

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
William Deal	Administrator	Freedom Area School District	wdeal@freedomarea.org
Jeff Griffith	Administrator	Freedom Area Middle School	jgriffith@freedomarea.org
John Capehart	Administrator	Freedom Area Elementary School	jcapehart@freedomarea.org
Steven Mott	Administrator	Freedom Area Senior High School	smott@freedomarea.org
Erin Bluedorn	Staff Member	Freedom Area School District	ebluedorn@freedomarea.org
Marie Dohanich	Staff Member	Freedom Area School District	mdohanich@freedomarea.org
Gary Mortimer	Staff Member	Freedom Area School District	gmortimer@freedomarea.org
Randy Walker	Staff Member	Freedom Area School District	rwalker@freedomarea.org
Isaac Tarbell	Administrator	Freedom Area School District	itarbell@freedomarea.org
Justin Turpin	Administrator	Freedom Area Senior High School	jturpin@freedomarea.org
Kristen Evans	Parent	Freedom Area Middle School	kristenlevans@gmail.com
Elizabeth Deal	Parent	Freedom Area Elementary School	edeal@me.com
Emily Evans	Board Member	Freedom Area School District	eevans@freedomarea.org
Sara Miller	Staff Member	Freedom Area Middle School	smiller@freedomarea.org
Diane Workman	Administrator	Freedom Area School District	dworkman@freedomarea.org
Michele Micija	Board Member	Freedom Area School District	mmicija@freedomarea.org
Ken Dickey	Staff Member	Freedom Area School District	kdickey@freedomarea.org
Michelle Keith	Staff Member	Freedom Area School District	mkeith@freedomarea.org

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2023 PSSA	75% of elementary all student group met the standard demonstrating growth in math 75% of elementary white students met the standard demonstrating growth in math 73% of elementary economically disadvantaged students met the standard demonstrating growth in math 73% of students with disabilities met the standard demonstrating growth in math
2023 PSSA	70% of white students met the standard demonstrating growth in ELA. 70% of economically disadvantaged students met the standard demonstrating growth in ELA 79% of students with disabilities met the standard demonstrating growth in ELA
2023 PSSA	77% of all 4th grade students met the standard demonstrating growth in science. 77% of elementary students with disabilities met the standard demonstrating growth in science 75% of 4th grade students who are economically disadvantaged meet the standard demonstrating growth in science
2023 PSSA	80.6% of 4th grade students were proficient/advanced in science 79.7% of white 4th grade students scored proficient/advanced in science. 73.7% of 4th grade students met the standard demonstrating growth in science.
2023 PSSA	78.2% of all middle school students met the standard demonstrating growth in math 78.2% of middle school white students met the standard demonstrating growth in math 75% of middle school students with disabilities met the standard demonstrating growth in math 76% of middle school students who are economically disadvantaged met the standard demonstrating growth in math
2023 PSSA	82% of all middle school students met the standard demonstrating growth in ELA 84% of middle school white students met the standard demonstrating growth in ELA 78% of middle school students with disabilities met the standard demonstrating growth in ELA 75% of economically disadvantaged middle school students met the standard demonstrating growth in ELA
2023 Keystone Assessments	71% of all high school students met the standard demonstrating growth in math 74% of high school students with disabilities met the standard demonstrating growth in math
2023 Keystone Assessments	79% of all high school students met the standard demonstrating growth in ELA 78% of white high school students met the standard demonstrating growth in ELA 77% of high school students who are economically disadvantaged met the standard demonstrating growth in ELA
2023 Keystone Assessments	74% of all high school students with disabilities met the standard demonstrating growth in science
2023 Future Ready	99.4% of all middle school students exceeded the career standards benchmark 99.4% of middle school white

PA Index	students, 99% of economically disadvantaged students and 100% of students with disabilities exceeded the career standards benchmark
2023 Future Ready PA Index	100% of all high school students exceeded the career standards benchmark 100% of white and 100% of economically disadvantaged students exceeded the career standards benchmark

Challenges

Indicator	Comments/Notable Observations
2023 PSSA Elementary Assessments	52.8% of all elementary students scored proficient/advanced in ELA 27.7% of elementary students with disabilities scored proficient/advanced in ELA 44.2% of economically disadvantaged students scored proficient/advanced in ELA. 50% of all students scored proficient/advanced in math.
2023 PSSA Elementary School Assessments	46.9% of all students scored proficient/advanced in math. 24.5% of students with disabilities scored proficient/advanced in math. 43.5% of students who are economically disadvantaged scored proficient/advanced in math
2023 PSSA Middle School Assessments	31.5% of all students scored proficient/advanced in Math 21.9% of students who are economically disadvantaged scored proficient/advanced in math 9.3% of students with disabilities scored proficient/advanced in math.
2023 PSSA Middle School Assessments	45.9% of all students scored proficient/advanced in ELA 35.8% of students who are economically disadvantaged scored proficient/advanced in ELA. 18.4% of students with disabilities scored proficient/advanced in ELA. 21.7% of students who are two or more races scored proficient/advanced in ELA.
2023 Keystone Assessments	29.63% of all high school students scored proficient/advanced on the Algebra Keystone Exam 27.58% of all high school students scored proficient/advanced on the Biology Keystone Exam

