Forest City Regional SD
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN	
School District		119583003	
Address 1			
100 Susquehanna Street			
Address 2			
City	**State**	**Zip Code**	
Forest City	PA	18421	
Chief School Administrator		**Chief School Administrator Email**	
Mr Daniel L Gilroy		dgilroy@fcrsd.org	
Single Point of Contact Name			
Daniel Gilroy			
Single Point of Contact Email			
dgilroy@fcrsd.org			
Single Point of Contact Phone Number			
5707852420			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Daniel Gilroy	Administrator	Forest City Regional School District	dgilroy@fcrsd.org
Michael Zack	Administrator	Forests City Regional Elementary School	mzack@fcrsd.org
Cynthia Weiss	Administrator	Forest City Regional High School	cweiss@fcrsd.org
Michelle Lesjack	Administrator	Forest City Regional School District	mlesjack@fcrsd.org
Bernice Lukus	Board Member	Forest City Regional School District	blukus@hotmail.com
Chris Stahl	Board Member	Forest City Regional School District	cstahl@fcrsd.org
Jocelynn Olsommer	Parent	Forest City Regional High School	ourlilcrazylife@hotmail.com
Mary Emmett	Board Member	Forest City Regional School District	memmett@fcrsd.org
Michelle Graziano	Parent	Forest City Regional Elementary School	grazianomr5@gmail.com
Daniel Nebzydoski	Staff Member	Forest City Regional High School	dnebzydoski@fcrsd.org
lisette Kozar	Staff Member	Forest City Regional High School	Lkozar@fcrsd.org
Jason Pantzar	Staff Member	Forest City Regional Elementary School	jpantzar@fcrsd.org
Justin Stevens	Staff Member	Forest City Regional School District	jstevens@fcrsd.org
Kelsey Bryer	Staff Member	Forest City Regional Guidance	kbryer@fcrsd.org
Josh Faatz	Community Member	FCR parent	joshraatz@yahoo.com
eileen Lynch	Community Member	first national bank	lynche@fnb-corp.com
Clara Stackhouse	Student	Forest city regional	stacla@fcrsd.org

LEA Profile

The Forest City Regional School District is a rural school district located in Northeastern Pennsylvania. The District spans 96 miles within three counties: Susquehanna, Lackawanna, and Wayne Counties and serves students from the following municipalities: Pleasant Mount Township, Vandling Borough, Clinton II Township, Herrick Township, Uniondale Borough, and Forest City Borough. The district serves approximately 800 students in grades pre-kindergarten through twelve in two buildings on a single campus. The Forest City Regional Elementary School serves 440 students in grades pre-kindergarten through six and the Forest City Regional High School serves 360 students in grades seven through 12.

The Forest City Regional School District provides robust programming across the pre-k to 12th grade continuum to ensure that all students graduate college, career, and life ready. Faculty, staff, and administration work collaboratively to provide a safe and relevant school climate in which all students are challenged to reach high academic, social-emotional, and behavioral standards.

As indicated in this plan, our team is committed to continuous improvement of curriculum, instruction, and assessment to ensure our students' access to rigorous and relevant experiences that promote academic growth and positive pro-social behaviors.

The Forest City Regional Elementary School provides students access to Multi-tiered Systems of Support for academics and behavior. This tiered approach ensures that students have access to intervention and enrichment as appropriate to support continued progress towards grade level standards.

In addition to core curricula, students have access to a robust PIAA athletic program, extracurricular activities, and the Career Technology Center of Lackawanna County.

Mission and Vision

Mission

The Forest City Regional School District will challenge, empower, and inspire all student to GO BE GREAT! by: Setting high academic standards Fostering critical thinking skills Creating opportunities for collaboration, communication, and innovation Promoting self-directed learning and personal goal setting Engaging in opportunities to care for others

Vision

All Forest City Regional School District students will graduate prepared for post-secondary learning, career, and service.

Educational Values

Students

Every child can learn. Every child is entitled to an education that is designed to support their individual academic, social-emotional and behavioral needs. Learning happens in a safe, supportive and collaborative environment. We are a community of lifelong learners comprised of student, parents, teachers, paraprofessionals, administrators and community members. High expectations for ALL are an integral part of the learning process.

Staff

The effort of our teachers and students makes all the difference and is the most valuable asset in our school district. Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement.

