

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Michael Kleckner
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Freeport Area Senior High School
(As it should appear in the official records)

School Mailing Address 625 South Pike Road
(If address is P.O. Box, also include street address.)

City Sarver State PA Zip Code+4 (9 digits total) 16055-9202

County Butler County

Telephone (724) 295-5143 Fax (724) 295-2390

Web site/URL http://www.freeport.k12.pa.us E-mail kleckner@freeport.k12.pa.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Ian Magness E-mail magness@freeport.k12.pa.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Freeport Area School District Tel. (724) 295-5141

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Haven
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	82	77	159
10	88	67	155
11	72	78	150
12 or higher	65	53	118
Total Students	307	275	582

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.5 % Asian
 - 0.9 % Black or African American
 - 0.3 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 97.4 % White
 - 0.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2018	582
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Cebvano

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 136

8. Students receiving special education services: 12 %

71 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>37</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	89%	87%	94%	94%	95%
High school graduation rate	98%	97%	87%	97%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	117
Enrolled in a 4-year college or university	69%
Enrolled in a community college	11%
Enrolled in career/technical training program	9%
Found employment	4%
Joined the military or other public service	5%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1997

15. In a couple of sentences, provide the school’s mission or vision statement.

Freeport Area School District is a learning community dedicated to the success of all.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

In 1969, the political divisions of Freeport, Buffalo and South Buffalo merged to form the Freeport Area School District. Located along the Allegheny River, at the mouth of Buffalo Creek, the Freeport Area School District is situated approximately 30 miles northeast of Pittsburgh; it is located in two counties: Freeport Borough and South Buffalo or in Armstrong County, while Buffalo Township is in Butler County. The area provides an exceptional area to raise a family because it is far enough away from the congestion of urban areas, yet the close proximity to major highways and the Pennsylvania Turnpike allow easy access to surrounding cultural activities, shopping malls and major universities. Originally a "free port" for riverboat trade, the community grew around local industry such as Freeport Brick and Oberg Industries. Now, the region is largely a bedroom community for those that commute to other areas for employment. The growth of the North Point Industrial Park, in South Buffalo Township, provides promise for future expansion of local employment opportunities.

The Freeport Area High School has developed a Career Pathways program. The driving force behind the Career Pathways program is that every student personalizes his/her career and educational plan beyond high school. A career path is a broad spectrum of careers that share similar characteristics and for which employment requirements call for common interests, strengths, and competencies. The pathways group or cluster courses that fit a certain career. We have four pathways in the following fields: Engineering Sciences and Industrial Technology, Business, Finance and Informational Technology, Art and Communication and Health and Human Services. Students have the opportunity to participate in pre-apprenticeship programs offered through Penn United and Oberg Industry. We offer a course selection guide that encompasses over 150 courses. This includes six AP, 18 Advanced and Honors courses along with 17 College in the High School courses. Our AP scores continually rank above National averages with a score of five for all test takers on the AP World test in 2018-19. Students also have the opportunity to participate in Bots IQ, Mathletes, Quizbowl, Pennsylvania Junior Academy of Science (PJAS), Pittsburgh Regional Science Engineering Fair (PRSEF), Distributive Education Clubs of America (DECA) and Digital Media Arts Consortium (DMAC).

