible. We also continue to work with Forest County Commissioners on a tax reassessment to stabilize local funding.	False
Declining enrollment leads to a need for more diversified and differentiated instructional practices within the classroom and school environment.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Meeting interim goals/improvement targets in ELA		True
Meeting interim goals/improvement targets in Math		True
Regular attendance remains a concern at the secondary levels, which negatively effects assessments, on-track measures, and college and career measures. If more students engaged through regular attendance, positive impacts would be seen on progress towards meeting or exceeding targets.		True
Teacher planning, collaborative time, and professional learning community time would be beneficial, but the current scheduling allows minimal time.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our schools are welcoming and students of all ability levels, and economic statuses are accepted by their peers	
The people associated in the planning and implementation of the curriculum (structured literacy) positively contribute to the overall achievement	
Teachers of math across the grade spans participated in Get More Math training.	
Curriculum alignment is in process as it relates to STEEL standards	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve ELA outcomes for all learners, we will strengthen and implement an instructional system that prioritizes early identification of reading needs and timely, evidence-based interventions. This includes establishing consistent, standards-aligned literacy practices in core instruction; using universal screeners and frequent formative assessments to detect skill gaps early; and providing targeted intervention supports during the school day. By enhancing professional learning, collaborative planning, and coaching structures focused on early literacy and intervention strategies, and by engaging families in supporting foundational reading skills, we can more effectively address student needs and accelerate progress toward meeting ELA achievement goals.
	To meet math interim targets for all student groups, we will strengthen our system for delivering differentiated math instruction so that every student receives targeted support aligned to their readiness levels, learning needs, and performance data. This includes implementing consistent, evidence-based differentiation practices in core instruction, using frequent formative and benchmark assessments to guide instructional decisions, and providing teachers with structured professional learning and coaching on differentiation strategies. By improving how we tailor instruction, small-group supports, and intervention/enrichment opportunities, we can more effectively address individual

	student needs and accelerate progress toward meeting math interim targets.
	To improve assessment results and college- and career-readiness measures, we need to strengthen our system for promoting regular attendance at the secondary level. By implementing consistent monitoring, early intervention for emerging absenteeism, and increased student and family engagement, we can boost daily attendance and make meaningful progress toward meeting performance targets.
	Our district will prioritize increasing meaningful teacher planning, collaboration, and PLC time to better support student learning. Because current schedules provide limited opportunities, we will work closely with our teachers' union to explore creative, contract-aligned scheduling solutions that expand protected collaboration time while meeting student needs. Through this partnership, we aim to strengthen instructional quality and ensure all students benefit from coordinated, data-informed teaching.

Goal Setting

Priority: To improve ELA outcomes for all learners, we will strengthen and implement an instructional system that prioritizes early identification of reading needs and timely, evidence-based interventions. This includes establishing consistent, standards-aligned literacy practices in core instruction; using universal screeners and frequent formative assessments to detect skill gaps early; and providing targeted intervention supports during the school day. By enhancing professional learning, collaborative planning, and coaching structures focused on early literacy and intervention strategies, and by engaging families in supporting foundational reading skills, we can more effectively address student needs and accelerate progress toward meeting ELA achievement goals.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the 2028–2029 school year, the Forest Area School District will fully implement a structured literacy program aligned with PDE evidence-based reading requirements. This includes adopting an evidence-based reading curriculum, providing required professional development for educators, screening K–3 students for reading competency, identifying students with reading deficiencies, providing interventions, and submitting all required annual reports to PDE.		
Measurable Goal Nickname (35 Character Max)		
Structured Literacy		
Target Year 1	Target Year 2	Target Year 3
Ensure compliance of current reading curricula. Identify staff still in need of professional development for all K–3 educators to complete evidence-based reading training and complete initial staff training in foundational structured literacy principles. Prepare systems for data collection and student screening.	Implement K–3 universal reading screenings three times per year (beginning, middle, end). Identify students with reading deficiencies and notify parents. Develop and implement individualized reading intervention plans for all students identified. Begin tracking student data for PDE annual reporting (to be submitted July 31, 2028).	By the 2028–2029 school year, the Forest Area School District will fully implement a structured literacy program aligned with PDE evidence-based reading requirements. This includes adopting an evidence-based reading curriculum, providing required professional development for educators, screening K–3 students for reading competency, identifying students with reading deficiencies, providing interventions, and submitting all required annual reports to PDE.

