

## **FREEPORT AREA SD**

PO Box C

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The mission of the FASD is to serve as a “learning community dedicated to the success of all.”

### **VISION STATEMENT**

The FASD envisions a learning environment... “ That prepares students to embrace technological advancements of the 21st century; “ Develops students who are able to problem-solve thoughtfully; “ Promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills. “ That establishes a strong work ethic among the district’s students; “ That develops citizens that make positive contributions to society; “ That establishes a love for learning and a recognition that learning is a life-long effort; “ That promotes wellness.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Maintain high expectations of themselves and positive attitudes toward the learning process. Make connections between the classroom and life. Be good citizens of the school and society at large.

### **STAFF**

Care about children and are dedicated to the mastery of their field of education for success in teaching their students. Effective teaching is the most essential factor in student learning.

### **ADMINISTRATION**

Effective leadership supports learning and optimal performance for all students. Provide a safe, secure, and positive environment will be conducive for teaching and learning.

### **PARENTS**

Desiring the best for their children, parents, as the primary teachers and positive role models, cooperate with the school district to support, encourage, guide, nurture, and empower children through the learning and education process.

### **COMMUNITY**

A united community supports learning by providing financial support, setting community goals, communicating and working together, and ensuring opportunities for achievement and success for every student.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Ian Magness	Administrator	Freeport Area School District
Larry Robb	Administrator	Freeport Area School District
Don Dell	Administrator	Freeport Area School District
Mike Kleckner	Administrator	Freeport Area School District
Tim Walters	Administrator	Freeport Area School District
Jeff Lesko	Administrator	Freeport Area School District
Dan Lucovich	Board Member	Freeport Area School District
Melanie Bollinger	Board Member	Freeport Area School District
Stacie Isenberg	Staff Member	Freeport Area School District
Chaz Shipman	Staff Member	Freeport Area High School
Alison Dorogi	Staff Member	Freeport Area School District
Jodi Crytzer	Staff Member	Buffalo Elementary
January Furer	Parent	Parent

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Sara Walker	Parent	Parent
Brad Walker	Administrator	Freeport Area School District

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

The district will promote student well-being in the learning process by increasing mental health supports and teaching social, emotional, and life skills.

Essential Practices 3:  
Provide Student-Centered Support Systems  
  
Social emotional learning  
  
Wellness

The district will offer more options related to industry recognized learning.

Industry-Based Learning

The district will increase the academic achievement of all special education and economically disadvantaged students through the use of evidence and research-based instructional practices. Multi-tiered Systems of Support (MTSS) will be utilized to provide the needed interventions to ensure success.

Essential Practices 3:  
Provide Student-Centered Support Systems  
  
Essential Practices 1:  
Focus on  
Continuous  
Improvement of  
Instruction

**Priority Statement****Outcome Category**

The district will increase student academic growth for all students by ensuring a rigorous standards-aligned curriculum for all elementary in the area of math. The effective utilization of administrative and teacher teams will be used to continuously determine need, set growth goals, implement best-practice strategies, monitor progress, and evaluate effectiveness.

Mathematics  
Essential Practices 3:  
Provide Student-Centered Support Systems

**ACTION PLAN AND STEPS****Evidence-based Strategy**

School-based Mental Health

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

Tier 2 and 3 Support

The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students.

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

Create additional counseling position.

2021-08-23 -  
2022-05-27

Ian Magness/Superintendent Larry Robb/Program Director

Federal Money

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop BH-Works for intervention plans, treatment plans and behavioral health assessments.	2021-08-23 - 2022-05-27	Larry Robb/Program Director Alison Dorogi/Counselor Jamie Rowe/School Psychologist	BH Works
Research and implementation of small group curriculum	2021-08-23 - 2022-01-17	Counselors	Small group curriculum
Community Support Resource Map	2021-04-05 - 2022-01-17	Jennie Youell/LPC Alison Dorogi/Counselor	None

### Anticipated Outcome

There will be additional services offered to all students based on their level of need.

### Monitoring/Evaluation

Treatment plan goals, grades, attendance, behavior data will be used to evaluate the effectiveness of the program.