Administration

Our shared leadership approach will maximize the professional growth of our educational team by empowering individuals and giving them an opportunity to lead in their areas of expertise. Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement.

Parents

Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement. Every child can learn. Every child is entitled to an education that is designed to support their individual academic, social-emotional and behavioral needs. Learning happens in a safe, supportive and collaborative environment. We are a community of lifelong learners comprised of student, parents, teachers, paraprofessionals, administrators and community members. High expectations for ALL are an integral part of the learning process.

Community

Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement. Every child can learn. Learning happens in a safe, supportive and collaborative environment.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary School Career Standards Benchmark	100% of students have met the Career Standards Benchmark for the Forest City Regional Elementary School
Elementary School Regular Attendance	For the most recently reported school year, 22-23' the Forest City Regional Elementary School exceeded the statewide average (78.1%) by 3.1% (82.2%)
Grade 3 ELA Proficient/Advanced	68.6% of students in grade 3 scored proficient of advanced on the 2023/2024 SY PSSA compared to 42.6% the previous year.
Grades 6 & 7 Mathematics	PVAAS Index for mathematics shows that grades 6 and 7 showed growth well above the average.
2023-2024 PA Future Ready Index for Middle/High school shows growth that exceeds the statewide growth standard in ELA, math, and science.	The statewide science growth standard is 74.7, Forest City Regional MS/HS has an 85.5 growth score. The statewide ELA growth standard is 75.4, Forest City Regional MS/HS has an 88 growth score. The statewide math growth standard is 74.9, Forest City Regional MS/HS has an 86 growth score.
2023-2024 PA Future Ready Index for Biology indicates that the percentage of students scoring advanced exceeds the state average.	The statewide average of students scoring advanced on the Biology Keystone is 25.8%, Forest City Regional High School had 33.9% of students score advanced.

Challenges

Indicator	Comments/Notable Observations
High School Career Standards Benchmark	The percentage of students attaining the career standards benchmark is 69.2%, the state average is 98%.
2023-2024 PA Future Ready Index for elementary school shows that students have not met the achievement standard for ELA.	2023-2024 PA Future Ready Index for the elementary school shows 48.6% proficiency.
2023-2024 PA Future Ready Index for high school school shows that students have not met the achievement standard for ELA.	2023-2024 PA Future Ready Index for high school school shows 60.8% proficiency for ELA.
2023-2024 PA Future Ready Index for high school school shows that students have not met the achievement standard for math.	2023-2024 PA Future Ready Index for high school school shows 39.2% for math.
2023-2024 PA Future Ready Index for high school school shows that students have not met the achievement standard for science.	2023-2024 PA Future Ready Index for high school school shows 67% proficiency for science.

2023-2024 PA Future Ready Index for elementary school shows that students have not met the achievement standard for math.	2023-2024 PA Future Ready Index for the elementary school school shows proficiency of 34.3% for math,.
2023-2024 PA Future Ready Index for elementary school shows that students have not met the achievement standard for science.	2023-2024 PA Future Ready Index for the elementary school shows 66.7% proficiency for Science.

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

Strengths

Indicator	Comments/Notable Observations
Indicator Inclusion in regular education classrooms. **Grade Level(s) and/or Student Group(s)** Special Education Students	**Comments/Notable Observations** 79.5% of special education students in grades K-12 are inside the regular class 80% or more of the school day according to the most recent SEDR report. This exceeds the state average of 61.6%
Indicator Grade 8 participation rate **Grade Level(s) and/or Student Group(s)** IEP Students.	**Comments/Notable Observations** 100% participation rate for students with IEPs in 8th grade according to the most recent SEDR report. This exceeds the state average of 87.5% as well as the SPP/APR target.
Indicator PA Future Ready Index - proficiency for IEP students **Grade Level(s) and/or Student Group(s)** Students reported as Economically Disadvantaged	**Comments/Notable Observations** Since 2020-2021 SY, the percentage of students scoring proficient or advanced in this student group has increased from 41.1% to 47.9%

Challenges

Indicator	Comments/Notable Observations
Indicator PA Future Ready Index **Grade Level(s) and/or Student Group(s)** Students with disabilities	**Comments/Notable Observations** The percentage of students with disabilities scoring proficient or advanced on the PSSA has consistently decreased since the 2019-2020 SY.
Indicator	**Comments/Notable Observations**