Priority: To meet math interim targets for all student groups, we will strengthen our system for delivering differentiated math instruction so that every student receives targeted support aligned to their readiness levels, learning needs, and performance data. This includes implementing consistent, evidence-based differentiation practices in core instruction, using frequent formative and benchmark assessments to guide instructional decisions, and providing teachers with structured professional learning and coaching on differentiation strategies. By improving how we tailor instruction, small-group supports, and intervention/enrichment opportunities, we can more effectively address individual student needs and accelerate progress toward meeting math interim targets.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
In each math course section, the teacher will implement intentional differentiation strategies—including tiered tasks, flexible grouping, and scaffolded supports—to address varied learning needs. These strategies will directly target improvements in both student growth and proficiency on the district’s standardized math assessments. Measurable: By the end of the school year, at least 70% of students in each course section will meet or exceed their individual projected growth targets, and 50% or more will reach proficiency (as defined by the state or district assessment benchmark). Achievable: Teachers will receive professional learning on differentiation strategies and will use ongoing formative assessments, progress monitoring tools, and data-driven instruction to adjust supports and challenges for all learners. Relevant: Improving growth and proficiency in mathematics aligns with school and district priorities for academic achievement and supports equitable access to rigorous learning for all students within heterogeneous classes. Time-Bound: Progress toward this goal will be monitored quarterly, with final outcomes measured by the end-of-year standardized math assessment.		
Measurable Goal Nickname (35 Character Max)		
Math Differentiation		
Target Year 1	Target Year 2	Target Year 3
Foundations & Initial Growth Focus: Build differentiation systems and show early gains. Instructional Practice: Implement at least two consistent differentiation structures in each course section (e.g., tiered assignments, flexible grouping, scaffolded problem sets). Use formative assessments biweekly to adjust instruction and supports. Student Outcomes: At least 60% of students meet or exceed their annual projected growth target on standardized math assessments. At least 40% of students reach proficiency. Capacity & Systems: Teachers participate in professional learning on differentiation and data-driven instruction. Establish baseline data tracking systems for growth, proficiency, and subgroup performance.	Strengthening & Expanding Differentiation Focus: Deepen instructional impact and raise expectations. Instructional Practice: Teachers implement three or more differentiation strategies consistently (e.g., math stations, individualized pathways, enrichment/acceleration options). Integrate data cycles: collect, analyze, and respond to assessment data every 4–6 weeks. Student Outcomes: At least 65% of students meet or exceed their projected growth targets. At least 45% of students reach proficiency. Capacity & Systems: Peer collaboration structures (PLCs, lesson-study teams) focus on improving differentiation and analyzing assessment data. Intervention and enrichment opportunities become more consistent across grade levels.	In each math course section, the teacher will implement intentional differentiation strategies—including tiered tasks, flexible grouping, and scaffolded supports—to address varied learning needs. These strategies will directly target improvements in both student growth and proficiency on the district’s standardized math assessments. Measurable: By the end of the school year, at least 70% of students in each course section will meet or exceed their individual projected growth targets, and 50% or more will reach proficiency (as defined by the state or district assessment benchmark). Achievable: Teachers will receive professional learning on differentiation strategies and will use ongoing formative

		assessments, progress monitoring tools, and data-driven instruction to adjust supports and challenges for all learners. Relevant: Improving growth and proficiency in mathematics aligns with school and district priorities for academic achievement and supports equitable access to rigorous learning for all students within heterogeneous classes. Time-Bound: Progress toward this goal will be monitored quarterly, with final outcomes measured by the end-of-year standardized math assessment.
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Priority: To improve assessment results and college- and career-readiness measures, we need to strengthen our system for promoting regular attendance at the secondary level. By implementing consistent monitoring, early intervention for emerging absenteeism, and increased student and family engagement, we can boost daily attendance and make meaningful progress toward meeting performance targets.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
80% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.		
Measurable Goal Nickname (35 Character Max)		
Secondary Attendance		
Target Year 1	Target Year 2	Target Year 3
70% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable	75% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable	80% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable

improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.	improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.	improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.
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Priority: Our district will prioritize increasing meaningful teacher planning, collaboration, and PLC time to better support student learning. Because current schedules provide limited opportunities, we will work closely with our teachers' union to explore creative, contract-aligned scheduling solutions that expand protected collaboration time while meeting student needs. Through this partnership, we aim to strengthen instructional quality and ensure all students benefit from coordinated, data-informed teaching.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
The district will increase meaningful teacher planning, collaboration, and PLC (Professional Learning Community) time by implementing a revised bell schedule and strategic use of staff. This initiative aims to align more closely with PA school code requirements for graduation and improve student outcomes.		
Measurable Goal Nickname (35 Character Max)		
Credit Reduction and PD		
Target Year 1	Target Year 2	Target Year 3
Plan for a tiered reduction of credits required for graduation over multiple years. Begin teacher professional development for revised bell schedule plans.	Begin implementation of plans developed in year one.	The district will increase meaningful teacher planning, collaboration, and PLC (Professional Learning Community) time by implementing a revised bell schedule and strategic use of staff. This initiative aims to align more closely with PA school code requirements for graduation and improve student outcomes.

Action Plan

Measurable Goals

Structured Literacy	Math Differentiation
Secondary Attendance	Credit Reduction and PD

Action Plan For: Differentiated Instruction

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the 2028–2029 school year, the Forest Area School District will fully implement a structured literacy program aligned with PDE evidence-based reading requirements. This includes adopting an evidence-based reading curriculum, providing required professional development for educators, screening K–3 students for reading competency, identifying students with reading deficiencies, providing interventions, and submitting all required annual reports to PDE. The district will increase meaningful teacher planning, collaboration, and PLC (Professional Learning Community) time by implementing a revised bell schedule and strategic use of staff. This initiative aims to align more closely with PA school code requirements for graduation and improve student outcomes. In each math course section, the teacher will implement intentional differentiation strategies—including tiered tasks, flexible grouping, and scaffolded supports—to address varied learning needs. These strategies will directly target improvements in both student growth and proficiency on the district’s standardized math assessments. Measurable: By the end of the school year, at least 70% of students in each course section will meet or exceed their individual projected growth targets, and 50% or more will reach proficiency (as defined by the state or district assessment benchmark). Achievable: Teachers will receive professional learning on differentiation strategies and will use ongoing formative assessments, progress monitoring tools, and data-driven instruction to adjust supports and challenges for all learners. Relevant: Improving growth and proficiency in mathematics aligns with school and district priorities for academic achievement and supports equitable access to rigorous learning for all students within heterogeneous classes. Time-Bound: Progress toward this goal will be monitored quarterly, with final outcomes measured by the end-of-year standardized math assessment. 80% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development on Differentiated Instruction		2026-08-25	2029-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Training by local IU and/or University. Materials and resources about differentiated instruction.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will identify and implement new strategies for differentiation within their courses.	PLC meetings, walk-throughs, observations

Action Plan For: Credit Reduction

Measurable Goals:
<ul style="list-style-type: none"> The district will increase meaningful teacher planning, collaboration, and PLC (Professional Learning Community) time by implementing a revised bell schedule and strategic use of staff. This initiative aims to align more closely with PA school code requirements for graduation and improve student outcomes.

Action Step	Anticipated Start Date	Anticipated Completion Date
Align district credit requirements more closely with PA school code requirements for graduation.	2026-07-25	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Superintendent	PA School Code, Input from stakeholders, District Policy	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A reduction in required credits and changes to the daily schedule will allow the district to improve growth and proficiency scores and maximize staffing potential.	District and Building Admin

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> 80% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.

