

FARRELL AREA SD

1600 Roemer Blvd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Mission of the Farrell Area School District is to work collaboratively within the community to foster a dynamic standards-based curriculum within a safe, educationally-managed environment. Facilitated by a caring professional staff, opportunities abound for all students to become actively engaged as productive, responsible life-long learners empowered to meet the global changes and needs of a culturally diverse society.

VISION STATEMENT

Our district's vision is to continue our strong academic skills and teaching strategies with preexisting programs and community involvement. We want our students to be challenged with a rigorous, state standards-aligned curriculum that promotes the necessary skills to achieve proficiency on state-mandated exams. The school will then consistently meet AYP and all students will be college and/or career ready in the 21st Century skills.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Students in the Farrell Area School District are expected to practice the Positive Behavioral Intervention and Supports (PBIS) of Living B.L.U.E. and Gold. The acronym meanings are as follows: B- Be Respectful L- Live Responsibly U- Uphold Integrity E- Encourage Others

STAFF

The Staff of the Farrell Area School District will: -participate in ongoing professional development to enhance the knowledge base in their content area -submit PA Common Core standard based lesson plans -use data findings to drive instruction -adhere to rules, regulations and policies implemented by administration and the FASD Board of Education

ADMINISTRATION

The Administration of the Farrell Area School District are expected to adopt values such as professional honour, have an administrative vision based on knowledge, honesty, objective participation, courtesy and reconcile these values with harmonious universal ethical standards.

PARENTS

The parents (families) of the Farrell Area School District will: -actively participate in the child's academics -communicate with the school and educators Family engagement in the Farrell Area School District improves student achievement, reduces absenteeism, and creates a partnership between the educators and families.

COMMUNITY

The community members of the Farrell Area School District will support the school district by providing services for students needs, such as, academic support, emotional support, Chapter 339 partnerships, and support extra curricular activities.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Lora Adams-King	Superintendednt	District Level
Brian Veccia	Assistant High School Principal	High School
Japraunika Wright	Elementary Principal	Elementary School
Megan Mishata	Community Representative	Parent
Jordan Snyder	Guidance Counselor	Elementary
Nicole Lombardi	Title I Instructor/ Reading Specialist	Elementary
Ashley McGill	Special Education Teacher	Elementary
John Seybert	Special Education Director	District Level
Tina Rodgers	Special Education Teacher	High School
Tara Nehlen	Middle School Teacher	High School
Emily Clare	Administrator	District Level
James Harrison	Board Member	District Level
Allen Harrison	Board Member	District Level

Name

Position

Building/Group

Ron Viglio

Community Member

District Level

ESTABLISHED PRIORITIES

Priority Statement

Administrators and teachers will foster a system of two-way communication to inform and engage families to sustain shared responsibilities for student learning across the district.

Outcome Category

Regular Attendance

Parent and family engagement

Teachers will engage in an MTSS model to support learning of all students.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Elementary and HS Intervention

The number of students requiring Tier 2 intervention support in ELA and mathematics will decrease by 10% each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through 6th grade.	2022-12-07 - 2023-08-14	Dr. Emily Clare, Supervisor of Curriculum and Instruction	Chalk, etc
Classroom teachers and intervention teachers will analyze data to form and teach flexible intervention groups.	2022-12-07 - 2026-05-29	Building Principal	Regular data meetings with intervention teachers; attend PLC meetings, walkthroughs and evaluations

Anticipated Outcome

Curriculum units will be available to all district personnel within the Chalk program, and each grade-level K-6 will have a daily 30-minute intervention period.

