



## Profile and Plan Essentials

|   |              |   |
|---|--------------|---|
| <b>LEA Type</b>                             |              | AUN                                     |
| School District                             |              | 101262903                               |
| <b>Address 1</b>                            |              |   |
| 142 Constitution St                         |              |   |
| <b>Address 2</b>                            |              |   |
|   |              |   |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                         |
| Perryopolis                                 | PA           | 15473                                   |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b> |
| Mr. Michael V Turek                         |              | mturek@fraziersd.org                    |
| <b>Single Point of Contact Name</b>         |              |   |
| Michael V. Turek                            |              |   |
| <b>Single Point of Contact Email</b>        |              |   |
| mturek@fraziersd.org                        |              |   |
| <b>Single Point of Contact Phone Number</b> |              |   |
| 724-736-9507                                |              |   |

## Steering Committee

| Name                   | Position/Role | Building/Group/Organization                | Email                     |
|------------------------|---------------|--|---------------------------|
| Mr. Michael V. Turek   | Administrator | District                                   | mturek@fraziersd.org      |
| Dr. Jason Pappas       | Administrator | HS Principal                               | jpappas@fraziersd.org     |
| Mrs. Amanda Law        | Administrator | MS Principal                               | alaw@fraziersd.org        |
| Dr. Anne Stillwagon    | Administrator | ES Principal                               | astillwagon@fraziersd.org |
| Mr. Scott Hazelbaker   | Administrator | Director of Technology                     | shazelbaker@fraziersd.org |
| Mrs. Jen Salaway       | Parent        | HS   | jensalaway@gmail.com      |
| Mrs. Rebecca Day       | Staff Member  | HS   | rday@fraziersd.org        |
| Mr. John Malone        | Staff Member  | HS   | jmalone@fraziersd.org     |
| Mrs. Cheryl Mattay     | Parent        | HS/MS                                      | cmattay@fraziersd.org     |
| Mrs. Ashley Zocco      | Parent        | ES   | azocco@fraziersd.org      |
| Mrs. Rebecca Barota    | Staff Member  | ES   | rbarota@fraziersd.org     |
| Mr. Vincent Rafail     | Staff Member  | MS   | vrafail@fraziersd.org     |
| Mrs. Katie Victor      | Parent        | MS   | kvictor@fraziersd.org     |
| Mrs. Heather Blaney    | Staff Member  | MS   | hblaney@fraziersd.org     |
| Mrs. Megan Hoff        | Board Member  | Frazier School District Board of Directors | megmarie4421@icloud.com   |
| Dr. Alicia Puskar      | Board Member  | Frazier School District Board of Directors | aliciapuskar@gmail.com    |
| Mr. Rick Adams         | Board Member  | Frazier School District Board of Directors | rickadams23@yahoo.com     |
| Mrs. Vicki Olexa       | Board Member  | Frazier School District Board of Directors | vicki.olexa@gmail.com     |
| Mrs. Melissa Patitucci | Board Member  | Frazier School District Board of Directors | melissa.a.shoaf@gmail.com |
| Mr. Douglas Clingan    | Board Member  | Frazier School District Board of Directors | douglasclingan@gmail.com  |
| Mr. Thomas Shetterly   | Board Member  | Frazier School District Board of Directors | tom.shetterly@iu1.org     |
| Mr. Michael Tretinik   | Board Member  | Frazier School District Board of Directors | miket@chapmancorpo        |
| Mrs. Jill A. Devine    | Board Member  | Frazier School District Board of Directors | jill.devine@fraziersd.org |
| Ms. Rachel Petyk       | Staff Member  | HS   | rpetyk@fraziersd.org      |
| Ms. Elizabeth Katic    | Student       | HS   | ek0772@my.fraziersd.org   |
| Ms. Alyssa Blair       | Student       | HS   | ab3869@my.fraziersd.org   |
| Ms. Sophia Kudyba      | Student       | HS   | sk7845@my.fraziersd.org   |
| Ms. Chloe Harger       | Student       | HS   | ch8703@my.fraziersd.org   |
| Mrs. Rebecca Rodriguez | Administrator | Business Manager                           | rrodriguez@fraziersd.org  |
| Mr. Nicholas Damico    | Administrator | Director of Special Education              | ndamico@fraziersd.org     |



## LEA Profile

### Frazier School District Overview

The Frazier School District is committed to providing students with the support and opportunities necessary for a successful transition from education to real-world applications. A balanced approach between academic studies, exploratory experiences, and practical arts activities is offered in a nurturing environment. The district's educational philosophy acknowledges individual differences and empowers students to recognize and achieve their full potential as informed, productive citizens in a multicultural, democratic society.

### Ongoing Challenges

Like many school districts across the Commonwealth of Pennsylvania, Frazier faces continued challenges due to the growing competition from cyber charter schools. The misallocation of taxpayer funds toward tuition for these schools continues to place a strain on the district's budget.

Another significant challenge is meeting the needs of a large population of economically disadvantaged students. As of 2024, 57.4% of Frazier's student body has been identified as economically disadvantaged. As a result, the district qualified for the *Community Eligibility Provision* (CEP), allowing all students—across all grade levels—to receive both free breakfast and free lunch.

### Facilities and Infrastructure

The aging high school facility remains an area of concern, with the last major renovation completed in 1990. However, progress is being made. In May 2025, the district secured grant funding through the *School Improvement Grant* program. These funds are being used for essential upgrades, including new doors, windows, and HVAC improvements—measures aimed at extending the life and functionality of the building.

## Mission and Vision

### **Mission**

The mission of the Frazier School District is to develop respectful, responsible, and contributing community members who are prepared for their unique life path by providing a safe and positive learning environment.

### **Vision**

Small School, Big Dreams to provide a learning environment where every student is valued, challenged, and supported to reach their highest potential.

## Educational Values

### **Students**

All students are to be valued and serve a safe and encouraging place to grow and learn. Students are to experience individualized learning experiences that provides student voice and choice.