Grade Level(s) and/or Student Group(s)	
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Grade 3 ELA Proficient/Advanced
2023-2024 PA Future Ready Index for Middle/High school shows growth that exceeds the statewide growth standard in ELA, math, and science.
Elementary School Regular Attendance

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

High School Career Standards Benchmark
2023-2024 PA Future Ready Index for elementary school shows that students have not met the achievement standard for math.
2023-2024 PA Future Ready Index for high school school shows that students have not met the achievement standard for math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade 3 Reading Beginning of Year iReady Diagnostic	32% of students are 2 or more grade levels below
Grade 5 Reading Beginning of Year iReady Diagnostic	49% of students are 2 or more grade levels below
Grade 7 Reading Beginning of Year iReady Diagnostic	60% of students are 2 or more grade levels below
Grade 8 Reading Beginning of Year iReady Diagnostic	48% of students are 2 or more grade levels below

English Language Arts Summary

Strengths

Reading grade 3 - 67% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level
Reading grade 5 - 51% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level
Reading grade 7 - 40% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level
Reading grade 8 - 46% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level

Challenges

Reading grade 3 - 16% of students are 3 or more grade levels below
Reading grade 5 - 17% of students are 3 or more grade levels below
Reading grade 7 - 43% of students are 3 or more grade levels below
Reading grade 8 - 39% of students are 3 or more grade levels below

Mathematics

Data	Comments/Notable Observations
Grade 3 Math iReady Beginning of Year Diagnostic	43% of students are 2 or more grade levels below
Grade 5 Math iReady Beginning of Year Diagnostic	41% of students are 2 or more grade levels below
Grade 7 Math iReady Beginning of Year Diagnostic	41% of students are 2 or more grade levels below
Grade 8 Math iReady Beginning of Year Diagnostic	52% of students are 2 or more grade levels below

Mathematics Summary

Strengths

Math grade 3 - 56% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.
Math grade 5 - 58% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.
Math grade 7 - 57% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.
Math grade 8 - 46% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.

Challenges

Math grade 3 - 43% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.
Math grade 5 - 41% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.
Math grade 7 - 28% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.
Math grade 8 - 39% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grade 4 Science PSSA -	67.2% of students proficient or advanced on 2024 PSSA
Grade 8 Science PSSA	70.6% of students scored proficient or advanced on 2024 PSSA
Biology Keystone Exam	70.1% of students scored proficient or advanced on the 2024 Spring Keystone Exam

Science, Technology, and Engineering Education Summary

Strengths

4 Science - 67% of students proficient or advanced on 2024 PSSA
8 Science - 71% of students scored proficient or advanced on 2024 PSSA
Biology Keystone - 70% of students scored proficient or advanced on the 2024 Spring Keystone Exam

Challenges

4 Science - 32% of students scored basic or below basic on the 2024 PSSA
8-Science - 29% of students scored basic or below basic on the 2024 PSSA

Biology Keystone - 30% of students scored basic or below basic on the 2024 Spring Keystone Exam

Related Academics

Career Readiness

Data	Comments/Notable Observations
Forest City Regional High School Career Standards Benchmark	69.2% of all student groups have met the career standards benchmark
Forest City Regional Elementary School Career Standards Benchmark	100% of all student groups have met the career standards benchmark

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

True 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.

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.

100% of all student groups within Forest City Regional Elementary School have met the career standards benchmark, the statewide average is 91.3%
FCRSD utilizes the Smart Futures career platform

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.

69.2% of all student groups within Forest City Regional High School met the career standards benchmark, the state average is 91.3%
Emedding career standards artifacts in high school classrooms utilizing Smart Futures

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
FCRES 16.7% of students with disabilities are proficient or advanced on English Language Arts PSSA	
FCRES 10% of students with disabilities are proficient or advanced on Math PSSA	
FCRHS 22% of students with disabilities are proficient or advanced in English Language Arts/Literature	
FCRHS 0% of students with disabilities are proficient or advanced in Mathematics/Algebra I	

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

FCRES 16.7% of students with disabilities are proficient or advanced on English Language Arts PSSA
FCRHS 22% of students with disabilities are proficient or advanced in English Language Arts/Literature

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.

FCRES 10% of students with disabilities are proficient or advanced on Math PSSA
FCRHS 0% of students with disabilities are proficient or advanced in Mathematics/Algebra I

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

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.