Monitoring/Evaluation

District and building Admin, Quarterly, Chalk and classroom walkthroughs and observations

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Elementary and HS Intervention	The number of students requiring Tier 2 intervention support in ELA and mathematics will decrease by 10% each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Anticipated Outcome			

Monitoring/Evaluation

Evidence-based Strategy
MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in K - 6.	2022-12-07 - 2023-08-07	Dr. Emily Clare	Chalk, feedback, walkthroughs, observations, PLC meetings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers will meet weekly in grade levels to analyze data and develop Tier 1 lessons to address learning gaps.	2022-12-07 - 2025-05-30	Building Principal	NWEA Map Data, PLC meetings

Anticipated Outcome
 Curriculum units will be available to all district personnel within the Chalk program, and each grade-level and department will hold weekly data meetings in a PLC.

Monitoring/Evaluation
 District and building admin, Quarterly, Chalk and classroom walkthroughs

Evidence-based Strategy
 Check and Connect

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	The average attendance rate at the high school will be 63%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
An attendance committee of the principals, office staff, and the attendance officer will be formed to help "Check and Connect" with absent students and their families on a regular basis.	2023-08-14 - 2026-05-29	Building Principal, Guidance Counselor and Attendance Officer	Regularly Scheduled Meetings

Anticipated Outcome
Regular communication will occur and be documented for students who are absent from school.

Monitoring/Evaluation
Per student as needed, members of the Attendance Committee



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The number of students requiring Tier 2 intervention support in ELA and mathematics will decrease by 10% each year. (Elementary and HS Intervention)	MTSS	The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through 6th grade.	12/07/2022 - 08/14/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	MTSS	Classroom teachers will meet weekly in grade levels to analyze data and develop Tier 1 lessons to address learning gaps.	12/07/2022 - 05/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The average attendance rate at the high school will be 63%. (Attendance)	Check and Connect	An attendance committee of the principals, office staff, and the attendance officer will be formed to help "Check and Connect" with absent students and their families on a regular basis.	08/14/2023 - 05/29/2026

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

Meeting Annual Academic Growth Expectations - For the 2020-2021 school year, the academic growth score for Mathematics/Algebra at the high school was 79.7 compared to the statewide average growth score of 74.3.

Regular Attendance - For the elementary school, black students met or exceeded the interim target for regular attendance (81.1%).

Students entering K for the 22-23 school year had the largest number of students in the blue range (scoring at least or better than 80% of the normed group) during the Fall administration.

During the 22-23 school year, all preK-3 classrooms are implementing Foundations as part of the core ELA program.

The number of students scoring in the red range during the October progress monitoring decreased.

Students entering K for the 22-23 school year had the largest number of students in the blue range (scoring at least or better than 80% of the normed group) during the Fall administration.

Challenges

Proficient or Advanced on Pennsylvania State Assessments - All grade level percentages for proficient/advanced students is below the statewide average in Reading, Mathematics, and Science.

Regular Attendance - The All student group for the HS had a 61.4% regular attendance rate, as reported on the current PA Future Ready Index. The subgroup attendance rates are as follows: Black 63.1%, White 56.5%, Economically Disadvantaged 61.4%, Students with Disabilities 61.1%.

In the Fall 2022 administration, large numbers of students scored in the red range (scoring at least or better than only 21% or less of the normed group). 1st grade: 22; 2nd grade: 24; 3rd grade: 17; 4th grade: 18; 5th grade: 20; 6th grade: 15; 7th grade: 10; 8th grade: 11; 9th grade: 11; 10th grade: 15; 11th grade: 13; and 12th grade: 15.

In the Fall 2022 administration, large numbers of students scored in the red range (scoring at least or better than only 21% or less of the normed group). 1st grade: 21; 2nd grade: 23; 3rd grade: 18; 4th grade: 24; 5th grade: 24; 6th grade: 22; 7th grade: 13; 8th grade: 13; 9th-12th grade Algebra: 47.

Strengths

The number of students scoring in the red range during the October progress monitoring decreased across all grade levels.

The Mathematics Curriculum team is completing the math curriculum using the district-wide curriculum tool, Chalk.

A Science Curriculum Team will be established to assist the district in revising curriculum for the adoption of the new Science standards (full implementation during the 25-26 school year).