### Evidence-based Strategy

Rigorous, standards-aligned math curriculum

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Math Curriculum	The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adopt new math curriculum	2021-08-23 - 2022-05-27	Larry Robb/Program Director K - 5 Teachers Principals	enVision, MAP, classroom assessments, PSSA

**Anticipated Outcome**  
 With the increase of rigor, the overall academic growth of all students will increase.

**Monitoring/Evaluation**  
 The use of both formative and summative assessments (MAP and PSSA) in the addition to PVAAS data will be used to monitor and evaluate the effectiveness of the curriculum and instruction.

**Evidence-based Strategy**  
 Multi-Tiered System of Support for Academics and Behavior

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS - Academic	A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create time in master schedule for MTSS meetings, development of actionable agendas, and intervention plans.	2021-08-23 - 2022-05-27	Principals	MAP, Classroom assessments, PSSA, Power School

**Anticipated Outcome**

Increased planning time will result in more collaborative planning, differentiated instruction, data analysis, and individual student intervention plans. Overall achievement and growth will increase for all students and in particular subgroups.

**Monitoring/Evaluation**

Ongoing formative assessments, grades, attendance, summative assessments, and PVAAS data will be used to evaluate the effectiveness of MTSS.

**Evidence-based Strategy**

Industry Recognized Credentials

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Metrix Learning	The district will implement Metrix Learning. Metrix Learning is a comprehensive workforce development learning platform. There are various tools to assess for skill gaps, training content which will provide industry recognized credentials, and career pathways exploration.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Integration of industry recognized credentials into existing curriculum.	2021-08-23 - 2023-05-26	Ian Magness/Superintendent Mike Kleckner/Principal Emily Hough/College and Career Counselor	Metrix Learning

## Anticipated Outcome

All students will receive the PA Work Aware Credential by the end of their 9th grade year. Students will have the opportunity to earn additional credentials based on career pathway and interest.

## Monitoring/Evaluation

The number of credentials offered and the completion rate of credentials by students.

## Evidence-based Strategy

Curriculum Based Measurement

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
aimeswebPlus	The district will implement aimswebPlus. This system is a progress monitoring tool that screens and monitors the reading and math skills of K–12 students to better assess at-risk learners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of aimsWeb to more effectively progress monitor at-risk learners.	2021-08-23 - 2023-05-26	Don Dell/Special Services Director	aimesWeb

### Anticipated Outcome

Better progress monitoring of student progress. More effective data to use for planning instruction. Increase of student achievement.

### Monitoring/Evaluation

Progress monitoring data will be used to evaluate the response to instruction and interventions. MAP assessment, PSSA, and grades.

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### Evidence-based Strategy

Integration of Technology into Instruction

## Measurable Goals

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Math Curriculum

The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum.

MTSS - Academic

A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students.

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

The district has implemented a 1-1 device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.

2021-08-23 -  
2022-05-27

Stacie  
Isenberg/Instructional  
Technology  
Coordinator

**Anticipated Outcome**

Teachers will integrate technology tools into instruction to better engage students.

**Monitoring/Evaluation**

Schoology, formal observations, instructional walk-throughs

**Evidence-based Strategy**

Integration of Technology into Instruction

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## Measurable Goals

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### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math Curriculum

The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum.

MTSS - Academic

A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

The district has implemented a 1-1 device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.

2021-08-23 -  
2022-05-27

Stacie  
Isenberg/Instructional  
Technology  
Coordinator

### Anticipated Outcome

Teachers will integrate technology tools into instruction to better engage students.

### Monitoring/Evaluation

Schoology, formal observations, instructional walk-throughs

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## Evidence-based Strategy

Multi-Tiered System of Support for Academics and Behavior

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

MTSS - Social Emotional

A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for Social Emotional and Mental Health Needs of all students.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Create time in master schedule for MTSS meetings, development of actionable agendas, and intervention plans.

2021-07-01 -  
2021-08-23

Principals

Power School

Develop BH-Works System

2021-08-23 -  
2022-05-27

Larry  
Robb/Program  
Director

Purchase of BH-Works

Train all staff on MTSS Framework

2021-08-24 -  
2021-08-24

Larry  
Robb/Program  
Director

Research and Support from  
COIIN participation

## Anticipated Outcome

Increased awareness of student social emotional needs. Collaborative planning to meet the needs of students. On-going professional development to support teachers.

## Monitoring/Evaluation

Monitoring will be on a weekly basis. Academic and behavioral data will be used to evaluate overall MTSS system at both an individual student and grade level bases.