The Social-Emotional Learning and Mental Health Framework developed by the Freeport Area High School uses Multi-Tiered Systems of Support (MTSS). Tier 1 offers universal support for all students. Tier 1 is focused on SEL competencies, collaborative teacher teams, and school-wide PBIS. Tier 2 offers targeted support to provide short-term interventions to remedy problems. Tier 3 offers intensive supports, which are individualized interventions to address specific needs. Tier 3 addresses mental health concerns. Each tier is an additional layer of support. Tier 1 support promotes behavioral, social, emotional, and academic development to prevent challenges from emerging and ensure all students have the skills needed for meeting expectations. Within Tier 1, teacher teams are composed of teachers that have the same students during the academic day. The team will meet on a regular basis (at least once per cycle) to assess, discuss, collaborate, and problem solve individual student needs. Also, the high school uses a weekly SEL curriculum. Interactions with adults and peers are essential for promoting students' personal and social competence. Tier 2 supports are for students who have a greater need of services. Within Tier 2, small group counseling provides some students with assistance to improve skills in the area of personal/social development. Students who will benefit from working with the School Counselor in small groups may be recognized through observations during classroom guidance activities, self-referral, or referral by parents, teachers, and peers. Also, Social Emotional - Behavior Intervention Plan is utilized for individual students containing interventions to teach, reinforce and reward positive behaviors. This can help prevent or minimize risks that are barriers to academic and/or behavior needs. Tier 3 is for intensive interventions for students with identified mental health risks that limit participation and functioning throughout the school day. Mental health service interventions include intensive evidence-based interventions and student-centered plans. Treatment plans are individualized and assessment-based intervention strategies.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The Danielson Framework is the guiding force that is utilized to help guide teachers in lesson planning. We have expanded upon that framework and utilize a philosophy that encompasses the 4 Lenses of Learning. This format is utilized in all content areas for all classes. The lenses look at lessons as being meaning centered, social in nature, the ability to give students a choice and offering a human aspect.

Meaning - is made when students are active learners. This means that students must interact with texts by reading, writing and talking. The most fundamental concern for any learner is "making sense" of what they are studying. This process cannot be passive.

Social- Learning occurs in a social context. Meaning is made in collaboration with other learners. Opportunities to work in pairs or small groups greatly increase the amount of oral language students use. In addition, peer groups expand the audience for student writing and work beyond the teacher and provide valuable feedback on work in progress.

Language Based -Content is learned with and through language processes. Students learn content best by using language purposefully and studying its use while engaged in the content. Language and content should not be separated in the classroom. Content is learned when immersed in language.

Human -Students bring their own prior knowledge to any learning experience.

Schoology will be our learning management system for the coming school year. We also participate in a Bring Your Own Device Program (BYOD)

1b. Reading/English language arts

The Freeport Area High School English program is aligned with the Pennsylvania Core Standards for English/Language Arts and prepares students for success in college and their careers. Through completing the coursework, the students will be better able to understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text; make connections between and among texts as well as real-life experiences; produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts; employ the writing process; produce and engage in a range of conversations using a variety of media and formats; and evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening. Specifically, the FAHS offers English and Honors English at each level, AP English 12, Argument and Rhetoric (College in the High School), Creative Writing I, II, Acting and Dramatic Strategies I, II and Public Speaking. There is a focus on American Literature in Honors English 11, and British and Western Literature in AP English 12.

1c. Mathematics

The Freeport Area High School Mathematics program is aligned with the Pennsylvania Core Standards for Mathematics and prepares students for success in college and their careers. The goal of the program is to develop students' conceptual understanding, procedural fluency, and problem-solving skills. A focus on the essential concepts from algebra, geometry, trigonometry, calculus, probability, statistics, and financial literacy is provided to students with the varied course offerings that include offers Algebra I, Algebra II, Essentials of Algebra, Geometry, Calculus, Algebra III/Trigonometry, AP Statistics (CHS), Pre-Calculus/Trigonometry, AP Calculus AB, AP Calculus BC, Honors Algebra II,, Honors Geometry and Probability and Statistics.

Our math offerings are sequential and build upon the prior class. Data is gathered through EdInsight, Keystone Exams and daily formative and summative assessment. These daily assessments help guide instruction and make adjustments as needed.

1d. Science

The Freeport Area High School Science program is aligned with the Pennsylvania Core Standards for Science and Technology and prepares students for success in college and their careers. The goal of the Science Department is that all students will become informed citizens who apply scientific thinking to problems, evaluate claims on the basis of evidence, and explore the connections between science and society at large. There is an emphasis on experimentation and hands-on learning using technology and imagination to better understand the world in which we live. All core science courses include a dedicated laboratory component. The high school provides a rich science curriculum that supports the needs of students who pursue careers in science, technology, or medicine. FAHS offers students Biology, Chemistry, Physics, Environmental Science, Advanced Biology, Advanced Chemistry, Advanced Environmental Geology, Advanced Physics, Astronomy (CHS), Meteorology and Climatology, Basic Physics for Science Engineering (CHS) and AP Biology.