### **Staff**

We also believe that our schools should model loyalty and integrity in a respectful, inclusive, and dynamic environment. We will provide staff with time and support to grow professionally as well as personally.

### **Administration**

We believe that the district has a responsibility to seek out and cultivate strong partnerships among students, faculty/staff, families, and community in an effort to strengthen the educational process and broaden well-rounded educational opportunities in collaboration with post-secondary institutions, businesses, and industry to create and sustain programs to prepare students to excel beyond high school. We believe that the physical facility of the school should reflect a strong sense of pride while providing the resources needed to carry out our mission. The district will operate in a fiscally responsible manner in order to continually maintain and improve both the physical plant and the educational programs. Fiscal decisions are effectively balanced so that the educational needs of the students are met.

### **Parents**

We believe parental support is key to a quality education. Communication improves and supports student learning. We will work together to foster an open, caring, learning environment.

### **Community**

The Frazier School District Community believes that all students can learn and that the students should share in the responsibility for their own education.

### **Other (Optional)**

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

| Indicator   | Comments/Notable Observations   |
|---|---|
| Students in Middle School showed growth in the area of Science.                         | 74% Adv/Pro   |
| Middle School student attendance is higher than state average.                          | MS- 82% compared to the state average of 78.1%.   |
| 84.2% % of elementary students in grade four were Pro / Adv in Science on the 2024 PSSA | Science we be administered in grade five moving forward. Assessments will be required to be administered electronically moving from pencil and paper. |
| Middle School Students met Career Standards Benchmark.                                  | FMS 97.3% State Average 91.4%   |
| Elementary School Students met Career Standards Benchmark.                              | FES 95.2% State Average 91.4%   |
| High School Students met Career Standards Benchmark.                                    | FHS 98.4% State Average 91.4%   |

#### Challenges

| Indicator  | Comments/Notable Observations        |
|--|--------------------------------------|
|  |                                      |
|  |                                      |
| High School - Attendance is below state average.               | FHS 71.4% - State Average 78.1%      |
| Elementary School - Attendance is below state average.         | FES 70% - State Average 78.1%        |
| High School - Failed to meet ELA/Literature Target.            | FHS 39.7% - State Average 53.9%      |
| High School - Failed to meet Mathematics/Algebra Target.       | FHS 22.2% - State Average 40.2%      |
| High School - Failed to meet Science/Biology Target.           | FHS 39.7% - State Average 59.2%      |
| Middle School - Failed to meet ELA/Literature Target.          | FMS 47.9% - State Average 53.9%      |
| Middle School - Failed to meet Mathematics/Algebra Target.     | FMS 22.1% 2024 - State Average 40.2% |
| Elementary School - Failed to meet ELA/Literature Target.      | FES 50.5% - State Average 53.9%      |
| Elementary School - Failed to meet Mathematics/Algebra Target. | FES 37.4% - State Average 40.2%      |

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

#### Strengths

| Indicator  | Comments/Notable Observations                      |
|--|--|
| High School students met statewide growth standard in ELA in the economically disadvantaged group. | Economically Disadvantage is FSD largest subgroup. |



|  |  |
|--|--|
| <b>Grade Level(s) and/or Student Group(s)</b><br>High School - Grades 9-12   |  |
| <b>Indicator</b><br>Elementary students in grades 3-5 in the Subgroup "Students w/ Disabilities" - showed growth in Math<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 3-5 in the Subgroup "Students w/ Disabilities" | <b>Comments/Notable Observations</b><br>New Math series implemented. |

### Challenges

|   |   |
|---|---|
| <b>Indicator</b><br>(Elementary Students in grades 3-5) Percent Proficient/Advanced in both Math and English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target. Students also failed to meet growth expectations as well in both subject areas.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Elementary Grades 3-5       | <b>Comments/Notable Observations</b><br>All grades failed to meet the goal target set by the state of Pennsylvania in Math and ELA and had a decrease in performance compared to the previous year. Administration and Teaching Staff are concerned about proper curriculum alignment to the state standards. |
| <b>Indicator</b><br>(Middle School Students in grades 6-7) Percent Proficient/Advanced in both Math and English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target. Students also failed to meet growth expectations as well in both subject areas.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Middle School Grades 6-8 | <b>Comments/Notable Observations</b><br>All grades failed to meet the goal target set by the state of Pennsylvania in Math and ELA and had a decrease in performance compared to the previous year. Administration and Teaching Staff are concerned about proper curriculum alignment to the state standards. |
| <b>Indicator</b><br>(High School Students grades 9-11) Percent Proficient/Advanced in both Algebra and English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target. Students also failed to meet growth expectations in Algebra as well.<br><b>Grade Level(s) and/or Student Group(s)</b><br>High School Grades 9-12              | <b>Comments/Notable Observations</b><br>Administration and Teaching Staff are concerned about proper curriculum alignment to the state standards.   |
| <b>Indicator</b><br>In December of 2024, the Frazier High School was placed on the Pennsylvania Underperforming High School list.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 9-12   | <b>Comments/Notable Observations</b><br>All Keystone Tested subject areas are showing underperforming scores in Algebra, Biology and English Language Arts.   |

## 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.

|   |
|---|
| Middle School student attendance is higher than state average.                            |
| Middle School showed growth in the area of Science.                                       |
| 84.2% % of elementary students in grade four were Pro / Adv. in Science on the 2024 PSSA. |

### 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 - Failed to meet Mathematics/Algebra Target.  |
| Middle School - Failed to meet Mathematics/Algebra Target.  |
| High School - Failed to meet ELA/Literature Target.   |
| Middle School - Failed to meet ELA/Literature Target.   |
| In December of 2024, the Frazier High School was placed on the Pennsylvania Underperforming High School list. |

## Local Assessment

### English Language Arts

| Data                              | Comments/Notable Observations   |
|-----------------------------------|---|
| PSSA Assessments Grades 3-8 (ELA) | Reviewed with administration and professional staff throughout the school year to drive instruction and curriculum focus. |
| Keystone Assessments Grades 9-12  | Reviewed with administration and professional staff throughout the school year to drive instruction and curriculum focus. |
| Local Assessments Grades PreK-12  | Administered and reviewed annually.   |
| DIBELS Assessment Grades K-5      | 2024/2025 data indicated growth in students receiving Title One instruction.  |