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### Evidence-based Strategy

Social-Emotional Learning:

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL	Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer needs assessment using BH-Works and analyze results.	2021-10-11 - 2022-05-27	Principals and counselors	BH-Works
Establish SEL committee to examine current practices with the goal of making recommendations for program implementation.	2022-01-17 - 2022-05-27	Principals, teachers, counselors, students	CASEL SEL Competencies

### Anticipated Outcome

A comprehensive SEL program will be implemented that addresses individual, classroom, and building needs.

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### **Monitoring/Evaluation**

Needs assessment results, grades, attendance, behavior data, and SAP referrals will be used to evaluate the effectiveness of the program.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for Social Emotional and Mental Health Needs of all students. (MTSS - Social Emotional)	Multi-Tiered System of Support for Academics and Behavior	Develop BH-Works System	08/23/2021 - 05/27/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for Social Emotional and Mental Health Needs of all students. (MTSS - Social Emotional)	Multi-Tiered System of Support for Academics and Behavior	Train all staff on MTSS Framework	08/24/2021 - 08/24/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels. (SEL)	Social-Emotional Learning:	Administer needs assessment using BH-Works and analyze results.	10/11/2021 - 05/27/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels. (SEL)	Social-Emotional Learning:	Establish SEL committee to examine current practices with the goal of making recommendations for program implementation.	01/17/2022 - 05/27/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Develop BH-Works for intervention plans, treatment plans and behavioral health assessments.	08/23/2021 - 05/27/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Research and implementation of small group curriculum	08/23/2021 - 01/17/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum. (Math Curriculum)	Rigorous, standards-aligned math curriculum	Adopt new math curriculum	08/23/2021 - 05/27/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students. (MTSS - Academic)	Multi-Tiered System of Support for Academics and Behavior	Create time in master schedule for MTSS meetings, development of actionable agendas, and intervention plans.	08/23/2021 - 05/27/2022



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will implement Metrix Learning. Metrix Learning is a comprehensive workforce development learning platform. There are various tools to assess for skill gaps, training content which will provide industry recognized credentials, and career pathways exploration. (Metrix Learning)	Industry Recognized Credentials	Integration of industry recognized credentials into existing curriculum.	08/23/2021 - 05/26/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will implement aimswebPlus. This system is a progress monitoring tool that screens and monitors the reading and math skills of K–12 students to better assess at-risk learners. (aimeswebPlus)	Curriculum Based Measurement	Implementation of aimesWeb to more effectively progress monitor at-risk learners.	08/23/2021 - 05/26/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum. (Math Curriculum)	Integration of	The district has implemented a 1-1	08/23/2021 -
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students. (MTSS - Academic)	Technology into Instruction	device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.	05/27/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum. (Math Curriculum)	Integration of	The district has implemented a 1-1	08/23/2021 -
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students. (MTSS - Academic)	Technology into Instruction	device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.	05/27/2022

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels. (SEL)	Social-Emotional Learning:	Establish SEL committee to examine current practices with the goal of making recommendations for program implementation.	01/17/2022 - 05/27/2022

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Develop BH-Works for intervention plans, treatment plans and behavioral health assessments.	08/23/2021 - 05/27/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Community Support Resource Map	04/05/2021 - 01/17/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will implement Metrix Learning. Metrix Learning is a comprehensive workforce development learning platform. There are various tools to assess for skill gaps, training content which will provide industry recognized credentials, and career pathways exploration. (Metrix Learning)	Industry Recognized Credentials	Integration of industry recognized credentials into existing curriculum.	08/23/2021 - 05/26/2023



## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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Both Buffalo and South Buffalo have significantly exceeded the state averages in proficient and advanced in all tested subject areas. Each building is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.

The Middle School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The Middle School is making meaningful progress for the 2030 statewide goal in each tested subject area. All student groups exceeds the standard demonstrating growth in all tested subject areas.

The High School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The High School is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.

The High School has a 99.3% 4-year Graduation and has already met the statewide 2030 goal.

Instructionally, the district has focused on the model called Four Lenses of Learning. The four lenses consist of the human, social,

### Challenges

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The elementary has not met the overall growth standard in all PSSA tested subject areas.

The High School has not reach the overall Keystone growth standard (PVAAS) in Algebra 1.

All buildings are not meeting the interim goal for all subject areas in the special education subgroup.