1e. Social studies/history/civic learning and engagement

The Freeport Area High School Social Studies program is aligned with the Pennsylvania Core Standards for Social Studies and prepares students for success in college and their careers. The Social Studies program integrates the study of the humanities and the social sciences. The primary goal of the Social Studies program is the promotion of civic competence. The Social Studies program strives to develop independent thinking skills within students in order to help them make rational decisions in a rapidly changing world. The program includes the study of such disciplines as economics, geography, government, history, psychology, and sociology. FAHS offers United States History II, United States History III, Modern Western Civilization, Government/Economics, Honors Government, AP World History, Sociology (CHS), Cultural Diversity, Psychology, History of PA, Current Issues and Sports Psychology and Medicine.

1f. For secondary schools:

Freeport High School is on the forefront of college career readiness. We have changed our course catalogue to reflect pathways of learning which allows students to take courses that are focused on their interest. The pathways group or cluster courses that fit a certain career. We have 4 pathways in the following careers fields: Engineering Sciences and Industrial Technology, Business, Finance and Informational Technology, Art and Communication and Health and Human Services. Our students have the ability to focus on selecting courses that will eventually lead them to a career. Our natural course of study also sets other students up for college. We offer multiple honors and advanced courses along with AP and CHS for those on the college track. Students can earn college credit while still at Freeport allowing them to take care of some of the prerequisite courses and save money as they go. Students have the ability to participate in two different pre-apprenticeship programs through Penn United and Oberg Industry. The programs consist of computer or book work with one or two days a month at the facility. During these programs, students can earn up to 5 National Institute of Metalworking Skills (NIMS) certifications upon completion of the program. As you can see, we offer opportunities for both college and career readiness.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Freeport has a robust selection of elective courses as well as programs outside of your typical school day. We offer several classes for those that have a passion for art that range from Art 1 to Independent Study. This provides opportunity from beginner to the most advanced art student.

Our school also puts on one play, two musicals, two band concerts and two choral performances each year. This allows those that have a talent for performance to shine. Freeport has Mancini Award nominations for

Best Actress, Best Supporting Actress and Best Choreography. Freeport has won the award for “Best Supporting Actress”. We have also been named Best Community for Music Education five years in a row. To complement this, we also offer Acting and Dramatic Strategies as an elective along with a variety of instrumental and vocal offerings.

We work with our PE department to make physical fitness a lifelong endeavor. During our 10th grade Health class, topics cover self image, mental health, nutrition, stress management and other topics that the students would like to discuss.

We also offer five levels of French and four levels of Spanish. Again, we offer opportunities for the beginner to those that want to receive college credit for taking levels III, IV and V.

Our Technology Department is second to none. Students participate in pre-apprenticeship programs offered through Penn United and Oberg Industry. This participation results in five NIMS Certifications before they leave Freeport. We offer opportunities for our students to compete in Bots IQ. Our students actually have the ability to use a HAAS™ 1P CNC machine. The very machine used at Oberg Industry and Penn United which are both worldwide companies right in our district. They first design in Fusion 360 and then take and produce on the CNC machine.

Robotics doesn't appeal to all learners, so our students can take courses in Home Maintenance, Architectural Drawing where they hand draw and use CAD software to your very traditional woodworking and metalworking classes. We have an award winning TV production class that wins Digital Media Arts Consortium (DMAC) Awards yearly. Students learn everything from digital editing to creating a documentary film. These students have taken first place in the Heroin Outreach Prevention Education (H.O.P.E.) sponsored by the FBI. They have won first place in both judges' choice and viewers' choice.

We want to create well rounded students and providing a rich course offering helps do that. We also put kids in leadership roles with the Student Council, students are peer mentors and peer tutors for those in need. Our students are also student assistants in our Life Skills Program. Students participate in clubs monthly where they interact with those they may not see any other time except for that club period. The combination of course offering and personal connections sets Freeport apart from other schools.