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

Strengths

<p>Indicator A valid, clear referral and identification process is in place for all students.</p> <p>Grade Level(s) and/or Student Group(s) Gifted K - 12</p>	<p>Comments/Notable Observations This was completed in the 2022-23 school year. • Qualification Matrix</p>
<p>Indicator A continuum of services for gifted support is in place to provide research-based enrichment and acceleration options centered on individual</p>	<p>Comments/Notable Observations</p> <ul style="list-style-type: none"> • IOWA Acceleration Scale used to guide decision-making in acceleration • Services start with in-class enrichment on grade level and increase to above grade-level enrichment, then single subject acceleration, then whole-grade

<p>student needs. Grade Level(s) and/or Student Group(s) Gifted K - 8</p>	<p>acceleration. • Services and supports are both classroom-based and individualized.</p>
<p>Indicator The curriculum supports both gifted and high-ability learners with challenging classes. Grade Level(s) and/or Student Group(s) Gifted: K - 4: Thinking Class 5 - 8: Honors Classes in math, ELA, Science</p>	<p>Comments/Notable Observations • Gifted learners and high-ability learners have the opportunity to learn and collaborate with their intellectual peers utilizing challenging curriculum in a safe learning environment. • Services/classes are not reserved exclusively for GIEP students but also support high-ability learners without a GIEP.</p>
<p>Indicator Dually-exceptional (2e) students are identified and supported in their IEP goals as well as GIEP goals through individualized supports and strategies. Grade Level(s) and/or Student Group(s) Gifted K - 8</p>	<p>Comments/Notable Observations • Students who are gifted with an additional diagnosis such as ASD are supported in both areas. • The IEP case manager and gifted coordinator work together to support each student's academic and SEL needs. • Access to honors and enrichment classes are provided with support as appropriate so that the students are instructed at their academic level.</p>
<p>Indicator A valid, clear progress monitoring tool implemented for grades K-12. Grade Level(s) and/or Student Group(s) Special Education K - 12</p>	<p>Comments/Notable Observations Teachers utilize the following assessment to monitor progress: WRAT, Criterion-Based Assessments, and Aimsweb Plus.</p>
<p>Indicator A continuum of supports for special education is in place to provide accommodations and modifications for individual student needs. Grade Level(s) and/or Student Group(s) Special Education K - 12</p>	<p>Comments/Notable Observations The following programming is offered throughout the district: Learning Support in grades K-12, Autistic Support in grades K-4, and Life Skills Support in grades 9-12. Services and supports are both classroom-based and individualized.</p>
<p>Indicator A continuum of services for the district's special education program are in place to provide accommodations and modifications for individual student needs. Grade Level(s) and/or Student Group(s) Special Education K - 12</p>	<p>Comments/Notable Observations The following levels of support are provided within the district: Resource room instruction, inclusion instruction, personal care and classroom paraprofessionals, school psychologists, school counselors, prevention specialists, outpatient therapy, school-wide positive behavior support programs, multi-tiered systems of supports, visual support, audiological support, physical therapy, occupational therapy, speech therapy, behavioral support, social emotional learning curriculum, a functional sensory room, therapy dog, Student Assistance Program, Board Certified Behavior</p>

<p>Indicator A variety of existing frameworks to help the Child Find process, provide appropriate interventions and support, and I document all efforts through an organized manner.</p> <p>Grade Level(s) and/or Student Group(s) Special Education K-10 K-8 K-12</p>	<p>Analyst consultation, and Crisis Prevention Teams.</p> <p>Comments/Notable Observations The district has a multi-tiered systems of support system in grades K-10, a school-wide positive behavior intervention and support program in grades K-8, a Student Assistance Program in grades K-12, and a Social Emotional Learning curriculum in grades K-12.</p>
<p>Indicator A valid, clear process for identifying English Language Learners for the English as a Second Language Program.</p> <p>Grade Level(s) and/or Student Group(s) English Language Learners K-12</p>	<p>Comments/Notable Observations Families complete Home Language Survey and are referred for the WIDA Access Placement Test to determine the level of programming for students. The Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the tool to identify limited English proficient students. The purpose of this survey is to determine a primary or home language other than English (PHLOTE). Schools have a responsibility under federal law to serve students who are limited English proficient and need ESL or bilingual instruction in order to be successful in academic subjects. The HLS must be given to all students enrolled in the school district. Local Education Agencies (LEAs) must use the WIDA ACCESS PLACEMENT TEST (W-APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELLs.</p>
<p>Indicator A continuum of services for English Language Learners.</p> <p>Grade Level(s) and/or Student Group(s) English Language Learners K-12</p>	<p>Comments/Notable Observations English as a Second Language - Pull out instruction - A full-time ESL teacher was hired for the 2023-24 school year. She meets with ELLs outside of their regular classrooms to spend part of the day receiving direct ESL instruction often focused on grammar, vocabulary, and communication skills. ELLs participate the rest of the day in the regular all-English academic mainstream. English as a Second Language - Push-in instruction - ESL instruction for ELLs is provided in the context of their regular classroom by the qualified ESL teacher in collaboration with the content-area teacher.</p>
<p>Indicator The district provides goals for students with ESL services.</p> <p>Grade Level(s) and/or Student Group(s) English Language Learners K-12</p>	<p>Comments/Notable Observations ESL Goals 1. To facilitate English language acquisition through communication skills of listening, speaking, reading, and writing. 2. To help students learn to use English effectively to participate and succeed in social and educational environments. 3. To provide educational experiences that will prepare students to complete high school and to enter institutions of higher education and/or the world of work. 4. To orientate</p>