### English Language Arts Summary

#### Strengths

|   |
|---|
| 2024/2025 Professional Development focused on a deep dive into student data through PVAAS.  |
| Staff Professional Development led by the Pennsylvania Department of Education's Statewide PVAAS support team.  |
| Focus on curriculum development with the assistance of the IU1. Two year cohort focusing on the writing and alignment of the ELA curriculum grade K-12. |

#### Challenges

|   |
|---|
| Finances are a struggle for the Frazier School District. Be able to provide monies to participate in the program.         |
| Substitutes will be a challenge when classroom teachers are out for curriculum development participating in their cohort. |
| The development of the aligned ELA curriculum will take a two year commitment to complete.                                |

### Mathematics

| Data                                      | Comments/Notable Observations  |
|---|--|
| PSSA Assessments Grades 3-8 (Mathematics) | Math scores were poor- Experienced learning loss consistently from grades three to eight.  |
| Keystone Assessments Grades 9-12          | Previously administered in Algebra grade 8, will not be offered at this level for the continuation of the this comprehensive plan. FHS was place on the low achieving scores list for the state of Pennsylvania being placed in the bottom 15% of schools. |
| Local Assessments Grades PreK-12          | Data predicted students lacking basic mathematics skills.  |
| DIBELS Assessment Grades 3-5              | Data predicted students lacking basic mathematics skills.  |

## Mathematics Summary

### Strengths

|   |
|---|
| A consistent program is implemented in grades K-8. (Reveal Math - McGraw/Hill)  |
| The district has agreed to take a focus to foundational skills prior to higher level courses. (ie moving Algebra out of grade 8 to FHS) |

### Challenges

|  |
|--|
| Writing and aligning the mathematics curriculum to the PA academic standards and eligible content.   |
| Implementing a consistent scope and sequence of mathematic content from grades K-12.   |
| Providing training and time for the mathematics department to create and implement.  |
| Prior to the pandemic students at Frazier were performing above the state average in the Algebra I KEYSTONE, there has been an obvious learning loss that has significantly decreased student readiness. |

## Science, Technology, and Engineering Education

| Data                                      | Comments/Notable Observations   |
|---|---|
| PSSA Assessments Grades 4 and 8 (Science) | Data reflects that students' scores are above state average. (Grade 4 science PSSA has been moved to be administered in Grade 5)      |
| Keystone (Biology)                        | Administered in Grade 9 this assessment may be moved to Grade 10 at teacher recommendations. Students performing below state average. |

## Science, Technology, and Engineering Education Summary

### Strengths

|   |
|---|
| Data indicates that Grade 4 students have consistently performed above the Pennsylvania State Average on the PSSA assessment.   |
| Project based learning is provided for students through several classes and electives including Project Lead the Way (PLTW) grades 6-12, Robotics and Technology grades 9-12. |

### Challenges

|   |
|---|
| The implementation and curriculum alignment to reflect the newly required STEEL standards will be a challenge for our staff beginning in 2025.  |
| Students and Staff will be faced with administering and taking the state wide assessments in grades 3-12 which include both the PSSA and KEYSTONE via the computer platform. Preliminary data already indicates a drop in scores due to student focus and inability to work through the assessment effectively. |
| Financial constraints limit the purchase of materials and resources for students and staff.   |



## Related Academics

### Career Readiness

| Data  | Comments/Notable Observations   |
|---|---|
| Future Ready PA Index: Career Standards Benchmark   | All student groups have consistently exceeded the state performance standard in this area for the past 6 years.                 |
| Future Ready PA Index: Percent Graduation 4-Year Cohort   | All student groups have consistently met or exceeded the state performance standard in this area for the past 5 years.          |
| Future Ready PA Index: Industry Based Learning; Percent Graduates Competent or Advanced Industry Standards Based Competency Assessments | Students identified as Economically Disadvantaged have performed higher than other subgroups in this area for the past 6 years. |

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**False** Arts and Humanities Omit

| Data  | Comments/Notable Observations   |
|---|---|
| At the conclusion of the 2023/2024 school year, the FSD was forced to furlough several teachers due to financial difficulties. One of those teachers being the district art teacher removing a designated art class from each of our buildings. | There has been a notable effect on the students without a designated art program at Frazier. It would be in the best interest of the FSD to budget and employ a new teacher for this area over the course of this comprehensive plan. |

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**False** Family and Consumer Sciences Omit

| Data  | Comments/Notable Observations   |
|---|---|
| At the conclusion of the 2023/2024 school year, the FSD was forced to furlough several teachers due to financial difficulties. One of those teachers being a designate Family Consumer Science Teacher. FCS standards were then divided amongst other staff members to cover in their curriculum. (i.e. Health and wellness.) | There has been a notable effect on the students without a designated FCS program at Frazier. It would be in the best interest of the FSD to budget and employ a new teacher for this area over the course of this comprehensive plan. |

### 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

Mount Aloysius

### Agreement Type

Other

### Program/Course Area

College in the High School- AP American Government, AP English 12, AP European History, AP Calc, and AP U.S. History

### Uploaded Files

MountA\_2025-04-29-08-58-37.pdf

### Partnering Institution

St. Francis

### Agreement Type

Other

### Program/Course Area

College in the High School- AP American Government, AP English 12, AP European History, AP Calc, and AP U.S. History

### Uploaded Files

STF\_2025-06-24-13-16-10.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.

|  |
|--|
| Our guidance department ensures compliance with career benchmarks and standards. |
| Our students meet graduation requirements on a regular basis.                    |

### 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.

|  |
|--|
| Financial constraints continue to have a great impact on the courses offered in the Frazier School District which impedes opportunities such as Art and FCS for our students. Having the ability to employ a full time Art teacher would have the most impact on students grades K-12.   |
| Cyber Charter School options continue to have a large impact on funding, stripping the district of revenues that is unjust and unfair to taxpayer and student education. The cyber charter option also eliminates accountability of students creating an easier path to graduation increasing student pupil/pupil student costs. |