3. Academic Supports:

3a. Students performing below grade level

The High School utilizes grade level teacher teams to monitor student academic, social/emotional, and behavioral risks. Students that are identified with risks have intervention plans developed and are monitored by a specific teacher. To facilitate these plans, the High School has developed an intervention period to facilitate academic interventions. In addition, all students are assigned to an academic advisory teacher that meets bi-monthly to help students self monitor and set academic goals. Also, the High School utilizes teacher data teams to monitor all students and specifically our historically underachieving population. The data is used to inform scheduling needs such as co-teaching, additional lab periods, and focused academic supports. Further, additional Tier 2 and Tier 3 social/emotional mental health supports are incorporated into the intervention plans to address the whole child. For students with truancy issues, the High School develops a School Attendance Improvement Plan. The Student Attendance Improvement Plan is the first step to student success. When students are absent, they obviously do poorly in school. Our first step is to intervene with parent contact and see if we can come to a solution. We will also get a program called Why Try involved if needed. They assist in getting the student to school and provide support for the student and family. The School Counselors are extensions of our leadership team. They have a far reaching impact in a variety of areas. One they do very effectively is peer mentors. They provide interested students training in that topic through our mental health counselor and use them to talk with students. They monitor all conversations and intervene when appropriate. They have follow up conversations with the mentor after each session. The peer mentor program allows for student to student interaction which is what is needed in some cases for issues dealing with work load or a specific class. Once students find some success, we have found that their attendance improves and success builds.

3b. Students performing above grade level

Students performing above grade level have a variety of ways to enrich their educational experience. Freeport offers a combination of 18 Honors and Advanced courses for students to test their ability. These courses range from Honors Algebra II, to Advanced Computer Applications where they can earn a Microsoft Office Specialist Certification (MOS) in Word and Excel. In addition to that we have 17 College in the High School courses where students can earn college credit. We have agreements through Westmoreland County Community College, University of Pittsburgh, and Seton Hill. Freeport also offers 6 Advanced Placement courses. Students in the 2018-2019 school year scored above the National Average in the following courses. AP Statistics 73% - National Average 59%, Calculus BC 88% - National Average 88%, Biology 89% - National Average 65%, English Literature 92% - National Average 55% and World History 100% - National Average 56%. Students have the opportunity through a GIEP, if they have one, to substitute courses for those that are more in their interest and skill level. We also offer the opportunity for Pre-Apprenticeship programs that are offered through Penn United and Oberg Industry. Students have an opportunity here to earn up to 5 National Institute of Metalworking Skills (NIMS) in the areas of benchtop set-up, blueprint reading, manual mill, manual lathe and CNC Mill Programming Setup and Operation. This opportunity allows them to explore fields of interest. As an offshoot, these students are also our peer tutors. This gives them the ability to share their knowledge with our other students. We feel this is a vital cog in the success of each student at Freeport.

3c. Special education

Freeport Area School district provides both regular education teachers and special education teacher's professional development in the area of LRE. The district uses the co-teaching model to ensure that students get the general education curriculum and receive the supplementary aids and services to make them successful. In the elementary schools, RTII is utilized to ensure that instructional strategies are used to meet the needs of all students. The district has used and will continue to use RTII days (which are professional development days) to develop the strategies needed to meet the needs of all students in each Tier. The RTII days are set up for each grade level and meet at least four times a year. Each grade level develops a plan to provide each Tier with supplemental aids and services to address the needs of the students. Regular educators and special educators meet during these RTII days. At the Sr. High level, the co-teaching model is used in our math, reading, and English classes. In Social Studies and Science, we have Educational Assistants who supply aid and services within the general education classrooms. All students with disabilities are included in these classes. The educational assistants are included in professional development sessions to provide supplementary aids and services to meet the needs of our students. They meet with our regular education and special education teachers on in-services to discuss needs and modifications. Educational Assistants will continue to receive 20 hours of training plus professional development sessions with our teaching staff. Teachers in the co-teaching model meet regularly to plan lessons and instruction. Our district continues to adjust schedules for common planning time. We will continue to seek experts in the field for co-teaching and inclusion classes to make sure our staff has the professional development necessary to ensure that our students are in the least restrictive environment and are successful.