	students and their families to the school and the community. 5. To facilitate the acculturation process by exposing students to the customs, traditions, and behavioral expectations of their new environment. 6. To encourage students to continue to value and celebrate their cultural heritage, and maintain their native languages.
Indicator PVAAS - 2023 Students met or exceeded the annual academic growth expectations for Math. Grade Level(s) and/or Student Group(s) Gr. 4, 5, 7, 8	Comments/Notable Observations Math curriculum is in stage one of being revised to a standards-aligned curriculum.
Indicator Future Ready Index - 2023 99.4 percent of the students met the career standards benchmark. Grade Level(s) and/or Student Group(s) Gr. 5 and 8	Comments/Notable Observations The statewide average is 89.6% The statewide performance standard is 98%.
Indicator From the Fall to Winter (2023) STAR Assessment in math, percent of students scoring above the 50 percentile went from 56% to 68%. Grade Level(s) and/or Student Group(s) Gr. 5 - 8	Comments/Notable Observations A new curriculum has been implemented during the 2023-24 school year. Two new math resources are also being piloted.
Indicator From the Fall to Winter (2023) STAR Assessment in reading, the percent of students scoring above the 50 percentile remained the same at 33%. Grade Level(s) and/or Student Group(s) Gr. 5 - 8	Comments/Notable Observations New curriculum has not yet been developed in ELA. ELA curriculum will be addressed during the 2024-25 school year.
Indicator From the Fall to Winter (2023) Early Literacy Assessment, students the percent of students who scored above the 50th percentile went from 36% to 51%. Grade Level(s) and/or Student Group(s) K and Grade 1	Comments/Notable Observations All teachers in the elementary school have received training in Orton-Gillingham and have implemented its strategies.
Indicator	Comments/Notable Observations

<p>2023 Future Ready PA Index Four-Year Cohort Graduation rate of 90% for the 2021-2022 school year</p> <p>Grade Level(s) and/or Student Group(s) 9-12</p>	<p>The state average is 87.% The statewide goal is 92.4%</p>
<p>Indicator 2023 Career Standards Benchmark at 100.0%</p> <p>Grade Level(s) and/or Student Group(s) 9-12</p>	<p>Comments/Notable Observations The state average is 89.6% The statewide performance standard is 98.0%</p>
<p>Indicator 2023 PVAAS Students met or exceeded the annual academic growth expectations for ELA.</p> <p>Grade Level(s) and/or Student Group(s) Grades 4, 5, 7, 8</p>	<p>Comments/Notable Observations Gr. 5, 7, 8 - teachers have begun reviewing and revising ELA curriculum. There's been professional development in all content areas related to teaching in a standards-based curriculum.</p>
<p>Indicator 2023 Keystone Assessments 61.95% of students scored proficient or advanced on the Literature assessment</p> <p>Grade Level(s) and/or Student Group(s) All students enrolled in targeted course</p>	<p>Comments/Notable Observations There was over a 6% increase in students showing proficient/advanced over the 2021-22 school year.</p>

Challenges

<p>Indicator Use of a universal screener in at least one grade level would support screening all students and eliminate any masking or intervening factors, improving equity in the screening and identification process.</p> <p>Grade Level(s) and/or Student Group(s) Gifted gr. 3 or 4 and 6</p>	<p>Comments/Notable Observations</p> <ul style="list-style-type: none"> • Universal screener would decrease reliance on parent and teacher referral as only option for referral. • Students referred to the school psychologist for testing would have higher probability of qualifying. • Student population in gifted would/should better match the student population as a whole.
<p>Indicator Gifted caseload has decreased in the last 2-3 years due to pandemic-related issues.</p> <p>Grade Level(s) and/or Student Group(s) Gifted K - 8</p>	<p>Comments/Notable Observations</p> <ul style="list-style-type: none"> • Students/families have opted out of gifted services in order to focus on social emotional and/or academic needs related to virtual learning. • Students have been exited due to no longer showing a need for enrichment or acceleration (general ed curriculum either meets needs or they are struggling academically already) • Creates a challenge when offering program options that require