## Equity Considerations

### English Learners

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

| Data         | Comments/Notable Observations                  |
|--------------|--|
| Teacher Data | ESL teacher monitors progress                  |
| PSSA         | Data is evaluated, changes made to instruction |
| KEYSTONE     | Data is evaluated, changes made to instruction |

### Students with Disabilities

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

| Data         | Comments/Notable Observations                       |
|--------------|---|
| PASA         | Data is evaluated, changes made to instruction      |
| PSSA         | Data is evaluated, changes made to instruction      |
| KEYSTONE     | Data is evaluated, changes made to instruction      |
| Teacher Data | Teachers monitor student progress toward IEP Goals. |

### Students Considered Economically Disadvantaged

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

| Data                  | Comments/Notable Observations  |
|-----------------------|--|
| PA Future Ready Index | Indicates that students who are identified as Economically Disadvantaged, perform well below the state wide average.   |
| PA Future Ready Index | 53.5% of the Frazier School District's student population has been determined as economically disadvantaged. This trend continues to increase over the past six years. |
|                       |  |
| PA Future Ready Index | Indicates that students who are identified as Economically Disadvantaged, perform well below the state wide average.   |

|                       |  |
|-----------------------|--|
| PA Future Ready Index | 53.5% of the Frazier School District's student population has been determined as economically disadvantaged. This trend continues to increase over the past six years. |
|-----------------------|--|

### Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations   |
|----------------|---|
| White          | Insufficient data for any other student groups by race/ethnicity, except 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.

|  |
|--|
| The district employees its own ESL teacher who meets the needs of ESL learners directly.   |
| The district employees social and psychology services to help alleviate behaviors that impede the learning of students with social emotional disabilities. |
| The special education department works to meet the needs of all learners by providing differentiated instruction and assessments.                          |
|  |
|  |

#### 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.

|   |
|---|
| The district's largest sub-group, economically disadvantaged, consistently performs below the state wide average on assessments such as the PSSA and KEYSTONE.  |
| For the beginning of the 2025/2026 school year, the Frazier School District has a total of over 250 students out of its 950 student population with IEPs. According to the Future Ready Index, that is 18.2% of the students have been identified needing an IEP. It is a fiscal challenge to provide the proper continuum of services. |
|   |
|   |
|   |



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                       | N/A                           |
| English Language Development Programs | N/A                           |

## 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 | Emerging    |

### Focus on Continuous Improvement of Instruction

|   |             |
|---|-------------|
| Ensure effective, standards-aligned curriculum and assessment   | Emerging    |
| 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 | Exemplary   |

### 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 | Exemplary   |

### 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 | Emerging    |
| 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.

The Frazier School District has formed a partnership this school year with the Pennsylvania Department of Education as well as the Pennsylvania Statewide PVAAS team providing district staff with professional development on how to successfully use district data to drive instruction and align curriculum to the state standards.

The Frazier School District has committed to investing in our staff and curriculum development in providing professional development to align our curriculum and rewrite our current curriculum in all facets. Most notably the partnership with the IU#1, we will be rewriting the 7-12 curriculum at the IU! during the 2025/2026 school year and then K-6 for 2026/2027.

The Frazier School District has contracted with EdInsight to provide professional development for the 2024/2025 and 2025/2026 school year to assist with data driven curriculum development.

### 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.

The lack of staffing adds to the job duties of all, which results in less time for curriculum review, design, and improvement.

Funds continue to be a struggle for the Frazier School District, we are relying on grant funding to help accomplish many of our facility and staffing needs as well as state mandates.

