

Farrell Area HS/UMS

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Farrell Middle School/High School		104432503
Address 1		
1700 Roemer Blvd.		
Address 2		
City	State	Zip Code
Farrell	PA	16121
Chief School Administrator		Chief School Administrator Email
Dr. Lora A. Adams-King		ladams-king@farrellareaschools.com
Principal Name		
Dr. Emily Clare		
Principal Email		
eclare@farrellareaschools.com		
Principal Phone Number		Principal Extension
724-509-1245		1250
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. David Zupsic		david.zupsic@miu4.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lora Adams-King	Superintendent	District Level	ladams-king@farrellareaschools.com
Dr. Emily Clare	Supervisor of Curriculum and Instruction	District Level	eclare@farrellareaschools.com
Dr. Lora Adams-King	High School Principal	High School Building Level	ladams-king@farrellareaschools.com
Mr. Brian Veccia	Assistant High School Principal	High School Building	bveccia@farrellareaschools.com
Mr. John Seybert	Special Education Supervisor	District Level Supervisor	jseybert@farrellareaschools.com
Ms. Ann-Marie Meade	High School Guidance Counselor	High School Building	ameade@farrellareaschools.com
Ms. Nichole Coxe	Mental Health Liason	Mercer County Behavioral Health	n/a
Mrs. Ruth Rawlins	Attendance Officer	District	rrawlins@farrellareaschools.com
Victoria Latzoo	Teacher	High School	vlatzoo@farrellareaschools.com
Ms. Tara Nehlen	Teacher	Upper Middle High School	tnehlen@farrellareaschools.com
Mr. Ron Viglio	Mayor of Wheatland	Elected Official	n/a
Mrs. Megan Mishata	Parent	Middle/High School	n/a
David Zupsic	Other	Midwestern Intermediate Unit IV	david.zupsic@miu4.org

Vision for Learning

Vision for Learning

The Mission of the Farrell Area School District is to work collaboratively within the community to foster a dynamic standards-based curriculum within a safe, educationally managed environment. Facilitated by a caring professional staff, opportunities abound for all students to become actively engaged as productive, responsible lifelong learners empowered to meet the global changes and needs of a culturally diverse society.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
98.9% of students met the Career Standards Benchmark.	The statewide average is 89.6%.
92% of students graduated in the 4-year cohort.	The statewide average is 89.7%.

Challenges

Indicator	Comments/Notable Observations
23.1% of students met the Industry-based learning indicator.	The statewide average is 32.8%.
The percentage of students with regular attendance in the 2021-2022 school year was 41.4%.	The statewide average during this same school year was 73.9%.
31.5% of students were proficient or advanced on the ELA state assessments for the 22-23 school year.	The statewide average during this same school year was 54.5%.
7.6% of students were proficient or advanced on the Mathematics state assessments for the 22-23 school year.	The statewide average during this same school year was 38.3%.
25% of students were proficient or advanced on the Science state assessments.	The statewide average during this same school year was 58.9%.

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

Strengths

Indicator 98.5% of economically disadvantaged students participated in the ELA state assessments. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This was an increase in participation from the previous school year.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator 93% of Black students graduated in the 4-year cohort. ESSA Student Subgroups African-American/Black	Comments/Notable Observations This was a notable increase from the previously reported school year (83.7%).

Challenges

Indicator All percentages for student subgroups decreased from the previous year for regular attendance. ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Black 44.1% White 35.9% Economically Disadvantaged 41.4% Students with Disabilities 46.6%
Indicator 15.8% of students with disabilities scored proficient/advanced on the ELA assessments. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 11.8% of students with disabilities scored proficient/advanced on the ELA assessments in the previously reported school year.
Indicator 0.0% of students with disabilities scored proficient/advanced on the Mathematics assessments. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 3.0% of students with disabilities scored proficient/advanced on the ELA assessments in the previously reported school year.

Indicator 8.0% of Black students scored proficient/advanced on the Mathematics assessments. ESSA Student Subgroups African-American/Black	Comments/Notable Observations 8% of Black students scored proficient/advanced on the Mathematics assessments in the previously reported school year.
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Summary

Strengths

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

98.9% of students met the Career Standards Benchmark.
98.5% of economically disadvantaged students participated in the ELA state assessments.

Challenges

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

All percentages for student subgroups decreased from the previous year for regular attendance.
8.0% of Black students scored proficient/advanced on the Mathematics assessments.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Growth Assessments	Implemented District-wide

English Language Arts Summary

Strengths

Students in grades 7-10 participate in a reading fluency intervention daily.
Teachers 7-12 continue to implement writing strategies across the curriculum. Grade level teams (7-9 & 10-12) continue to meet weekly to plan writing in lessons.

Challenges

50% of students scored in the lowest percentiles on the Spring 2024 Reading Benchmark.
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Mathematics

Data	Comments/Notable Observations
NWEA MAP Growth Mathematics	Implemented District wide

Mathematics Summary

Strengths

Teachers are using data from NWEA MAP to determine strengths and challenges for individual students. We will incorporate Math intervention to complement the Reading Fluency intervention.
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Challenges

10%-11% of 7th and 8th graders scored in Proficient/Advanced range on the Spring 2024 Benchmark.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAP Growth Science	Implemented district wide

Science, Technology, and Engineering Education Summary

Strengths

Teachers are using data from NWEA MAP to determine strengths and challenges for individual students.