The district believes that the research-based systems are in place. The continued goal is to build upon successes and to improve on a yearly basis.

Industry recognized learning has been a challenge.

Addressing the risks of students experiencing social and emotional problems.

Added time for teachers to collaborate and plan for the needs of students through the MTSS process will be added for the 2021-22 school year.

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## Strengths

language, and meaning lenses. This model provides teacher a robust but relatable framework to plan instruction that aligns with the Danielson Framework.

The district has developed the MTSS framework that address both the academic and social-emotional/behavioral needs of students. Two data systems have been adopted to help facilitate MTSS. Hoonuit (PowerSchool product) houses all student assessment data, grades, attendance, and behavior. The second (B-H Works) is used to plan and implement interventions at tier 2 and tier 3, including Student Assistance Program and all protocols related to mental health services. Also, this system will be used to implement universal screenings and targeted behavioral health assessments.

Professional develop has been on-going with respect to trauma-informed classrooms and schools.

District administrators have a goal focused evaluation system that focuses on data and the needs of their buildings or department. This system emphasizes continuous improvement with accountability to results.

The district has added a pre-apprenticeship program through Penn United Industries.

The district has added a program called Metrix Learning to offer student the ability to participate in coursework to achieve industry

## Challenges

Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups.

Academic growth has been a challenge at South Buffalo Elementary. Continued emphasis on data-informed instruction with targeted interventions will address the concern.

A more rigorous, standards aligned curriculum is being implemented at the elementary level.

Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups. Added time for teachers to collaborate and plan for the needs of students through the MTSS process will be added for the 2021-22 school year.

Growth at Buffalo is the identified challenge. Continued emphasis on standards-aligned curriculum coupled with hands-on experiences and targeted interventions will address the concern.

Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups. Added time for teachers to collaborate and plan for the needs of students through the MTSS process will be added for the 2021-22 school year.

## Strengths

recognized credentials.

The district offers a robust college and career curriculum for all student including classroom career lessons K - 12, internships, job shadowing, teachers in the workplace, career days, financial literacy workshops, and career classes required at the middle school and high school level.

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.

The district continues to focus on the quality of instruction students receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.

The district's overall ELA/Literature state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.

A new secondary ELA program has been adopted for the 2021-22 school year. The new program has added online resources for

## Strengths

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students and staff that will further enhance the district's one-to-one device initiative.

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.

The district's overall Math state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms.

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.

The district's overall Science state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms.

Elementary Science uses the FOSS program emphasizing hands-on collaborative science lessons.

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.

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**Most Notable Observations/Patterns**

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Students' social-emotional needs and academic needs are interconnected and both must be addressed for students to be successful. Historically Low Performing students remain as a challenge and continued efforts need to be made through MTSS, data analysis, and research-based instructional practices and intervention.

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Challenges	Discussion Point	Priority for Planning
<p>The elementary has not met the overall growth standard in all PSSA tested subject areas.</p>	<p>Within the root cause analysis, curriculum concerns were identified in the level of math rigor. Also, the data indicates a weakness in text dependent analysis.</p>	
<p>The High School has not reach the overall Keystone growth standard (PVAAS) in Algebra 1.</p>		
<p>Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups.</p>	<p>Programs and interventions need to be systematically examined for effectiveness to better meet the needs of these subgroups.</p>	
<p>Industry recognized learning has been a challenge.</p>	<p>The meet the challenges of an ever changing economy, the district needs to provide additional opportunities to ensure all students are college and career ready.</p>	
<p>Addressing the risks of students experiencing social and emotional problems.</p>	<p>The district recognizes the social and emotional needs of students and resources and systems need to be in place to meet these needs.</p>	

## ADDENDUM B: ACTION PLAN

### Action Plan: School-based Mental Health

Action Steps	Anticipated Start/Completion Date
Create additional counseling position.	08/23/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Treatment plan goals, grades, attendance, behavior data will be used to evaluate the effectiveness of the program.	There will be additional services offered to all students based on their level of need.

Material/Resources/Supports Needed	PD Step	Comm Step
Federal Money	no	no

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**Action Steps****Anticipated Start/Completion Date**

Develop BH-Works for intervention plans, treatment plans and behavioral health assessments.