Students entering K for the 22-23 school year had the largest number of students in the blue range (scoring at least or better than 80% of the normed group) during the Fall administration.

During the 22-23 school year, all preK-3 classrooms are implementing Foundations as part of the core ELA program. The district has revised curriculum and instruction to align with the Science of Reading.

100% of Black students in grades 3-6 met the standard for demonstrating growth in ELA state assessments. 96% of Black students in grades 3-6 met the standard for demonstrating growth in Math state assessments.

95% of students considered economically disadvantaged in grades 3-6 met the standard for demonstrating growth in ELA state assessments, and the same percentage demonstrated growth in Mathematics state assessments.

Challenges

In the Fall 2022 administration, large numbers of students scored in the red range (scoring at least or better than only 21% or less of the normed group). 4th grade: 15; 5th grade: 20; 6th grade: 26; 7th grade: 13; 8th grade: 14.

In the Fall 2022 administration for MAP Growth Reading, large numbers of students scored in the red range (scoring at least or better than only 21% or less of the normed group). 1st grade: 22; 2nd grade: 24; 3rd grade: 17; 4th grade: 18; 5th grade: 20; 6th grade: 15; 7th grade: 10; 8th grade: 11; 9th grade: 11; 10th grade: 15; 11th grade: 13; and 12th grade: 15.

In the Fall 2022 administration for MAP Growth Mathematics, large numbers of students scored in the red range (scoring at least or better than only 21% or less of the normed group). 1st grade: 21; 2nd grade: 23; 3rd grade: 18; 4th grade: 24; 5th grade: 24; 6th grade: 22; 7th grade: 13; 8th grade: 13; 9th-12th grade Algebra: 47.

Regular Attendance

Percent Proficient/Advanced on ELA/Literature and Mathematics/Algebra state assessments

Regular Attendance

Curriculum Alignment to PA Core Standards

Coordinate and monitor supports aligned with students' and

Strengths

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

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

Challenges

families' needs.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Most Notable Observations/Patterns

We continue to have challenges with students demonstrating proficiency on all state assessments. With our recent curriculum changes, specifically in ELA preK-5, we expect to see additional growth on the state assessment.

Challenges	Discussion Point	Priority for Planning
Regular Attendance		✓
Percent Proficient/Advanced on ELA/Literature and Mathematics/Algebra state assessments	The gaps in learning continue to widen each academic year the students are in school. The MTSS model at the elementary school is not fully functioning.	✓

ADDENDUM B: ACTION PLAN

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through 6th grade.	12/07/2022 - 08/14/2023

Monitoring/Evaluation	Anticipated Output
District and building Admin, Quarterly, Chalk and classroom walkthroughs and observations	Curriculum units will be available to all district personnel within the Chalk program, and each grade-level K-6 will have a daily 30-minute intervention period.

Material/Resources/Supports Needed	PD Step	Comm Step
Chalk, etc	yes	no

Action Steps**Anticipated Start/Completion Date**

Classroom teachers and intervention teachers will analyze data to form and teach flexible intervention groups.

12/07/2022 - 05/29/2026

Monitoring/Evaluation**Anticipated Output**

District and building Admin, Quarterly, Chalk and classroom walkthroughs and observations

Curriculum units will be available to all district personnel within the Chalk program, and each grade-level K-6 will have a daily 30-minute intervention period.

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

Regular data meetings with intervention teachers; attend PLC meetings, walkthroughs and evaluations

yes

yes

Action Plan: MTSS**Action Plan: MTSS**

Action Steps**Anticipated Start/Completion Date**

The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in K - 6.

12/07/2022 - 08/07/2023

Monitoring/Evaluation**Anticipated Output**

District and building admin, Quarterly, Chalk and classroom walkthroughs

Curriculum units will be available to all district personnel within the Chalk program, and each grade-level and department will hold weekly data meetings in a PLC.