	group work or collaboration because the groups are so small (~2 students/grade)
Indicator Classroom teachers need additional training and support in supporting gifted learners in the regular education classroom. Grade Level(s) and/or Student Group(s) Gifted K - 6	Comments/Notable Observations <ul style="list-style-type: none"> This has been ongoing but needs a reboot with the number of new teachers and post-COVID classroom setups. More work/peer tutoring are not gifted supports. Both gifted and high-ability learners have educational needs which differ from their peers. Assuming that they will be successful on their own is detrimental.
Indicator Ensuring LRE with our alternative placements. Grade Level(s) and/or Student Group(s) Gifted K-12	Comments/Notable Observations We continuously work to transition students back from alternative education settings to maintain the Least Restrictive Environment. The district continues to add programs and services to provide our students with disabilities a variety of support.
Indicator Implementation of professional development and training for all staff working with ELL students. Grade Level(s) and/or Student Group(s) English Language Learners K-12	Comments/Notable Observations Training will provide teachers and related service personnel the necessary resources to help support students with language barriers.
Indicator English Language Learning program have increased in population during the last two school years. Grade Level(s) and/or Student Group(s) English Language Learners K-12	Comments/Notable Observations Creates challenges when offering program options and services to students that require group work or family engagement.
Indicator PSSA In terms of achievement, all students are below the statewide average in ELA, math, and Science. Grade Level(s) and/or Student Group(s) Gr. 5 - 8	Comments/Notable Observations Students continue to demonstrate growth but have not yet reached achievement standards.
Indicator PVAAS Most students did not meet the academic expectations in science. Grade Level(s) and/or Student Group(s) Gr. 8	Comments/Notable Observations Students with Disabilities in Science have met the annual growth expectation.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

<p>Indicator Literature Keystone Academic Growth Score of 79.0 Grade Level(s) and/or Student Group(s) 9-12, students who have completed English 10</p>	<p>Comments/Notable Observations The statewide growth standard is 70.0 The statewide average growth score is 75.4 The FASD students continue to show growth but have not yet met the achievement standard.</p>
<p>Indicator Mathematics Keystone Academic Growth Score of 71.0 Grade Level(s) and/or Student Group(s) 8-12, students who have completed Algebra I</p>	<p>Comments/Notable Observations The statewide growth standard is 70.0 The statewide average growth score is 74.9 The FASD students continue to show growth but have not yet met the achievement standard.</p>
<p>Indicator Biology Keystone Academic Growth Score of 61.0 Grade Level(s) and/or Student Group(s) 9-12, students who have completed Bio I and Bio II</p>	<p>Comments/Notable Observations The statewide growth standard is 70.0 The statewide average growth score is 74.7 The FASD students did not meet the growth standard in Biology.</p>

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.

82% of all middle school students met the standard demonstrating growth in ELA 2023 84% of middle school white students met the standard demonstrating growth in ELA 2023
79% of elementary students with disabilities met the standard demonstrating growth in ELA
78.2% of all middle school students met the standard demonstrating growth in math and
82% of all middle school students met the standard demonstrating growth in ELA
79% of all high school students met the standard demonstrating growth in ELA and 71% of all high school students met the standard demonstrating growth in math.

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.

52.8% of all elementary students scored proficient/advanced in ELA and 46.9% of all students scored proficient/advanced in math.
27.7% of elementary students with disabilities scored proficient/advanced in ELA and 4.5% of elementary students with disabilities scored proficient/advanced in math.

31.5% of all middle school students scored proficient/advanced in Math and 45.9% of all middle school students scored proficient/advanced in ELA.

29.63% of all high school students scored proficient/advanced on the Algebra Keystone Exam

27.58% of all high school students scored proficient/advanced on the Biology Keystone Exam

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Language Arts CDT & 2022-2023 student performance measures (SPM)	ELA: More than 80% of English 9 students showed growth in writing skills and all English 10 students showed a 60% increase on their overall CDT assessment, from the fall to winter testing session. We want to continue to challenge students and prepare them for the next steps in their ELA education. 25 students took a college level English class in the 2023-2024 school year.
STAR Assessment ELA	For grades 5 through 8, students scored 11 points higher, on average, on the STAR assessment from the fall to winter window. 61% of 3rd grade students scored at or above grade level on the winter assessment with an overall growth of 6% from the fall assessment. 62% of 4th grade students scored at or above grade level on the winter assessment with an overall growth of 6% from the fall assessment.
STAR Assessments Math	For grades 5 through 8, students scored 27 points higher, on average, on the STAR assessment from the fall to winter window. 57% of 3rd grade students scored at or above grade level on the winter assessment with an overall growth of 17% from the fall assessment. 40% of 4th grade students scored at or above grade level on the winter assessment with an overall growth of 8% from the fall assessment.