3d. ELLs, if a special program or intervention is offered

The High School provides a program to each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. This program includes standards-based English as a second language instruction at the appropriate proficiency level, content area instruction aligned with the corresponding standards and adapted to meet the needs of the students and assessment processes that reflect the academic standards and instruction. The ELL teacher provides individualized programs for our students, yet have them working together in groups as often as possible, to develop listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity. In the ELL class, cultural traditions are shared and a global perspective is encouraged. To provide the ELL student with opportunities to use spoken and written English in social settings both in and out of school while employing strategies that extend communicative competencies.

Because we have such a small number of ELL students, we are able to customize for each student because they receive individual instructional time with the ELL teacher. The teacher also pushes into classes with the student (English, MWC and Public Speaking).

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Freeport High School is a small school with a family feel. You walk the halls and see students from a variety of backgrounds interacting. Staff turnover is nonexistent at Freeport. This allows for students to build relationships with faculty and staff that last for the four years the student is with us. Teachers get to know the students and make connections that make the students feel comfortable. Teachers know kids personally, some have had their parents in school, some are community members, many more attend musicals, plays, and sporting events and still others sponsor clubs and activities.

Our students are our top priority, plain and simple. We make every day an experience our students hopefully will remember forever. Students know they are cared for by the interactions they have with teachers and staff members. We think of engagement as more than academics. We look at the bigger picture. Students are peer mentors, peer tutors, members of any one of our many clubs. They are student school board representatives and Student Council members. Students have an influence in the building each and every day they are here. Students can choose courses freely to challenge themselves and take electives that allow them to express themselves. There are opportunities for work release, internships and pre-apprenticeship programs. We consider all of these opportunities as ways we engage our students.

Freeport has a rigorous and diverse curriculum. Staff regularly incorporate direct instruction, group work, teams and utilization of technology. We strive for both depth and breadth of knowledge. Roughly 40% of our students participate in band and chorus. Nearly 60% participate in athletics and on club days 80% of our students are participating in an activity of their choosing. Students perform two chorus concerts and two band concerts a year along with two musicals. We have coupled that with weekly lessons and conversation on Social Emotional Learning. We use a program called seven Mindsets that start as a jumping off point for conversation surrounding giving, gratitude, attitude, possibility, passion, being connected and being accountable. We weave these topics into everyday life at Freeport. The combination of academics and socialization make for an experience that engages our students at every turn.

2. Engaging Families and Community:

Family involvement happens in a variety of ways. We offer the traditional Open House where we invite families in to see the building and chat with teachers as well as Parent/Teacher Conferences. However, we found our attendance low at these events so we couple these traditional parent events with community events such as Spirit Night, musical events and guest speakers. Our college and career activities under the Chapter 339 Plan have allowed us to bring in community members and parents so students benefit from their professional experience while also giving the community an opportunity to see what students do on a daily basis. This has created an environment where parents routinely interact with students in the classroom. In addition, the High School holds a financial reality fair hosted by USX Federal Credit Union. This was a collaborative effort of parents and community members. Further, Career Fairs are a yearly event where multiple community members have the opportunity to speak to our students formally about different careers.

Teachers have participated in Teachers in the Workplace for 3 years and during the 2019-2020 year we hosted an event titled Companies in the Classroom. The decision makers from local business and industry spent a day with us visiting different classrooms, engaging with students and teachers alike. They were given “look fors” at the beginning of the day and then debriefed at day's end.

Families are part of numerous committees within the district as part of our stakeholder group. Annual Awards Night recognizes students that have been selected to receive scholarships through local donations. The scholarship committee presents the award in an evening ceremony. Monies received directly impact college expenses. Awards Night also is host to other recognition for numerous awards the students have won throughout the year. We annually have a Top 10 Dinner where students, parents and a selected faculty member have dinner together at a local restaurant and just talk.