08/23/2021 - 05/27/2022

**Monitoring/Evaluation****Anticipated Output**

Treatment plan goals, grades, attendance, behavior data will be used to evaluate the effectiveness of the program.

There will be additional services offered to all students based on their level of need.

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

BH Works

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Research and implementation of small group curriculum

08/23/2021 - 01/17/2022

**Monitoring/Evaluation****Anticipated Output**

Treatment plan goals, grades, attendance, behavior data will be used to evaluate the effectiveness of the program.

There will be additional services offered to all students based on their level of need.

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

Small group curriculum

yes

no



**Action Steps****Anticipated Start/Completion Date**

Community Support Resource Map

04/05/2021 - 01/17/2022

**Monitoring/Evaluation****Anticipated Output**

Treatment plan goals, grades, attendance, behavior data will be used to evaluate the effectiveness of the program.

There will be additional services offered to all students based on their level of need.

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

None

no

yes



**Action Plan: Rigorous, standards-aligned math curriculum**

**Action Steps**

**Anticipated Start/Completion Date**

Adopt new math curriculum

08/23/2021 - 05/27/2022

**Monitoring/Evaluation**

**Anticipated Output**

The use of both formative and summative assessments (MAP and PSSA) in the addition to PVAAS data will be used to monitor and evaluate the effectiveness of the curriculum and instruction.

With the increase of rigor, the overall academic growth of all students will increase.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

enVision, MAP, classroom assessments, PSSA

yes

no



## Action Plan: Multi-Tiered System of Support for Academics and Behavior

Action Steps	Anticipated Start/Completion Date
Create time in master schedule for MTSS meetings, development of actionable agendas, and intervention plans.	08/23/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Ongoing formative assessments, grades, attendance, summative assessments, and PVAAS data will be used to evaluate the effectiveness of MTSS.	Increased planning time will result in more collaborative planning, differentiated instruction, data analysis, and individual student intervention plans. Overall achievement and growth will increase for all students and in particular subgroups.

Material/Resources/Supports Needed	PD Step	Comm Step
MAP, Classroom assessments, PSSA, Power School	yes	no

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## Action Plan: Industry Recognized Credentials

Action Steps	Anticipated Start/Completion Date
Integration of industry recognized credentials into existing curriculum.	08/23/2021 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
The number of credentials offered and the completion rate of credentials by students.	All students will receive the PA Work Aware Credential by the end of their 9th grade year. Students will have the opportunity to earn additional credentials based on career pathway and interest.

Material/Resources/Supports Needed	PD Step	Comm Step
Metrix Learning	yes	yes

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## Action Plan: Curriculum Based Measurement

Action Steps	Anticipated Start/Completion Date
Implementation of aimesWeb to more effectively progress monitor at-risk learners.	08/23/2021 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
Progress monitoring data will be used to evaluate the response to instruction and interventions. MAP assessment, PSSA, and grades.	Better progress monitoring of student progress. More effective data to use for planning instruction. Increase of student achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
aimesWeb	yes	no

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## Action Plan: Integration of Technology into Instruction

### Action Steps

### Anticipated Start/Completion Date

The district has implemented a 1-1 device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.

08/23/2021 - 05/27/2022

### Monitoring/Evaluation

### Anticipated Output

Schoology, formal observations, instructional walk-throughs

Teachers will integrate technology tools into instruction to better engage students.

### Material/Resources/Supports Needed

### PD Step

### Comm Step

yes

no





## Action Plan: Integration of Technology into Instruction

Action Steps	Anticipated Start/Completion Date
The district has implemented a 1-1 device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.	08/23/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Schoology, formal observations, instructional walk-throughs	Teachers will integrate technology tools into instruction to better engage students.

Material/Resources/Supports Needed	PD Step	Comm Step
	yes	no
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## Action Plan: Multi-Tiered System of Support for Academics and Behavior

**Action Steps****Anticipated Start/Completion Date**

Create time in master schedule for MTSS meetings, development of actionable agendas, and intervention plans.

07/01/2021 - 08/23/2021

**Monitoring/Evaluation****Anticipated Output**

Monitoring will be on a weekly basis. Academic and behavioral data will be used to evaluate overall MTSS system at both an individual student and grade level bases.

Increased awareness of student social emotional needs. Collaborative planning to meet the needs of students. On-going professional development to support teachers.