English Language Arts Summary

Strengths

Students at all grade levels are demonstrating growth in ELA based on STAR Assessments. 2023
72% of elementary economically disadvantaged students demonstrated growth over last year in ELA on the 2023 PSSAs.
There is an 11.6% increase of students in grade 5 who scored proficient or advanced in ELA on the PSSAs. (2023)
Elementary and high school students met the standard demonstrating growth in ELA with the middle school students exceeding the standard as reported on the Future Ready PA Index. (2023)

Challenges

Only 54% of all elementary students scored proficient/advanced in ELA in 2023 on the PSSAs
47.6% of all middle students scored proficient/advanced in ELA in 2023.
41%% of all students in gr 6 and 8 scored proficient/advanced in ELA 2023.
Gr 6 did not meet the growth standard in ELA (2023) as reported in PVAAS.

Mathematics

Data	Comments/Notable Observations
------	-------------------------------

2022-2023 student performance measures (SPM).	Math: 100% of calculus students showed at least 80% growth with the concept of integration based on the 2022-23 student performance measures (SPM). We want to focus on giving students a solid foundation leading to an increase in the number of students taking upper level math classes.
STAR assessment	For grades 5 through 8, students scored 37 points higher, on average, on the STAR assessment from the fall to spring window.
End of Year STAR assessments	60% of 3rd grade students scored at or above grade level. 63% of 4th grade students scored at or above grade level. This data shows lower results than comparable data from state assessments.

Mathematics Summary

Strengths

72% of elementary all student group met the standard demonstrating growth in math (2023)
89% of all middle school students met the standard demonstrating growth in math (2023)
The percent of middle school students scoring advanced on the Algebra I Keystone assessment went from 4.5% in 2022 to 39.1% in 2023.
The percent of all students scoring proficient and advanced on the Algebra I Keystone assessment went from 18.2% in 2022 to 30.3% in 2023.

Challenges

Approximately 54% of elementary students scored basic or below basic in mathematics on the 2023 PSSAs
Approximately 68% of all middle school students scored basic or below basic in Math in 2023 on the PSSAs
Approximately 70% of all students taking the Algebra I Keystone assessment scored basic or below basic. (2023)
Gr 6 did not meet the growth standard in Math (2023) as reported in PVAAS.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Freedom Area High School's Eighth Annual Science Conference.	FASD facilitated their annual Science conference where 31 high school students and middle school students presented their long term projects in the Freedom Area High School's Eighth Annual Science Conference. This gave our students the opportunity to engage in real scientific research and interact with college students and professionals in the sciences.

Science, Technology, and Engineering Education Summary

Strengths

Collaboration between middle and high school staff in delivering instruction in the area of Science, Technology, Engineering and Math.
A well established STEM annual conference with participants from middle and high school.

Vertical articulation is occurring between teachers in elementary, middle and high school in the development of K - 12 curriculum.

Challenges

Development of a K - 12 standards aligned instructional technology plan.

Related Academics

Career Readiness

Data	Comments/Notable Observations
22 students took the Pre-NOCTI.	16/22 received a passing score of competent (10) or advanced (6).
Naviance	100% of the 11th graders have completed the required tasks for their Naviance career portfolios.
Future Ready Index	100% of grade 5 and 98% of grade 8 met Career Readiness 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

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

U. of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Biology, Chemistry, Psychology

Uploaded Files

Partnering Institution

BCCC

Agreement Type

Dual Credit

Program/Course Area

Multiple

Uploaded Files

CCBC Artic Agreement_f8554948.pdf

CCBC Artic Agreement Pt. 2_f62d2e1b.pdf

Partnering Institution

Penn State Beaver

Agreement Type

Dual Credit

Program/Course Area

Multiple

Uploaded Files

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.

State requirements for Career Readiness are being met through the Naviance Career Portfolios
89% of all middle school students met the standard demonstrating growth in math (2023)
Students at all grade levels are demonstrating growth in ELA based on STAR Assessments. 2023
The percent of middle school students scoring advanced on the Algebra I Keystone assessment went from 4.5% in 2022 to 39.1% in 2023.
The percent of all students scoring proficient and advanced on the Algebra I Keystone assessment went from 18.2% in 2022 to 30.3% in 2023.

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.

We will strive to see growth with 27% of students scoring basic on the Pre-NOCTI. We would also like to see growth in the group that scored competent moving into the advanced range.
Only 54% of all elementary students scored proficient/advanced in ELA in 2023 on the PSSAs 47.6% of all middle students scored proficient/advanced in ELA in 2023.
Approximately 54% of elementary students scored basic or below basic in mathematics on the 2023 PSSAs.
Approximately 68% of all middle school students scored basic or below basic in Math in 2023 on the PSSAs.
Approximately 70% of all students taking the Algebra I Keystone assessment scored basic or below basic.