Challenges

10% of 7th and 8th graders scored in Proficient/Advanced range on the Spring 2023 Benchmark.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index Career Standards Benchmark	100% of students achieved the Career Standards Benchmark.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

98.9% of students achieved the Career Standards Benchmark.
100% of students in Black subgroup achieved the Career Standards Benchmark.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

23.1% of students completed a work-based learning experience, and 5.1% of students earned an industry-recognized credential.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA/Keystone	0% of students with disabilities demonstrated proficiency on the mathematics assessments.
Attendance	46.6% of students with disabilities have regular attendance.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Attendance	41.4% of students considered economically disadvantaged have regular attendance.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	44.1% of Black students have regular attendance.

Summary

Strengths

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

Our District Attendance Officer is in her third year and has a better understanding of the truancy laws. More consistent communication and engagement with families can occur.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

0% of students with disabilities demonstrated proficiency on the mathematics assessments.
46.6% of students with disabilities have regular attendance.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Provide frequent, timely, and systematic feedback and support on instructional practices
Collectively shape the vision for continuous improvement of teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
98.9% of students met the Career Standards Benchmark.	False
98.5% of economically disadvantaged students participated in the ELA state assessments.	False
Students in grades 7-10 participate in a reading fluency intervention daily.	False
Teachers 7-12 continue to implement writing strategies across the curriculum. Grade level teams (7-9 & 10-12) continue to meet weekly to plan writing in lessons.	False
Teachers are using data from NWEA MAP to determine strengths and challenges for individual students.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Teachers are using data from NWEA MAP to determine strengths and challenges for individual students. We will incorporate Math intervention to complement the Reading Fluency intervention.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
100% of students in Black subgroup achieved the Career Standards Benchmark.	False
Our District Attendance Officer is in her third year and has a better understanding of the truancy laws. More consistent communication and engagement with families can occur.	False
98.9% of students achieved the Career Standards Benchmark.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All percentages for student subgroups decreased from the previous year for regular attendance.	False
8.0% of Black students scored proficient/advanced on the Mathematics assessments.	False

23.1% of students completed a work-based learning experience, and 5.1% of students earned an industry-recognized credential.	False
10%-11% of 7th and 8th graders scored in Proficient/Advanced range on the Spring 2024 Benchmark.	False
50% of students scored in the lowest percentiles on the Spring 2024 Reading Benchmark.	False
10% of 7th and 8th graders scored in Proficient/Advanced range on the Spring 2023 Benchmark.	False
Align curricular materials and lesson plans to the PA Standards	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Collectively shape the vision for continuous improvement of teaching and learning	False
0% of students with disabilities demonstrated proficiency on the mathematics assessments.	True
46.6% of students with disabilities have regular attendance.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

We must ensure that our curriculum is aligned in all areas and that teachers are teaching to the appropriate standards and utilizing appropriate instructional strategies and assessments. We must also continue to find ways to increase attendance of students and find evidence-based strategies that support ongoing parental involvement initiatives.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices		True
0% of students with disabilities demonstrated proficiency on the mathematics assessments.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Teachers are using data from NWEA MAP to determine strengths and challenges for individual students. We will incorporate Math intervention to complement the Reading Fluency intervention.	
98.9% of students achieved the Career Standards Benchmark.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In order to focus on student academic achievement, our PLC meetings should include time to discuss instructional strategies based on data.
	To increase achievement on mathematics assessments, we will create a system of responding to student data sets to provide timely intervention.

Goal Setting

Priority: In order to focus on student academic achievement, our PLC meetings should include time to discuss instructional strategies based on data.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
Teachers will meet weekly in 30-minute PLC groups to review and discuss a response to student data.			
Measurable Goal Nickname (35 Character Max)			
PLC Meetitngs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will design intervention groups based on Fall Map assessment.	Teachers will implement intervention groups based on student data.	Teachers will continue intervention groups, adjusting based on student data.	Teachers will meet weekly in 30-minute PLC groups to review and discuss a response to student data.

Priority: To increase achievement on mathematics assessments, we will create a system of responding to student data sets to provide timely intervention.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
A focused process for assigning students to Math intervention groups will be implemented by the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math Groups			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A communication plan for math intervention groups will be given to all 7-10 grade intervention teachers.	Intervention groups based on Fall MAP Growth data will begin.	Intervention groups will be adjusted based on Winter MAP Growth data.	A focused process for assigning students to Math intervention groups will be implemented by the end of the school year.

Action Plan

Measurable Goals

PLC Meetitngs	Math Groups
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Action Plan For: PLC Meetings

Measurable Goals:
<ul style="list-style-type: none">Teachers will meet weekly in 30-minute PLC groups to review and discuss a response to student data.

Action Step		Anticipated Start/Completion Date	
Teachers will meet regularly to review data on most recent assessments. Student intervention groups will be adjusted based on the data.		2024-08-29	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Emily Clare	Time, NWEA Data, Progress Monitoring Data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students' MAP Growth Mathematics scores will increase by expected growth measures or better.	Dr. Emily Clare, Quarterly, Review of schoolwide Benchmark Data

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">PLC Meetings	Salaries/Benefits	52522
Other Expenditures	<ul style="list-style-type: none">PLC Meetings	Homeless set aside	50
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">PLC Meetings	Salaries/Benefits	5465
Total Expenditures			58037

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PLC Meetings	Teachers will meet regularly to review data on most recent assessments. Student intervention groups will be adjusted based on the data.

Data Protocol

Action Step		
<ul style="list-style-type: none">Teachers will meet regularly to review data on most recent assessments. Student intervention groups will be adjusted based on the data.		
Audience		
7-10 Mathematics Teacher		
Topics to be Included		
Data Protocol		
Evidence of Learning		
Agendas for Mathematics Department Meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
Department Head	2024-09-03	2025-05-16

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Emily Clare	2024-12-19
School Improvement Facilitator Signature	Date