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

Power School

no

no

**Action Steps****Anticipated Start/Completion Date**

Develop BH-Works System

08/23/2021 - 05/27/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring will be on a weekly basis. Academic and behavioral data will be used to evaluate overall MTSS system at both an individual student and grade level bases.

Increased awareness of student social emotional needs. Collaborative planning to meet the needs of students. On-going professional development to support teachers.

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

Purchase of BH-Works

yes

no



**Action Steps****Anticipated Start/Completion Date**

Train all staff on MTSS Framework

08/24/2021 - 08/24/2021

**Monitoring/Evaluation****Anticipated Output**

Monitoring will be on a weekly basis. Academic and behavioral data will be used to evaluate overall MTSS system at both an individual student and grade level bases.

Increased awareness of student social emotional needs. Collaborative planning to meet the needs of students. On-going professional development to support teachers.

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

Research and Support from COIIN participation

yes

no

**Action Plan: Social-Emotional Learning:**

**Action Steps****Anticipated Start/Completion Date**

Administer needs assessment using BH-Works and analyze results.

10/11/2021 - 05/27/2022

**Monitoring/Evaluation****Anticipated Output**

Needs assessment results, grades, attendance, behavior data, and SAP referrals will be used to evaluate the effectiveness of the program.

A comprehensive SEL program will be implemented that addresses individual, classroom, and building needs.

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

BH-Works

yes

no



**Action Steps****Anticipated Start/Completion Date**

Establish SEL committee to examine current practices with the goal of making recommendations for program implementation.

01/17/2022 - 05/27/2022

**Monitoring/Evaluation****Anticipated Output**

Needs assessment results, grades, attendance, behavior data, and SAP referrals will be used to evaluate the effectiveness of the program.

A comprehensive SEL program will be implemented that addresses individual, classroom, and building needs.

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

CASEL SEL Competencies

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for Social Emotional and Mental Health Needs of all students. (MTSS - Social Emotional)	Multi-Tiered System of Support for Academics and Behavior	Develop BH-Works System	08/23/2021 - 05/27/2022
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for Social Emotional and Mental Health Needs of all students. (MTSS - Social Emotional)	Multi-Tiered System of Support for Academics and Behavior	Train all staff on MTSS Framework	08/24/2021 - 08/24/2021
Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels. (SEL)	Social-Emotional Learning:	Administer needs assessment using BH-Works and analyze results.	10/11/2021 - 05/27/2022
Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels. (SEL)	Social-Emotional Learning:	Establish SEL committee to examine current practices with the goal of making recommendations	01/17/2022 - 05/27/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	for program implementation. Develop BH-Works for intervention plans, treatment plans and behavioral health assessments.	08/23/2021 - 05/27/2022
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Research and implementation of small group curriculum	08/23/2021 - 01/17/2022
The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum. (Math Curriculum)	Rigorous, standards-aligned math curriculum	Adopt new math curriculum	08/23/2021 - 05/27/2022
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students. (MTSS - Academic)	Multi-Tiered System of Support for Academics and Behavior	Create time in master schedule for MTSS meetings, development of	08/23/2021 - 05/27/2022



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will implement Metrix Learning. Metrix Learning is a comprehensive workforce development learning platform. There are various tools to assess for skill gaps, training content which will provide industry recognized credentials, and career pathways exploration. (Metrix Learning)	Industry Recognized Credentials	actionable agendas, and intervention plans.  Integration of industry recognized credentials into existing curriculum.	08/23/2021 - 05/26/2023
The district will implement aimswebPlus. This system is a progress monitoring tool that screens and monitors the reading and math skills of K–12 students to better assess at-risk learners. (aimswebPlus)	Curriculum Based Measurement	Implementation of aimsWeb to more effectively progress monitor at-risk learners.	08/23/2021 - 05/26/2023
The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum. (Math Curriculum)  A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students. (MTSS - Academic)	Integration of Technology into Instruction	The district has implemented a 1-1 device initiative. Teachers will use the Learning Management Platform (Schoology) and a variety of age-	08/23/2021 - 05/27/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		appropriate instructional tools to enhance instruction.	
The district will adopt and implement a new elementary math curriculum (enVision) to increase the rigor of the curriculum. (Math Curriculum)	Integration of Technology into Instruction	The district has implemented a 1-1 device initiative.	08/23/2021 -
A district-wide Multi-tiered System of Supports (MTSS) will be fully implemented for the academic needs of students. (MTSS - Academic)		Teachers will use the Learning Management Platform (Schoology) and a variety of age-appropriate instructional tools to enhance instruction.	05/27/2022