We are constantly in communication with students' parents to discuss a variety of topics. Students set up and run our annual blood drive sponsored by the Central Blood Bank. Students are involved in a variety of community service activities such as graphic design work for the Freeport Library, Freeport Community Park Restoration and Meals in Wheels. We routinely use after school events to talk with parents. It may be at a musical or sporting event. Every chance we have to engage with a parent is positive public relations.

3. Creating Professional Culture:

Building relationships is the most important part of establishing a school culture that values continuous improvement, respect, and risk taking. In general, when people feel valued, staff and students alike, they are likely to work harder and enjoy their work. It is important when creating and sustaining a positive school culture, to have a shared vision. It is the goal of all teachers and staff at Freeport to foster positive relationships with students and among peers. All teachers and staff need to feel valued and have ownership in the direction of the overall school.

Communication, transparency, and leveraging the collaborative efforts of a school community contribute to a positive and strong culture. To facilitate this, teacher leadership is promoted. Teachers are involved in developing the direction of the school. Teachers lead professional development both at the district and building levels. For example, monthly faculty meetings are focused on instruction and lead by teachers. The district uses a differentiated supervision model. Teachers can choose a focused area of professional development as their evaluation.

Also, teachers are provided flexible professional development days to again individualize their professional development needs. One very successful way we found to have staff try new, innovative strategies was to offer self-paced professional development on a variety of topics of interest. Teachers were able to generate a list of topics they would like to learn more about. Based off the list, self-paced professional development was created and rolled out to staff. Because of this we now have many Google Level I Educators.

For the coming year, we will focus intensely on creating robust Schoology teacher pages. Professional development will surround the staff having time to collaborate with colleagues that have a page currently developed. Regular meetings with building representatives allow a free sharing of ideas followed with department and faculty meetings. At Freeport High School, teachers have a definite voice in the school which helps build a positive, professional culture.

4. School Leadership:

School leadership must be focused on learning and teaching. Collaboratively setting vision and creating high standards is a vital part of leadership. However, a leader must invest in people and develop strong teachers who have a sense of purpose and a commitment to learning. The principal and assistant principal have a priority of spending daily, quality time in classrooms, halls, and cafeteria. This time demonstrates their commitment to teaching and learning, positive interactions with students and staff, and generally keeping the pulse of the school.

The High School leadership style consists of teamwork and collaboration and communication. Leadership is not provided by a single person, but is distributed among teachers, school counselors, central office and high school principals. Examples of distributed leadership consist of data teams, grade level and department teams where the principals serve as facilitators in the decision making process.

Student leadership is promoted through Student Council and student school board representatives. Within these groups, students have a voice in the decisions that directly impact their education.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The most instrumental practice we put into place is that of the pathways model within the 339 Plan. We based the four pathways on a study called Inflection Point. This led us to the in demand jobs for our region which were Engineering Sciences and Industrial Technology, Business, Finance and Information Technology, Health and Human Services and Arts and Communication. These pathways have helped us group or cluster courses that fit a certain career. This grouping allows students to focus on what will aid them in the career choice.

To aid in our process, we enlist the help of our Career Readiness Counselor. Her role is to help the students with career planning, job shadowings, internships and pre-apprenticeships. Her guidance, coupled with our pathways model creates a recipe for success for all learners. Our pathways model is complemented by using PA Career Zone to find student interest along with the ASVAB to gauge student skills. The combination of the two help students make an educated decision as they prepare for the future. They take the courses that are aligned with their career path.

That being said, we never discourage a student from taking a course they want even if it isn't in that particular pathway. The structure of our scheduling process focuses students on courses in their career field but also allows the flexibility for them to schedule courses that allow them to express themselves. Students are still the creator of their schedule.

The pathways model has informed curricular decisions and professional development for teachers such as the creation of the pre-apprenticeship program through Penn United and Oberg Industry, Cyber Security Program through the University of Pittsburgh, expanding robotics to include participation in Southwestern PA Bots IQ, expansion of science curriculum to include AP Biology and Anatomy and Physiology and Microsoft Office Specialist Certification (MOS) in Word and Excel.

In addition, the High School has had over 15 teachers participate in Teachers in the Workplace, participation in Companies in the Classroom and the expansion of our shadowing and internship opportunities.