## 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 |
|---|---------------------------------|
| Middle School student attendance is higher than state average.  | False                           |
| Middle School showed growth in the area of Science.   | False                           |
| 84.2% % of elementary students in grade four were Pro / Adv in Science on the 2024 PSSA.  | False                           |
| 2024/2025 Professional Development focused on a deep dive into student data through PVAAS.  | True                            |
| Staff Professional Development led by the Pennsylvania Department of Education's Statewide PVAAS support team.  | True                            |
| Focus on curriculum development with the assistance of the IU1. Two-year cohort focusing on the writing and alignment of the ELA curriculum grade K-12.   | True                            |
| A consistent program is implemented in grades K-8. (Reveal Math - McGraw/Hill)  | False                           |
| The Frazier School District has formed a partnership this school year with the Pennsylvania Department of Education as well as the Pennsylvania Statewide PVAAS team providing district staff with professional development on how to successfully use district data to drive instruction and align curriculum to the state standards.                                      | True                            |
| The Frazier School District has committed to investing in our staff and curriculum development in providing professional development to align our curriculum and rewrite our current curriculum in all facets. Most notably the partnership with the IU#1, we will be rewriting the 7-12 curriculum at the IU! during the 2025/2026 school year and then K-6 for 2026/2027. | True                            |
| The special education department works to meet the needs of all learners by providing differentiated instruction and assessments.   | True                            |
| The district has agreed to take a focus to foundational skills prior to higher level courses. (ie moving Algebra out of grade 8 to FHS)   | False                           |
| Data indicates that Grade 4 students have consistently performed above the Pennsylvania State Average on the PSSA assessment.   | False                           |
| Project based learning is provided for students through several classes and electives including Project Lead the Way (PLTW) grades 6-12, Robotics and Technology grades 9-12.   | False                           |
| Our guidance department ensures compliance with career benchmarks and standards.  | False                           |
| Our students meet graduation requirements on a regular basis.   | False                           |
| The district employees its own ESL teacher who meets the needs of ESL learners directly.  | False                           |
| The district employees social and psychology services to help alleviate behaviors that impede the learning of students with social emotional disabilities.  | False                           |
| The Frazier School District has contracted with EdInsight to provide professional development for the 2024/2025 and 2025/2026 school year to assist with data driven curriculum development.  | 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 - Failed to meet Mathematics/Algebra Target.   | True                            |
| Middle School - Failed to meet Mathematics/Algebra Target.   | False                           |
| High School - Failed to meet ELA/Literature Target.  | True                            |
| Middle School - Failed to meet ELA/Literature Target.  | False                           |
| In December of 2024, the Frazier High School was placed on the Pennsylvania Underperforming High School list.  | True                            |
| Finances are a struggle for the Frazier School District. Be able to provide monies to participate in the program.  | False                           |
| Substitutes will be a challenge when classroom teachers are out for curriculum development participating in their cohort.  | False                           |
| The development of the aligned ELA curriculum will take a two-year commitment to complete.   | False                           |
| Writing and aligning the mathematics curriculum to the PA academic standards and eligible content.   | True                            |
| Implementing a consistent scope and sequence of mathematic content from grades K-12.   | True                            |
| Providing training and time for the mathematics department to create and implement.  | False                           |
| Prior to the pandemic students at Frazier were performing above the state average in the Algebra I KEYSTONE, there has been an obvious learning loss that has significantly decreased student readiness.   | False                           |
| The implementation and curriculum alignment to reflect the newly required STEEL standards will be a challenge for our staff beginning in 2025.   | True                            |
| Students and Staff will be faced with administering and taking the state wide assessments in grades 3-12 which include both the PSSA and KEYSTONE via the computer platform. Preliminary data already indicates a drop in scores due to student focus and inability to work through the assessment effectively.                  | True                            |
| The lack of staffing adds to the job duties of all, which results in less time for curriculum review, design, and improvement.   | False                           |
| Funds continue to be a struggle for the Frazier School District, we are relying on grant funding to help accomplish many of our facility and staffing needs as well as state mandates.   | True                            |
| Financial constraints limit the purchase of materials and resources for students and staff.  | False                           |
| Financial constraints continue to have a great impact on the courses offered in the Frazier School District which impedes opportunities such as Art and FCS for our students. Having the ability to employ a full time Art teacher would have the most impact on students grades K-12.   | True                            |
| Cyber Charter School options continue to have a large impact on funding, stripping the district of revenues that is unjust and unfair to taxpayer and student education. The cyber charter option also eliminates accountability of students creating an easier path to graduation increasing student pupil/pupil student costs. | True                            |
| The district's largest sub-group, economically disadvantaged, consistently performs below the state wide average on assessments such as the PSSA and KEYSTONE.   | True                            |

|  |       |
|--|-------|
| For the beginning of the 2025/2026 school year, the Frazier School District has a total of over 250 students out of it's 950 student population with IEPs. According to the Future Ready Index, that is 18.2% of the students have been identified needing an IEP. It is a fiscal challenge to provide the proper continuum of services. | 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.

The team discussed the importance of updating the Frazier High School facilities as an ultimate challenge including lighting, restrooms and gymnasium. Based on the student survey results, 48% of the students disagree that teachers work hard to make sure students stay in school. This is a notable observation with the number of students who attend cyber schools.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges  | Discussion Points  | Check for Priority |
|---|--|--------------------|
| High School - Failed to meet Mathematics/Algebra Target.  |  | False              |
| High School - Failed to meet ELA/Literature Target.   |  | False              |
| In December of 2024, the Frazier High School was placed on the Pennsylvania Underperforming High School list.   | The team must look at the factors that have created this designation, failing to meet the goals in MATH, BIOLOGY and ELA show that this may be a systemic problem. The current block schedule effectiveness must be reassessed at this time. That, along with the proper alignment of curriculum could have a large impact on student success and teacher effectiveness. | True               |
| Funds continue to be a struggle for the Frazier School District, we are relying on grant funding to help accomplish many of our facility and staffing needs as well as state mandates.  |  | False              |
| Writing and aligning the mathematics curriculum to the PA academic standards and eligible content.  | Professional Development and providing time to allow teachers to create a curriculum aligned with the state standards will be key in the success of this challenge. In order to be successful we must make a commitment to the district curriculum.  | False              |
| Implementing a consistent scope and sequence of mathematic content from grades K-12.  | Professional Development and providing time to allow teachers to create a curriculum aligned with the state standards will be key in the success of this challenge. In order to be successful we must make a commitment to the district curriculum. The scope and sequence of our curriculum falls directly in line with the creation of an aligned curriculum K-12.     | True               |
| The implementation and curriculum alignment to reflect the newly required STEEL standards will be a challenge for our staff beginning in 2025.  | The new STEELS (Science) curriculum piece falls right in line with the creation of a district curriculum rewrite. Including Science, Math, ELA and History.  | True               |
| Students and Staff will be faced with administering and taking the state wide assessments in grades 3-12 which include both the PSSA and KEYSTONE via the computer platform. Preliminary data already indicates a drop in scores due to student focus and inability to work through the assessment effectively. |  | False              |
| Financial constraints continue to have a great impact on the courses offered in the Frazier School District which impedes opportunities such  | The need to fund and budget for an art teacher needs to be revisited and discussed appropriately.  | True               |

|  |  |       |
|--|--|-------|
| as Art and FCS for our students. Having the ability to employ a full time Art teacher would have the most impact on students grades K-12.  |  |       |
| Cyber Charter School options continue to have a large impact on funding, stripping the district of revenues that is unjust and unfair to taxpayer and student education. The cyber charter option also eliminates accountability of students creating an easier path to graduation increasing student pupil/pupil student costs. |  | False |
| The district's largest sub-group, economically disadvantaged, consistently performs below the state wide average on assessments such as the PSSA and KEYSTONE.   |  | False |