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-informed practices	All staff	Classroom Strategies Building-wide strategies Individual student planning strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of strategies as measured through classroom walk-throughs, formal observation, professional dialogue at meetings, and activities.	08/23/2021 - 05/27/2022	Larry Robb/Program Director Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)
2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
2a: Creating and Environment of Respect and Rapport	
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
2b: Establishing a Culture for Learning	



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
4 Lenses of Learning	All teachers and administrators	The 4 Lenses of Learning examines instruction through the lenses of social, human, language, and meaning.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Implementation of strategies as measured through classroom walk-throughs, formal observation, professional dialogue at meetings, and activities.	08/23/2021 - 05/27/2022	Principals

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2a: Creating and Environment of Respect and Rapport	Language and Literacy Acquisition for All Students
4a: Reflecting on Teaching	
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	
3a: Communicating with Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Instructional Technology	All teachers	Topics include but not limited to: Schoology development Formative Assessment Virtual Reality Interactive games/activities Google products Assessment tools Curriculum based activities

  

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Implementation of strategies as measured through classroom walk-throughs, formal observation, professional dialogue at meetings, and activities.	08/27/2021 - 05/27/2022	Stacie Isenberg/Instructional Technology Coordinator

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3a: Communicating with Students
- 4c: Communicating with Families
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources
- 3b: Using Questioning and Discussion Techniques
- 4e: Growing and Developing Professionally

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

ainesWeb Training

K - 12 Special Education Teachers and intervention teachers.

Effective use of aimesWeb to monitor student progress and inform instruction.

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<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Teachers using the system on an ongoing basis.	08/23/2021 - 05/26/2023	Don Dell/Special Services Director

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1f: Designing Student Assessments

4c: Communicating with Families

4a: Reflecting on Teaching

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
BH- Works Implementation	All teacher team members, SAP team members, counselors, and administrators.	Tier 2 intervention plans SAP referrals and plans Tier 3 treatment plans Suicide Protocol Universal Screening

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Will be used and monitored at all MTSS team meetings, SAP meetings, and for all tier 3 individual treatment plans.	01/01/0001 - 01/01/0001	Larry Robb/Program Director

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

4c: Communicating with Families

3d: Using Assessment in Instruction

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

CASEL Core Competencies

SEL committee members

The effectiveness of SEL curriculum on student's well-being. The 6 core SEL competencies Evaluation Rubrics Implementation Strategies

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Selection and implementation of programming.

01/17/2022 - 05/27/2022

Principals

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

1f: Designing Student Assessments

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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3e: Demonstrating Flexibility and Responsiveness

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Social Emotional Learning curriculum, building-wide practices, and classroom strategies will be fully implemented in all buildings and grade-levels. (SEL)	Social-Emotional Learning:	Establish SEL committee to examine current practices with the goal of making recommendations for program implementation.	2022-01-17 - 2022-05-27
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Develop BH-Works for intervention plans, treatment plans and behavioral health assessments.	2021-08-23 - 2022-05-27
The district will expand services in tier 2 and tier 3 to address the social emotional and mental health needs of students. (Tier 2 and 3 Support)	School-based Mental Health	Community Support Resource Map	2021-04-05 - 2022-01-17
The district will implement Metrix Learning. Metrix Learning is a comprehensive	Industry	Integration of	2021-08-23

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
workforce development learning platform. There are various tools to assess for skill gaps, training content which will provide industry recognized credentials, and career pathways exploration. (Metrix Learning)	Recognized Credentials	industry recognized credentials into existing curriculum.	- 2023-05-26

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication to families	Families and students	Overall program
Anticipated Timeframe	Frequency	Delivery Method
01/17/2022 - 05/27/2022	Ongoing	Posting on district website Letter Letter
Lead Person/Position		
Principals Ian Magness/Superintendent Larry Robb/Program Director		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan will be discussed publicly at the October and November, 2021 school board meeting. The draft plan and final plan will be posted on the district website.	Freeport Area School District 2021-2024 Future Ready Comprehensive Plan	District Website	All parents and community members	Draft Plan on October 7, 2021. Final Plan after school board approval on November 12, 2021.

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