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	Exemplary

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	Exemplary
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	Operational

Summary

Strengths

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

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

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.

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

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
Grade 3 ELA Proficient/Advanced	False
2023-2024 PA Future Ready Index for Middle/High school shows growth that exceeds the statewide growth standard in ELA, math, and science.	True
Elementary School Regular Attendance	False
Reading grade 3 - 67% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level	False
Reading grade 5 - 51% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level	False
Math grade 3 - 56% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.	False
Math grade 5 - 58% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.	False
4 Science - 67% of students proficient or advanced on 2024 PSSA	False
100% of all student groups within Forest City Regional Elementary School have met the career standards benchmark, the statewide average is 91.3%	True
Reading grade 7 - 40% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level	True
Reading grade 8 - 46% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level	True
Math grade 7 - 57% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.	True
Math grade 8 - 46% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.	False
8 Science - 71% of students scored proficient or advanced on 2024 PSSA	False
Biology Keystone - 70% of students scored proficient or advanced on the 2024 Spring Keystone Exam	False
FCRSD utilizes the Smart Futures career platform	True

FCRHS 22% of students with disabilities are proficient or advanced in English Language Arts/Literature	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	True
FCRES 16.7% of students with disabilities are proficient or advanced on English Language Arts PSSA	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
High School Career Standards Benchmark	True
2023-2024 PA Future Ready Index for elementary school shows that students have not met the achievement standard for math.	True
2023-2024 PA Future Ready Index for high school school shows that students have not met the achievement standard for math.	True
Reading grade 3 - 16% of students are 3 or more grade levels below	False
Reading grade 5 - 17% of students are 3 or more grade levels below	False
Math grade 3 - 43% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.	False
Math grade 5 - 41% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.	False
4 Science - 32% of students scored basic or below basic on the 2024 PSSA	False
Reading grade 7 - 43% of students are 3 or more grade levels below	False
Reading grade 8 - 39% of students are 3 or more grade levels below	False
Math grade 8 - 39% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.	False
8-Science - 29% of students scored basic or below basic on the 2024 PSSA	False
Biology Keystone - 30% of students scored basic or below basic on the 2024 Spring Keystone Exam	False
69.2% of all student groups within Forest City Regional High School met the career standards benchmark, the state average is 91.3%	False

Math grade 7 - 28% of students are 3 or more grade levels below based on the iReady Beginning of Year Diagnostic.	False
Emedding career standards artifacts in high school classrooms utilizing Smart Futures	False
FCRES 10% of students with disabilities are proficient or advanced on Math PSSA	False
FCRHS 0% of students with disabilities are proficient or advanced in Mathematics/Algebra I	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	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.

Math is a priority area for the district.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
High School Career Standards Benchmark	We have a successful program in the elementary school that we can look at to help us at the secondary level. We have control as a school district over this and accomplishit during the school day.	True
2023-2024 PA Future Ready Index for elementary school shows that students have not met the achievement standard for math.	The primary root cause of low mathematics achievement is the level of teacher preparation and understanding of best practices for fostering mathematical thinking and use of student data.	True
2023-2024 PA Future Ready Index for high school school shows that students have not met the achievement standard for math.	The primary root cause of low mathematics achievement is the level of teacher preparation and understanding of best practices for fostering mathematical thinking and use of student data.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
2023-2024 PA Future Ready Index for Middle/High school shows growth that exceeds the statewide growth standard in ELA, math, and science.	
100% of all student groups within Forest City Regional Elementary School have met the career standards benchmark, the statewide average is 91.3%	
FCRSD utilizes the Smart Futures career platform	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	
Reading grade 7 - 40% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level	
Reading grade 8 - 46% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level	
Math grade 7 - 57% of students fall into the categories of: one grade level below, early on grade level, mid or above grade level based on the iReady Beginning of Year Diagnostic.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In order to ensure that students meet or exceed the career standards benchmark, we must priorize the use of Smart Futures to capture the career readiness work that students are completing in order to leave Forest City Regional ready for college, careers, and the workforce.
	To improve mathematics achievement in the elementary school, we will enhance preparation by providing targeted professional development on best practices for fostering mathematical thinking. This includes training in OGAP mathematics and effective use of data to drive instruction.
	To improve mathematics achievement in the high school, we will enhance preparation by providing targeted professional development on best practices for fostering mathematical thinking. This includes training in Instructional Coaching for Effective Instruction and effective use of data to drive instruction.