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
High school students in special education have an average GPA of 75.4 compared to high school students not in special education who have an average GPA of 85.0.	We have supports in place through our special education department to meet these students' needs.
PVAAS 2023: Middle School SWD have met the statewide growth standard in ELA, Math and Science except in grade 6 Math.	Gr. 5 SWD scored above the statewide growth standard in math. (2023)
PVAAS 2023: Elementary School SWD have met the statewide growth standard in ELA, Math and Science.	
PVAAS 2023: All HS SWD have met the statewide growth standard in algebra, literature and biology	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PVAAS 2023: All 4th grade ED students have met the statewide growth standard in all english, math and science.	A strong MTSS process at the elementary school has been effective in identifying students who require additional support. These students are then referred to our reading and math interventionists for remediation.

PVAAS 2023: MS ED students have met the statewide growth standard in all grades and content except grade 6,	All MS students have the opportunity to receive small group intervention, remediation or enrichment.
PVAAS 2023: HS ED students met the statewide growth standard in english language arts.	The HS ELA curriculum is in the process of being rewritten to ensure alignment to state standards.
PVAAS 2023: HS ED students were below the statewide growth target in math and well below in science.	Required intervention classes are now implemented in the high school for students who did not score proficient/advanced on the Keystone assessments.

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.

K - 12 curriculum is in the process of being reviewed and revised to ensure alignment to the PA Core standards. 2023
Building administrators have received additional professional learning to provide actionable feedback to promote higher order thinking skills. 2023
Teachers have received professional learning on teaching in an inclusive environment, promoting higher expectations for all students. 2023

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.

As the ESSER funds come to an end, there is a danger of losing our reading and math interventionists. 2023
Budgetary constraints limit additional resources needed to support ongoing professional learning for teachers. We currently do not have the

funding to support instructional coaches who could provide peer coaching to new and struggling teachers. 2023

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Through our assessment reviews and academic achievement data, we recognize the growth of our students with disabilities in English Language Arts, Mathematics, and Science. The emphasis of our special education program will continue to be to provide a wide variety of services and supports for our students with disabilities so that they can access the general education curriculum to the greatest extent possible.
Title 1 Program	Through our surveys, needs assessments, and academic achievement data, we recognize that the achievement of our economically disadvantaged students continues to be an area of need. This is particularly true in the area of English Language Arts. The emphasis of our Title 1 program will continue to focus on raising the achievement of our students in English Language Arts.
K-12 Student Services Plan	
K-12 School Counseling Plan (339 Plan)	The structured MTSS process is instrumental in identifying specific needs of students who are struggling, academically, social/emotionally or behaviorally. MTSS Teams will continue to meet, analyze data and identify specific interventions to support struggling students.
Technology Plan	N/A
English as.a Second Language (Title III)	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.

Through our assessment reviews and academic achievement data, we recognize the growth of our students with disabilities in English Language Arts, Mathematics, and Science. The emphasis of our special education program will continue to be to provide a wide variety of services and supports for our students with disabilities so that they can access the general education curriculum to the greatest extent possible.

The structured MTSS process is instrumental in identifying specific needs of students who are struggling, academically, social/emotionally or behaviorally. MTSS Teams will continue to meet, analyze data and identify specific interventions to support struggling students.

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.

Through our surveys, needs assessments, and academic achievement data, we recognize that the achievement of our economically disadvantaged students continues to be an area of need. This is particularly true in the area of English Language Arts. The emphasis of our Title 1 program will continue to focus on raising the achievement of our students in English Language Arts.

The emphasis of our special education program will continue to be to provide a wide variety of services and supports for our students with disabilities so that they can access the general education curriculum to the greatest extent possible.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	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	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	Exemplary
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	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.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
Coordinate and monitor supports aligned with students' and families' needs.

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.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
Ensure effective, standards-aligned curriculum and assessment.

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
82% of all middle school students met the standard demonstrating growth in ELA 2023 84% of middle school white students met the standard demonstrating growth in ELA 2023	True
79% of elementary students with disabilities met the standard demonstrating growth in ELA	True
78.2% of all middle school students met the standard demonstrating growth in math and	True
82% of all middle school students met the standard demonstrating growth in ELA	True
Students at all grade levels are demonstrating growth in ELA based on STAR Assessments. 2023	True
72% of elementary economically disadvantaged students demonstrated growth over last year in ELA on the 2023 PSSAs.	True
There is an 11.6% increase of students in grade 5 who scored proficient or advanced in ELA on the PSSAs. (2023)	True
Elementary and high school students met the standard demonstrating growth in ELA with the middle school students exceeding the standard as reported on the Future Ready PA Index. (2023)	False
89% of all middle school students met the standard demonstrating growth in math (2023)	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
State requirements for Career Readiness are being met through the Naviance Career Portfolios	False
K - 12 curriculum is in the process of being reviewed and revised to ensure alignment to the PA Core standards. 2023	True
79% of all high school students met the standard demonstrating growth in ELA and 71% of all high school students met the standard demonstrating growth in math.	True
Through our assessment reviews and academic achievement data, we recognize the growth of our students with disabilities in English Language Arts, Mathematics, and Science. The emphasis of our special education program will continue to be to provide a wide variety of services and supports for our students with disabilities so that they can access the general education curriculum to the greatest extent possible.	True