### Analyzing Strengths

| Analyzing Strengths   | Discussion Points  |
|---|--|
| The Frazier School District has formed a partnership this school year with the Pennsylvania Department of Education as well as the Pennsylvania Statewide PVAAS team providing district staff with professional development on how to successfully use district data to drive instruction and align curriculum to the state standards.                                      |  |
| The Frazier School District has committed to investing in our staff and curriculum development in providing professional development to align our curriculum and rewrite our current curriculum in all facets. Most notably the partnership with the IU#1, we will be rewriting the 7-12 curriculum at the IU! during the 2025/2026 school year and then K-6 for 2026/2027. | The FSD Board of directors has already committed a substantial amount of funds to see our ELA curriculum rewrite through. The question still remains on how we will accomplish STEELS, History and Math. |
| 2024/2025 Professional Development focused on a deep dive into student data through PVAAS.  |  |
| Staff Professional Development led by the Pennsylvania Department of Education's Statewide PVAAS support team.  |  |
| Focus on curriculum development with the assistance of the IU1. Two year cohort focusing on the writing and alignment of the ELA curriculum grade K-12.   | As stated a nice start to the rewrite for ELA, two-year endeavor. SY 2025/2026 will be grades 6-12 while 2026/2027 will be K-5.  |
| The special education department works to meet the needs of all learners by providing differentiated instruction and assessments.   |  |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements  |
|-------------------------------|--|
|                               | If we create a high school schedule that allows for teacher instruction that focused on student learning for the entire school year then students will be allotted a full year to comprehend content and information that will allow them to perform at increased success rate on the state assessments. |

|  |  |
|--|--|
|  | If the Frazier School District aligns it's curriculum to the PA state standards and eligible content by analyzing the time in which content is taught to a student from grades K-12, students would benefit by having the necessary tools they would need before entering the next grade level and beyond. |
|  | If our staff receives the proper professional development in the STEELS Standards then successful content instruction and curriculum alignment will be implemented for the 2025/2026 school year.  |
|  | If the Frazier School District effectively budgets funding, a newly hired art teacher would add a much needed arts and humanities piece back into our curriculum and increase classes offered to our students.   |

## Goal Setting

Priority: If the Frazier School District aligns it's curriculum to the PA state standards and eligible content by analyzing the time in which content is taught to a student from grades K-12, students would benefit by having the necessary tools they would need before entering the next grade level and beyond.

|   |   |  |
|---|---|--|
| <b>Outcome Category</b>   |   |  |
| Essential Practices 1: Focus on Continuous Improvement of Instruction   |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>   |   |  |
| At the conclusion of the three year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will have a complete curriculum aligned to the Pennsylvania State Standards in all subject areas.                          |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>  |   |  |
| CURRICULUM ALIGNMENT - Grades PreK - 12   |   |  |
| <b>Target Year 1</b>  | <b>Target Year 2</b>  | <b>Target Year 3</b>   |
| Through collaboration with the IU1, the FSD will begin work on the ELA curriculum alignment for grades 7-12. Curriculum work will also begin in all subject areas in all grade levels during staff professional development days. | Through collaboration with the IU1, the FSD will begin work on the ELA curriculum alignment for grades PREK - 5. Work will continue across all grade levels in all subject areas. | At the conclusion of the three year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will have a complete curriculum aligned to the Pennsylvania State Standards in all subject areas. |

Priority: If our staff receives the proper professional development in the STEELS Standards then successful content instruction and curriculum alignment will be implemented for the 2025/2026 school year.

|   |   |   |
|---|---|---|
| <b>Outcome Category</b>   |   |   |
| Essential Practices 1: Focus on Continuous Improvement of Instruction   |   |   |
| <b>Measurable Goal Statement (Smart Goal)</b>   |   |   |
| At the conclusion of the three year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will have a complete curriculum aligned to the STEELS Standards. |   |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>  |   |   |
| STEELS STANDARDS - Science, Technology & Engineering, Environmental Literacy & Sustainability standards   |   |   |
| <b>Target Year 1</b>  | <b>Target Year 2</b>  | <b>Target Year 3</b>  |
| Professional Development provided to science department staff. Understanding and creation of science curriculum aligned to the STEELS standards.                        | Revisit and refine STEELS curriculum framework. Review assessment data to support curriculum updates. | At the conclusion of the three year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will have a complete curriculum aligned to the STEELS Standards. |

Priority: If the Frazier School District effectively budgets funding, a newly hired art teacher would add a much needed arts and humanities piece back into our curriculum and increase classes offered to our students.

|                         |
|-------------------------|
| <b>Outcome Category</b> |
|-------------------------|

|   |                      |   |
|---|----------------------|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably   |                      |   |
| <b>Measurable Goal Statement (Smart Goal)</b>   |                      |   |
| Framing Student Success is an Arts-in-Education model will be implemented at the secondary level. At the conclusion of the three-year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will create a secondary art teacher position. This teacher will provide art education for both Middle School and High School students. |                      |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>  |                      |   |
| Secondary Art Teacher (Middle/High School)  |                      |   |
| <b>Target Year 1</b>  | <b>Target Year 2</b> | <b>Target Year 3</b>  |
| Begin discussion and budgeting process with the FSD Board of Education.   | Hire Art Teacher     | Framing Student Success is an Arts-in-Education model will be implemented at the secondary level. At the conclusion of the three-year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will create a secondary art teacher position. This teacher will provide art education for both Middle School and High School students. |

Priority: If we create a high school schedule that allows for teacher instruction that focused on student learning for the entire school year then students will be allotted a full year to comprehend content and information that will allow them to perform at increased success rate on the state assessments.

|   |                                     |   |
|---|-------------------------------------|---|
| <b>Outcome Category</b>   |                                     |   |
| Other   |                                     |   |
| <b>Measurable Goal Statement (Smart Goal)</b>   |                                     |   |
| With the exploration and implementation of a new and/or revised Frazier High School class schedule, content area instruction will now be delivered for an entire academic year in core class content areas. If plausible, Keystone Assessments should be administered exclusively during the May testing window. This extended instructional period is expected to enhance both the quality of teaching and student comprehension. As a result, improvements in Keystone scores, increased student engagement, and better attendance are anticipated—supporting overall student success and retention throughout the school year. |                                     |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>  |                                     |   |
| High School Schedule  |                                     |   |
| <b>Target Year 1</b>  | <b>Target Year 2</b>                | <b>Target Year 3</b>  |
| Dr. Fuller is beginning assessment and collaboration on the implementation of a new HS schedule. Currently the Block schedule used at the HS has become ineffective based on student scores and needs.  | Implementation of the new schedule. | With the exploration and implementation of a new and/or revised Frazier High School class schedule, content area instruction will now be delivered for an entire academic year in core class content areas. If plausible, Keystone Assessments should be administered exclusively during the May testing window. This extended instructional period is expected to enhance both the quality of teaching and student comprehension. As a result, improvements in Keystone scores, increased student engagement, and better attendance are anticipated—supporting overall student success and retention throughout the school year. |