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

Chalk, feedback, walkthroughs, observations, PLC meetings

yes

no



Action Steps**Anticipated Start/Completion Date**

Classroom teachers will meet weekly in grade levels to analyze data and develop Tier 1 lessons to address learning gaps.

12/07/2022 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

District and building admin, Quarterly, Chalk and classroom walkthroughs

Curriculum units will be available to all district personnel within the Chalk program, and each grade-level and department will hold weekly data meetings in a PLC.

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

NWEA Map Data, PLC meetings

yes

yes



Action Plan: Check and Connect

Action Steps

Anticipated Start/Completion Date

An attendance committee of the principals, office staff, and the attendance officer will be formed to help "Check and Connect" with absent students and their families on a regular basis.

08/14/2023 - 05/29/2026

Monitoring/Evaluation

Anticipated Output

Per student as needed, members of the Attendance Committee

Regular communication will occur and be documented for students who are absent from school.

Material/Resources/Supports Needed

PD Step

Comm Step

Regularly Scheduled Meetings

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The number of students requiring Tier 2 intervention support in ELA and mathematics will decrease by 10% each year. (Elementary and HS Intervention)	MTSS	The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through 6th grade.	12/07/2022 - 08/14/2023
The number of students requiring Tier 2 intervention support in ELA and mathematics will decrease by 10% each year. (Elementary and HS Intervention)	MTSS	Classroom teachers and intervention teachers will analyze data to form and teach flexible intervention groups.	12/07/2022 - 05/29/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	MTSS	The Tier 1 curriculum in Mathematics and ELA will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in K - 6.	12/07/2022 - 08/07/2023
	MTSS	Classroom teachers will meet weekly in grade levels to analyze data and develop Tier 1 lessons to address learning gaps.	12/07/2022 - 05/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Mapping	preK-12 Teachers	Curriculum mapping, lesson planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed curriculum maps and submitted lesson plans.	12/07/2022 - 05/30/2024	Dr. Emily Clare

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy	preK-6 Teachers	Structured Literacy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Formal observations and classroom walkthroughs documented in PA-EETP.	08/14/2023 - 05/31/2024	Dr. Emily Clare

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students
Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Tier 2 Just Words Literacy	Intervention Teachers	Structured Literacy Tier 2

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Tier 2 Lesson Plans, walkthroughs and observations	08/14/2023 - 05/30/2025	Building Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Applying Reports and Goal Setting	7-12 Math, ELA, Science Teachers	Data Analysis, Individual Goal Setting

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans, PLC agendas	02/17/2023 - 05/30/2025	Building Principal

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
The number of students requiring Tier 2 intervention support in ELA and mathematics will decrease by 10% each year. (Elementary and HS Intervention)	MTSS	Classroom teachers and intervention teachers will analyze data to form and teach flexible intervention groups.	2022-12-07 - 2026-05-29
	MTSS	Classroom teachers will meet weekly in grade levels to analyze data and develop Tier 1 lessons to address learning gaps.	2022-12-07 - 2025-05-30
The average attendance rate at the high school will be 63%. (Attendance)	Check and Connect	An attendance committee of the principals, office	2023-08-14 - 2026-05-29

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		staff, and the attendance officer will be formed to help "Check and Connect" with absent students and their families on a regular basis.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Check and Connect	Families	Attendance

Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 05/29/2026	Weekly	Other Letter

Lead Person/Position

High School Principal

Communication Step

Audience

Topics/Message of Communication

Intervention Meetings

Title Teachers

Data

Anticipated Timeframe

Frequency

Delivery Method

08/21/2023 - 05/02/2026

At least quarterly

Other

Lead Person/Position

Dr. Emily Clare, Supervisor of Curriculum

Communication Step

Audience

Topics/Message of Communication

Tier 1 Instruction

Classroom Teachers

Data, lesson planning

Anticipated Timeframe

Frequency

Delivery Method

08/21/2023 - 05/29/2026

Weekly Meetings

Other

Lead Person/Position

Building Principals



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