The structured MTSS process is instrumental in identifying specific needs of students who are struggling, academically, social/emotionally or behaviorally. MTSS Teams will continue to meet, analyze data and identify specific interventions to support struggling students.	True
Collaboration between middle and high school staff in delivering instruction in the area of Science, Technology, Engineering and Math.	False
72% of elementary all student group met the standard demonstrating growth in math (2023)	True
89% of all middle school students met the standard demonstrating growth in math (2023)	True
The percent of middle school students scoring advanced on the Algebra I Keystone assessment went from 4.5% in 2022 to 39.1% in 2023.	True
The percent of all students scoring proficient and advanced on the Algebra I Keystone assessment went from 18.2% in 2022 to 30.3% in 2023.	True
A well established STEM annual conference with participants from middle and high school.	False
Building administrators have received additional professional learning to provide actionable feedback to promote higher order thinking skills. 2023	True
Teachers have received professional learning on teaching in an inclusive environment, promoting higher expectations for all students. 2023	True
Students at all grade levels are demonstrating growth in ELA based on STAR Assessments. 2023	False
The percent of middle school students scoring advanced on the Algebra I Keystone assessment went from 4.5% in 2022 to 39.1% in 2023.	False
The percent of all students scoring proficient and advanced on the Algebra I Keystone assessment went from 18.2% in 2022 to 30.3% in 2023.	False
Vertical articulation is occurring between teachers in elementary, middle and high school in the development of K - 12 curriculum.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	True
Coordinate and monitor supports aligned with students' and families' needs.	True

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
52.8% of all elementary students scored proficient/advanced in ELA and 46.9% of all students scored	True

proficient/advanced in math.	
27.7% of elementary students with disabilities scored proficient/advanced in ELA and 4.5% of elementary students with disabilities scored proficient/advanced in math.	True
31.5% of all middle school students scored proficient/advanced in Math and 45.9% of all middle school students scored proficient/advanced in ELA.	True
29.63% of all high school students scored proficient/advanced on the Algebra Keystone Exam	True
Approximately 54% of elementary students scored basic or below basic in mathematics on the 2023 PSSAs	True
Approximately 68% of all middle school students scored basic or below basic in Math in 2023 on the PSSAs	True
Approximately 70% of all students taking the Algebra I Keystone assessment scored basic or below basic. (2023)	False
Only 54% of all elementary students scored proficient/advanced in ELA in 2023 on the PSSAs	False
Only 54% of all elementary students scored proficient/advanced in ELA in 2023 on the PSSAs 47.6% of all middle students scored proficient/advanced in ELA in 2023.	False
Approximately 54% of elementary students scored basic or below basic in mathematics on the 2023 PSSAs.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
Ensure effective, standards-aligned curriculum and assessment.	True
We will strive to see growth with 27% of students scoring basic on the Pre-NOCTI. We would also like to see growth in the group that scored competent moving into the advanced range.	False
As the ESSER funds come to an end, there is a danger of losing our reading and math interventionists. 2023	False
Through our surveys, needs assessments, and academic achievement data, we recognize that the achievement of our economically disadvantaged students continues to be an area of need. This is particularly true in the area of English Language Arts. The emphasis of our Title 1 program will continue to focus on raising the achievement of our students in English Language Arts.	False
The emphasis of our special education program will continue to be to provide a wide variety of services and supports for our students with disabilities so that they can access the general education curriculum to the greatest extent possible.	False
27.58% of all high school students scored proficient/advanced on the Biology Keystone Exam	True
Gr 6 did not meet the growth standard in Math (2023) as reported in PVAAS.	False
47.6% of all middle students scored proficient/advanced in ELA in 2023.	False
41%% of all students in gr 6 and 8 scored proficient/advanced in ELA 2023.	False
Gr 6 did not meet the growth standard in ELA (2023) as reported in PVAAS.	False

Development of a K - 12 standards aligned instructional technology plan.	False
Budgetary constraints limit additional resources needed to support ongoing professional learning for teachers. We currently do not have the funding to support instructional coaches who could provide peer coaching to new and struggling teachers. 2023	False
Approximately 68% of all middle school students scored basic or below basic in Math in 2023 on the PSSAs.	False
Approximately 70% of all students taking the Algebra I Keystone assessment scored basic or below basic.	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.