## Action Plan

### Measurable Goals

|  |   |
|--|---|
| CURRICULUM ALIGNMENT - Grades PreK - 12    | STEELS STANDARDS - Science, Technology & Engineering, Environmental Literacy & Sustainability standards |
| Secondary Art Teacher (Middle/High School) | High School Schedule  |

### Action Plan For: Professional Development

|   |
|---|
| <b>Measurable Goals:</b>  |
| <ul style="list-style-type: none"> <li>At the conclusion of the three-year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will have a complete curriculum aligned to the Pennsylvania State Standards in all subject areas.</li> <li>At the conclusion of the three year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will have a complete curriculum aligned to the STEELS Standards.</li> </ul> |

| Action Step  |   | Anticipated Start/Completion Date |            |
|--|---|-----------------------------------|------------|
| Intermediate Unit One - ELA curriculum writing grades 6 - 12.  |   | 2026-08-17                        | 2027-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| Superintendent/Building Principals/Director of Special Education   | Teacher/Substitute Coverage             | Yes                               | Yes        |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Intermediate Unit One - ELA curriculum writing grades K-5.   |   | 2025-08-18                        | 2026-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| Superintendent/Building Principals/Director of Special Education   | Teacher/Substitute Coverage             | Yes                               | Yes        |
| Action Step  |   | Anticipated Start/Completion Date |            |
| STEELS STANDARDS ALIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One. |   | 2025-08-18                        | 2028-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| Superintendent/Building Principals/Director of Special   | In-service Days / workshops/ presenters | Yes                               | Yes        |

| Anticipated Output  | Monitoring/Evaluation (People, Frequency, and Method)  |
|---|--|
| By aligning the FSD curriculum of instruction to the state standards as well as implementing the correct scope and sequence. Student's will be better prepared for success in both the classroom and state assessments. STEELS standards curriculum alignment will also have same benefits. | Superintendent/Building Principals/Director of Special /Staff - Monitoring of curriculum annually. |

### Action Plan For: Framing Student Success is an Arts-in-Education Model

|   |  |
|---|--|
| <b>Measurable Goals:</b>  |  |
| <ul style="list-style-type: none"> <li>Framing Student Success is an Arts-in-Education model will be implemented at the secondary level. At the conclusion of the three-year Comprehensive Plan cycle (2025/2026, 2026/2027, 2027/2028) the FSD will create a secondary art teacher position. This teacher will provide art education for both Middle School and High School students.</li> </ul> |  |

| Action Step  |                                    | Anticipated Start/Completion Date |            |
|--|------------------------------------|-----------------------------------|------------|
| Through a sound interview process a highly qualified candidate will be recommended to the FSD Board of Education for hiring. |                                    | 2026-07-01                        | 2027-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed | PD Step?                          | Com Step?  |
| Superintendent, MS and HS Principals, FSD Board of Directors - Personnel Committee.  | Budgeting for position/Funding     | No                                | Yes        |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| Through the hiring of a highly qualified art instructor, the FSD will be able to implement the "Framing Student Success (FSS) arts instruction model to our students the secondary level. This hire will impact students in grades six through twelve. | Superintendent, MS and HS Principals                  |

### Action Plan For: Creating a timetable that aligns with Frazier's overall goals and supports student success.

|   |  |
|---|--|
| <b>Measurable Goals:</b>  |  |
| <ul style="list-style-type: none"> <li>With the exploration and implementation of a new and/or revised Frazier High School class schedule, content area instruction will now be delivered for an entire academic year in core class content areas. If plausible, Keystone Assessments should be administered exclusively during the May testing window. This extended instructional period is expected to enhance both the quality of teaching and student comprehension. As a result, improvements in Keystone scores, increased student engagement, and better attendance are anticipated—supporting overall student success and retention throughout the school year.</li> </ul> |  |

| Action Step   |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| For the 2025/2026 school year, the FSD Board of Directors hired educational consultant Dr. Jeff Full (Fuller Synthesis) to assist with the development and need for a functional high school bell schedule that better accommodates our students needs and fosters student success. Dr. Fuller will assess the current schedule and assist in the creation of the new schedule. |  | 2025-08-18                        | 2026-07-01 |
| Lead Person/Position  | Material/Resources/Supports Needed                         | PD Step?                          | Com Step?  |
| High School Principal/High School Counselor   | Planning Time provided to staff/Consulting Dr. Jeff Fuller | Yes                               | Yes        |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)   |
|--|---|
| Increased student achievement, Teacher Collaboration, Student Well-being, equity | HS Principal, HS Counselor, HS Staff will implement and monitor the new HS schedule beginning the start of the 2026/2027 school year. |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy   | Action Steps  |
|---|---|
| Professional Development  | Intermediate Unit One - ELA curriculum writing grades 6 - 12.   |
| Professional Development  | Intermediate Unit One - ELA curriculum writing grades K-5.  |
| Professional Development  | STEELS STANDARDS ALIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One.  |
| Creating a timetable that aligns with Frazier's overall goals and supports student success. | For the 2025/2026 school year, the FSD Board of Directors hired educational consultant Dr. Jeff Full (Fuller Synthesis) to assist with the development and need for a functional high school bell schedule that better accommodates our students needs and fosters student success. Dr. Fuller will assess the current schedule and assist in the creation of the new schedule. |