Action Step	Anticipated Start Date	Anticipated Completion Date
Provide students with in-district supports to encourage regular attendance.	2026-07-25	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Building Principal	MTSS framework, district policy, meeting schedule, truancy law	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The number of students achieving regular attendance status will incrementally improve over the course of this plan.	Building Principal/Attendance Officer

Action Plan For: Student-Centered Learning/Differentiated Instruction

Measurable Goals:
<ul style="list-style-type: none"> By the 2028–2029 school year, the Forest Area School District will fully implement a structured literacy program aligned with PDE evidence-based reading requirements. This includes adopting an evidence-based reading curriculum, providing required professional development for educators, screening K–3 students for reading competency, identifying students with reading deficiencies, providing interventions, and submitting all required annual reports to PDE. The district will increase meaningful teacher planning, collaboration, and PLC (Professional Learning Community) time by implementing a revised bell schedule and strategic use of staff. This initiative aims to align more closely with PA school code requirements for graduation and improve student outcomes. In each math course section, the teacher will implement intentional differentiation strategies—including tiered tasks, flexible grouping, and scaffolded supports—to address varied learning needs. These strategies will directly target improvements in both student growth and proficiency on the district’s standardized math assessments. Measurable: By the end of the school year, at least 70% of students in each course section will meet or exceed their individual projected growth targets, and 50% or more will reach proficiency (as defined by the state or district assessment benchmark). Achievable: Teachers will receive professional learning on differentiation strategies and will use ongoing formative assessments, progress monitoring tools, and data-driven instruction to adjust supports and challenges for all learners. Relevant: Improving growth and proficiency in mathematics aligns with school and district priorities for academic achievement and supports equitable access to rigorous learning for all students within heterogeneous classes. Time-Bound: Progress toward this goal will be monitored quarterly, with final outcomes measured by the end-of-year standardized math assessment. 80% of secondary students will maintain regular attendance (defined as attending at least 90% of school days) through the implementation of a comprehensive attendance improvement program to include Student Attendance Improvement Conferences and Plans) for early identification and intervention for at-risk students, structured parent engagement strategies, and daily attendance monitoring. This increase in regular attendance is expected to contribute to a measurable improvement in student assessment outcomes, with at least a 10% growth in proficiency scores on standardized assessments compared to the previous year.

Action Step	Anticipated Start Date	Anticipated Completion Date
Professional Development of Best Practices of differentiation that improvement student achievement	2026-10-08	2026-01-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Director of Curriculum and Technology	IU6	Yes
		Com Step?
		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Progress will be made toward interim goals on PA Future Ready Index scores district wide	Quarterly/Building Principals/Monitoring various data points both qualitative and quantitative

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Instruction	Professional Development on Differentiated Instruction
Credit Reduction	Align district credit requirements more closely with PA school code requirements for graduation.
Student-Centered Learning/Differentiated Instruction	Professional Development of Best Practices of differentiation that improvement student achievement

Differentiated Instruction

Action Step		
<ul style="list-style-type: none"> Professional Development on Differentiated Instruction 		
Audience		
Teachers PreK-12		
Topics to be Included		
Best Practices in Differentiated Instruction across grade spans and subject areas		
Evidence of Learning		
Added differentiated practices to lesson planning template, Evidence of participation in professional development (sign in sheets and notes)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Technology	2026-08-27	2029-06-11

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Superintendent Presentation of Comprehensive Plan to FASD					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development on Differentiated Instruction Align district credit requirements more closely with PA school code requirements for graduation. Provide students with in-district supports to encourage regular attendance. Professional Development of Best Practices of differentiation that improvement student achievement 	PreK-12 Faculty	Credit Reduction, Differentiated Instruction, PLC	Superintendent	04/01/2026	01/30/2026

Communications

Type of Communication	Frequency
Presentation	1 - April, 2026
Presentation	1 - May, 2026
Memorandum	1-June, 2026
Newsletter	1-August, 2026

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date