Goal Setting

Priority: In order to ensure that students meet or exceed the career standards benchmark, we must priorize the use of Smart Futures to capture the career readiness work that students are completing in order to leave Forest City Regional ready for college, careers, and the workforce.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
Forest City Regional High School will utilize the Smart Futures platform to ensure students meet the Career Standards Benchmark, meeting or exceeding the statewide performance standard of 98% within three years.		
Measurable Goal Nickname (35 Character Max)		
Career Standards		
Target Year 1	**Target Year 2**	**Target Year 3**
Forest City Regional High School will utilize the Smart Futures platform to ensure students meet the Career Standards Benchmark, with 85% of students meeting the Career Standards Benchmark.	Forest City Regional High School will utilize the Smart Futures platform to ensure students meet the Career Standards Benchmark, with 93% of students reaching the Career Standards Benchmark.	Forest City Regional High School will utilize the Smart Futures platform to ensure students meet the Career Standards Benchmark, meeting or exceeding the statewide performance standard of 98% within three years.

Priority: To improve mathematics achievement in the elementary school, we will enhance preparation by providing targeted professional development on best practices for fostering mathematical thinking. This includes training in OGAP mathematics and effective use of data to drive instruction.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The percentage of elementary students scoring Proficient or Advanced in mathematics will increase from 34.3% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA results, with data-driven instructional adjustments made accordingly.		
Measurable Goal Nickname (35 Character Max)		
Mathematics Achievement Elementary		
Target Year 1	**Target Year 2**	**Target Year 3**

The percentage of elementary students scoring Proficient or Advanced in mathematics will increase from 34.3% (2024 baseline) to 39%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA results, with data-driven instructional adjustments made accordingly.	The percentage of elementary students scoring Proficient or Advanced in mathematics will increase from 34.3% (2024 baseline) to 45%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA results, with data-driven instructional adjustments made accordingly.	The percentage of elementary students scoring Proficient or Advanced in mathematics will increase from 34.3% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA results, with data-driven instructional adjustments made accordingly.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Measurable Goal Nickname (35 Character Max)		
Target Year 1	**Target Year 2**	**Target Year 3**

Priority: To improve mathematics achievement in the high school, we will enhance preparation by providing targeted professional development on best practices for fostering mathematical thinking. This includes training in Instructional Coaching for Effective Instruction and effective use of data to drive instruction.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The percentage of middle & high school students scoring Proficient or Advanced in mathematics will increase from 39.2% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA/Keystone results, with data-driven instructional adjustments made accordingly.		
Measurable Goal Nickname (35 Character Max)		
Mathematics Achievement MS/HS		
Target Year 1	**Target Year 2**	**Target Year 3**

The percentage of middle & high school students scoring Proficient or Advanced in mathematics will increase from 39.2% (2024 baseline) to 43%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA/Keystone results, with data-driven instructional adjustments made accordingly.	The percentage of middle & high school students scoring Proficient or Advanced in mathematics will increase from 39.2% (2024 baseline) to 47%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA/Keystone results, with data-driven instructional adjustments made accordingly.	The percentage of middle & high school students scoring Proficient or Advanced in mathematics will increase from 39.2% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA/Keystone results, with data-driven instructional adjustments made accordingly.

Action Plan

Measurable Goals

Career Standards	Mathematics Achievement Elementary
	Mathematics Achievement MS/HS

Action Plan For: On-going Assessment Project (OGAP)

Measurable Goals:
• The percentage of elementary students scoring Proficient or Advanced in mathematics will increase from 34.3% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA results, with data-driven instructional adjustments made accordingly.

Action Step		**Anticipated Start/Completion Date**	
Teachers will receive professional development and coaching sessions on OGAP.		2025-08-04	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Michael Zack, Elementary Principal Daniel Gilroy, Superintendent	OGAP Coach	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Teachers will enhance current instructional strategies and implement new methodololgies using knowledge from OGAP Training.		2025-08-04	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Math teachers in grades 3-6	OGAP trainer, OGAP manual	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The percentage of elementary students scoring Proficient or Advanced in mathematics will increase from 34.3% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028.	Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA results, with data-driven instructional adjustments made accordingly. This will be completed by classroom teachers and administration.