### ELA curriculum writing grades 6 - 12.

| Action Step   |                   |                        |
|---|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>Intermediate Unit One - ELA curriculum writing grades 6 - 12.</li> </ul> |                   |                        |
| Audience  |                   |                        |
| English-Language Arts teachers in grades six through twelve.  |                   |                        |
| Topics to be Included   |                   |                        |
| ELA curriculum writing and alignment.   |                   |                        |
| Evidence of Learning  |                   |                        |
| Completion of course and ability to deliver curriculum effectively.   |                   |                        |
| Lead Person/Position  | Anticipated Start | Anticipated Completion |
| HS Principal/MS Principal   | 2025-08-18        | 2026-06-30             |

### Learning Format

| Type of Activities  | Frequency   |
|---|---|
| Collaborative curriculum development  | Each ELA teacher will spend four days at the intermediate unit one writing and aligning curriculum. |
| Observation and Practice Framework Met in this Plan   |   |
| <ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> </ul> |   |
| This Step Meets the Requirements of State Required Trainings  |   |
| Language and Literacy Acquisition for All Students  |   |

### ELA curriculum writing grades K-5

| Action Step |
|-------------|
|-------------|

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>Intermediate Unit One - ELA curriculum writing grades K-5.</li> </ul> |                          |                               |
| <b>Audience</b>  |                          |                               |
| English-Language Arts teachers in grades kindergarten through five.  |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| ELA curriculum writing and alignment.  |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| Completion of course and ability to deliver curriculum effectively.  |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| ES Principal   | 2026-08-17               | 2027-06-30                    |

### Learning Format

|   |   |
|---|---|
| <b>Type of Activities</b>   | <b>Frequency</b>  |
| Collaborative curriculum development  | Each ELA teacher will spend four days at the intermediate unit one writing and aligning curriculum. |
| <b>Observation and Practice Framework Met in this Plan</b>  |   |
| <ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> </ul> |   |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |   |
| Language and Literacy Acquisition for All Students  |   |

### STEELS STANDARDS ALIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One.

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <b>Action Step</b>   |                          |                               |
| <ul style="list-style-type: none"> <li>STEELS STANDARDS ALIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One.</li> </ul> |                          |                               |
| <b>Audience</b>  |                          |                               |
| Science Teachers - Grades Kindergarten through twelve.   |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| STEELS Standards and Curriculum Alignment  |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| Completion of course and ability to deliver curriculum effectively.  |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| ES/MS/HS Principals  | 2025-08-18               | 2026-06-30                    |

### Learning Format

|                           |                  |
|---------------------------|------------------|
| <b>Type of Activities</b> | <b>Frequency</b> |
|---------------------------|------------------|

|   |  |
|---|--|
| Collaborative curriculum development  | Science teachers will meet throughout the school year during in-service days as well as during the four two hour delay days built into the 2025/2026 school calendar this school year. |
| <b>Observation and Practice Framework Met in this Plan</b>  |  |
| <ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |  |
|   |  |

## Communications Activities

| Frazier School District Board of Education Work Session   |  |  |  |                                 |                                      |
|---|--|--|--|---------------------------------|--------------------------------------|
| Action Step   | Audience   | Topics to be Included  | Type of Communication                      | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> <li>Intermediate Unit One - ELA curriculum writing grades 6 - 12.</li> <li>Intermediate Unit One - ELA curriculum writing grades K-5.</li> <li>STEELS STANDARDS ALIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One.</li> <li>Through a sound interview process, a highly qualified candidate will be recommended to the FSD Board of Education for hiring.</li> <li>For the 2025/2026 school year, the FSD Board of Directors hired educational consultant Dr. Jeff Full (Fuller Synthesis) to assist with the development and need for a functional high school bell schedule that better accommodates our students needs and fosters student success. Dr. Fuller will assess the current schedule and assist in the creation of the new schedule.</li> </ul> | Frazier School District Board of Education and the Frazier School District Parents and Community | A total overview of the proposed Comprehensive plan will be presented to the Board of Education and Community. | Superintendent of Schools                  | 08/11/2025                      | 08/11/2025                           |
| Communications  |  |  |  |                                 |                                      |
| Type of Communication   |  |  | Frequency                                  |                                 |                                      |
| Presentation  |  |  | once                                       |                                 |                                      |
| Posting on district website   |  |  | Posted on Frazier School District Web Page |                                 |                                      |
| Email   |  |  | Sent to all district parents and community |                                 |                                      |

| Presentation of Comprehensive Plan to District Staff  |  |  |                           |                                 |                                      |
|---|--|--|---------------------------|---------------------------------|--------------------------------------|
| Action Step   | Audience                                   | Topics to be Included  | Type of Communication     | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> <li>Intermediate Unit One - ELA curriculum writing grades 6 - 12.</li> <li>Intermediate Unit One - ELA curriculum writing grades K-5.</li> <li>STEELS STANDARDS ALIGNMENT - Professional Development provided by Point Park University Collaboration along with Professional Development provided by Intermediate Unit One.</li> <li>Through a sound interview process, a highly qualified candidate will be recommended to the FSD Board of Education for hiring.</li> <li>For the 2025/2026 school year, the FSD Board of Directors hired educational consultant Dr. Jeff Full (Fuller Synthesis) to assist with the development and need for a functional high school bell schedule that better accommodates our students needs and fosters student success. Dr. Fuller will assess the current schedule and assist in the creation of the new schedule.</li> </ul> | Frazier School District Professional Staff | A total overview of the proposed Comprehensive plan will be presented to the teachers and paraprofessionals at the opening in service for the 2025/2026 school year. | Superintendent of Schools | 08/18/2025                      | 08/18/2025                           |
| Communications  |  |  |                           |                                 |                                      |
| Type of Communication   |  |  | Frequency                 |                                 |                                      |
| Presentation  |  |  | once                      |                                 |                                      |



Approvals & Signatures

| Uploaded Files |
|----------------|
|                |

| Chief School Administrator | Date       |
|----------------------------|------------|
| Michael V. Turek           | 2025-09-16 |