Professional staff have lacked professional learning opportunities over the last several years. Curriculum reviews and revisions are needed in grades K - 12 and in all content areas. Additional PD is needed to ensure effective instruction utilizing standards based curriculum in K-12. A structured plan for analyzing data for instructional decision making is needed. Updated tools and processes are needed to ensure effective two-way communication are needed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
52.8% of all elementary students scored proficient/advanced in ELA and 46.9% of all students scored proficient/advanced in math.	HS - students lack of value in assessments Tests hold no individual accountability for students. Teachers need updated curriculum and professional development.	True
27.7% of elementary students with disabilities scored proficient/advanced in ELA and 4.5% of elementary students with disabilities scored proficient/advanced in math.	Curriculum has not been reviewed and revised in many years. Some curriculum overlaps between grades. It is uncertain if all standards and mathematical practices are being taught.	True
31.5% of all middle school students scored proficient/advanced in Math and 45.9% of all middle school students scored proficient/advanced in ELA.	Curriculum has not been reviewed and revised in many years. Some curriculum overlaps between grades. It is uncertain if all standards are being taught. There is a lack of instruction in the teaching of writing.	True
29.63% of all high school students scored proficient/advanced on the Algebra Keystone Exam	Curriculum has not been reviewed and revised in many years. Some curriculum overlaps between grades. It is uncertain if all standards and mathematical practices are being taught.	True
Approximately 54% of elementary students scored basic or below basic in mathematics on the 2023 PSSAs		False
Approximately 68% of all middle school students scored basic or below basic in Math in 2023 on the PSSAs		False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	Parents and teachers report that not all important information is communicated out in a manner which reaches all parents.	False
Ensure effective, standards-aligned curriculum and assessment.	Curriculum has not been reviewed and revised in many years. Some curriculum overlaps between grades. Not all curriculum is aligned to the PA Core Standards.	False
27.58% of all high school students scored proficient/advanced on the Biology Keystone Exam		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
---------------------	-------------------

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Evidence based instructional strategies will be integrated into curricular documents as curriculum is reviewed and revised. Additional professional development will be provided to all teachers on these evidence based strategies.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	ESSER funds will be used to support paying teachers to revise curriculum, purchase updated resources and provide professional dev. In addition, a position for Director of Teaching and Learning will be supported through the life of the ESSER grants.
Coordinate and monitor supports aligned with students' and families' needs.	Outpatient therapy, Student Assistant Programs. Prevention coordinators, MTSS process. PBIS - Tier 2
Students at all grade levels are demonstrating growth in ELA based on STAR Assessments. 2023	
72% of elementary economically disadvantaged students demonstrated growth over last year in ELA on the 2023 PSSAs.	
There is an 11.6% increase of students in grade 5 who scored proficient or advanced in ELA on the PSSAs. (2023)	
K - 12 curriculum is in the process of being reviewed and revised to ensure alignment to the PA Core standards. 2023	The MTSS process needs to be expanded to ensure we're meeting the needs of all students, especially students living in poverty.
Through our assessment reviews and academic achievement data, we recognize the growth of our students with disabilities in English Language Arts, Mathematics, and Science. The emphasis of our special education program will continue to be to provide a wide variety of services and supports for our students with disabilities so that they can access the general education curriculum to the greatest extent possible.	
The structured MTSS process is instrumental in identifying specific needs of students who are struggling, academically, social/emotionally or behaviorally. MTSS Teams will continue to meet, analyze data and identify	

specific interventions to support struggling students.	
82% of all middle school students met the standard demonstrating growth in ELA 2023 84% of middle school white students met the standard demonstrating growth in ELA 2023	
79% of elementary students with disabilities met the standard demonstrating growth in ELA	
78.2% of all middle school students met the standard demonstrating growth in math and	
82% of all middle school students met the standard demonstrating growth in ELA	
79% of all high school students met the standard demonstrating growth in ELA and 71% of all high school students met the standard demonstrating growth in math.	
72% of elementary all student group met the standard demonstrating growth in math (2023)	
89% of all middle school students met the standard demonstrating growth in math (2023)	
The percent of middle school students scoring advanced on the Algebra I Keystone assessment went from 4.5% in 2022 to 39.1% in 2023.	
The percent of all students scoring proficient and advanced on the Algebra I Keystone assessment went from 18.2% in 2022 to 30.3% in 2023.	
Building administrators have received additional professional learning to provide actionable feedback to promote higher order thinking skills. 2023	
Teachers have received professional learning on teaching in an inclusive environment, promoting higher expectations for all students. 2023	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To review and revise curriculum to ensure K - 12 standards aligned. Vertical articulation.
	To demonstrate an increase in students demonstrating growth on ELA and Math PSSA assessments
	To increase student achievement in ELA and Math Keystone exams.
	To demonstrate improved communication between FASD and the Freedom School Community.