Action Plan For: Smart Futures

Measurable Goals:
• Forest City Regional High School will utilize the Smart Futures platform to ensure students meet the Career Standards Benchmark, meeting or exceeding the statewide performance standard of 98% within three years.

Action Step		Anticipated Start/Completion Date	
Middle and High School Students will use activities, assessments, and resources aligned with the Career Education Standards to meet or exceed the statewide performance standard of 98% within three years.		2025-08-01	2028-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Cynthia Weiss/Principal	Budget to continue the use of the Smart Futures Platform K - 12.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will make informed decisions about postsecondary education and career pathways through completion of Smart Futures Platform.	Specific discussions, activities and artifacts that are aligned with curriculum will be monitored by teachers within the classrooms. School counselors will monitor the completion at the end of each marking period.

Action Plan For: Effective Engagement and Instruction

Measurable Goals:
• The percentage of middle & high school students scoring Proficient or Advanced in mathematics will increase from 39.2% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028. Progress will be monitored annually through benchmark assessments, PVAAS projections, and PSSA/Keystone results, with data-driven instructional adjustments made accordingly.

Action Step	Anticipated Start/Completion Date	
Teachers will receive professional development and coaching sessions related to Effective Engagement and Instruction.	2025-08-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Cynthia Weiss/Principal	Effective Engagement and Instruction Coaching	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Teachers will enhance current instructional strategies and implement new learning strategies using Effective Engagement and Instruction.		2025-08-01	2028-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
7 - 12th grade math teachers	Effective Engagement and Instructional Coaching	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The percentage of middle and high school students scoring Proficient or Advanced in mathematics will increase from 39.2% (2024 baseline) to 50%, reducing the gap toward the 2033 state target of 71.8% by the spring of 2028.	Progress will be monitored annually through benchmark assessments, PVAAS projections, CDT results, PSSA results, with data-driven instructional adjustments made accordingly. This will be completed by classroom teachers and administration.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
On-going Assessment Project (OGAP)	Teachers will receive professional development and coaching sessions on OGAP.
Effective Engagement and Instruction	Teachers will receive professional development and coaching sessions related to Effective Engagement and Instruction.

OGAP Coaching

Action Step
• Teachers will receive professional development and coaching sessions on OGAP.
Audience
Grade level teachers PK-3 and mathematics teachers in grades 4, 5, 6
Topics to be Included
Curriculum, pacing, instructional topics and instructional strategies
Evidence of Learning
Teachers will implement strategies such as math hands, number lines, ten frames, number paths, base 5 and 10, rote counting, counting collections, and other tools to enhance student understanding of mathematics.

Lead Person/Position	Anticipated Start	Anticipated Completion
Michael Zack/Principal, classroom teachers	2025-08-25	2028-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Three to five coaching sesions per school year. Monitoring trimester growth each school year.

Observation and Practice Framework Met in this Plan
• 3d: Using Assessment in Instruction
• 3b: Using Questioning and Discussion Techniques
• 1d: Demonstrating Knowledge of Resources
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Indicator 13 Effective Practices in Transition Training

Effective and Engaging Instruction

Action Step
• Teachers will receive professional development and coaching sessions related to Effective Engagement and Instruction.
Audience
The main audience will be 7th—12th grade math, STEM, and science teachers. All other content teachers in the district will also be exposed to this training.
Topics to be Included
Visual learning, metacognitive thinking skills, problem-solving, collaboration, building/sustaining a supporting classroom culture based on inquiry and deeper learning
Evidence of Learning
Teachers will implement strategies that will develop more academic independence and agency. Students will be visibly showing their thinking process while lessons, discussions, and activities are developed around higher depth of knowledge activities.

Lead Person/Position	Anticipated Start	Anticipated Completion
Cynthia Weiss/Principal, classroom teachers	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	One coaching session per month
Observation and Practice Framework Met in this Plan	

- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 1c: Setting Instructional Outcomes
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings

Communications Activities

OGAP Communication					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Families	How families can reinforce big ideas and core competencies included in the professional development plan.	Michael Zack, Prinicial	08/15/2025	06/15/2028
Communications					

Type of Communication	**Frequency**
Email	Twice annually

Smart Futures Communication					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Families	Introduction of the Program, Log In Process, Components needed to reach the 8th grade requirements and the 11th grade requirements.	Cynthia Weiss, Principal	08/01/2025	08/01/2028

Communications	
Type of Communication	**Frequency**
Presentation	Twice annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date