

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



The Freedom Area School District Continuous Improvement Plan identifies and monitors the four core areas listed below and the impact each area has on the district mission and vision as we serve our students, families and community. The Continuous Improvement Plan, and the Key Performance Indicators encompassed within each core area, represent the overall health of the school district as an organization of teaching and learning. As a school district, our excellence is measured by the top-notch, well-rounded educational experience we provide for every student. The Freedom Area School District - **where excellence is not only our goal, it is our tradition.**

CORE AREAS

LEARNING

District Report Card

AP, CAPP, Dual Credit, Youth
Apprenticeship, Industry Certified
Credentials

Student Growth: Local Assessment

Student Achievement: Local Assessment

ENGAGEMENT

Student Engagement (Survey)

Staff Engagement (Survey)

Parent Engagement (Survey)

**Student Club & Activity Participation
(Grades 6-12)**

Staff Professional Growth & Retention

SAFE & HEALTHY SCHOOLS

Major Behavior Referrals

Student Engagement in Support
Opportunities

Safety Plan

**Social, Academic, and Emotional
Behavior Risk Screener (SAEBRS)**

MOD Rate

FINANCE & OPERATIONS

Audit Report

Fund Balance

**Facility & Capital Improvement Plan:
10 Year Outlook & Implementation**

Technology Plan: 5 Year Outlook &
Implementation

Employee Compensation

LEARNING

Excellence in student learning in the Freedom Area School District is rooted in our support of students, families and our community. We embrace a culture of professional learning and shared leadership to ensure all students learn at the highest level and reach their fullest potential in all aspects of their lives. Our engagement in a continuous improvement process drives staff to ensure higher achievement in the classroom and a comprehensive education for all students. The district's curriculum growth plan outlines the process for ensuring that learning results for all students.

FINANCE & OPERATION

The Freedom Area School District prioritizes financial resources in a cost-efficient manner in order to align and support our priority of educational excellence for students and staff while ensuring a safe and healthy learning environment for all. In addition, the district maintains and improves district buildings, facilities and resources to support students and our community. While operating within a culture of continuous improvement, we strive to assess and plan for future student needs and enrollment throughout the district.

SAFE & HEALTHY SCHOOLS

The Freedom Area School District believes excellence in education is achieved when we have first established safe and healthy schools for our students and staff. Our district is committed to building positive relationships with our students, families, community and each other. These relationships are the cornerstone of safe and healthy schools. The lens of continuous improvement ensures that safety and overall health and wellness remain a focal point of measuring our success.

ENGAGEMENT

The Freedom Area School District recognizes that engagement, both in and out of the classroom, results in academic and social success for all students. We are committed to intentional, effective, engaging programming that supports every individual student. The district strives to focus on strong communication strategies to support the students, families and staff members we serve throughout the district with the intention of enhancing community relations and involvement in our schools.

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CORE AREA

LEARNING

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KEY PERFORMANCE INDICATOR

DEPARTMENT OF PUBLIC INSTRUCTION: DISTRICT REPORT CARD

DEFINITION

Each school year, the Wisconsin Department of Public Instruction (DPI) issues a report card for every publicly funded district and its individual schools throughout the state. The report card includes multiple indicators over multiple years across four distinct priority areas (student achievement, student growth, closing gaps and on-track and post-secondary success). The district report card is a compilation of all of the district school building ratings.

WHY THIS MATTERS

As part of the state accountability system, the Wisconsin state report cards are provided for all Wisconsin schools and districts. This publicly reported measure is one indicator of overall achievement and engagement. A school or district's overall accountability score places the school/district into one of five overall accountability rating categories.

CELEBRATIONS

All three school buildings consistently meet or exceed expectations on the school report card:

- 2021-2022 Results
 - Freedom Elementary School (4 stars - Exceeds Expectations)
 - Freedom Middle School (3 stars - Meets Expectations)
 - Freedom High School (3 stars - Meets Expectations)
- During the 2020-2021 school year Freedom Elementary School earned a 5-Star rating on the state report card. This is the highest rating achieved by any school building in the district since the inception of the Wisconsin School Report Card.
- During the 2021-2022 academic year:
 - Freedom High School
 - On-track to graduation rate is at 96.2 on the district report card.
 - Number of students proficient or advanced in Mathematics grew by 5.2% across the high school assessment.
 - Number of students proficient or advanced in English Language Arts grew by 4.1% across high school assessment.
 - Freedom Middle School
 - Achievement, as a priority area, is above the state average in both English Language Arts and Mathematics.
 - Freedom Elementary School
 - All priority area scores (achievement, growth and on-track to graduation) score at or above the K-5 state average.

OPPORTUNITIES FOR IMPROVEMENT

- During the 2020-2021 school year, the Freedom Area School District received an overall rating of 69.6 (Meets Expectations) on the Wisconsin School Report Card. Our goal is to continually improve each year until we reach an overall rating of a five-star school district that significantly exceeds expectations.
- Target areas of growth at each school building based on the 2021-2022 academic school year data:
 - Freedom High School
 - Continued opportunity to focus on growth for students who are below basic or basic in Mathematics and Language Arts. Particular focus to be drawn to the priority area growth score for English Language Arts as it is 13.3 below the state average.
 - Freedom Middle School
 - Number of students proficient or advanced in Mathematics has declined over the past two years 31.5% (2020-2021) to 30.8% (2021-2022).
 - Number of students proficient or advanced in English Language Arts has declined over the past two years 46.4% (2020-2021) to 35.9% (2021-2022).
 - Particular focus is to be drawn to the priority area growth score for Mathematics as it is significantly below (28.5 points) the state average and our proficiency in math is impacting the on-track to graduation score as well.
 - Freedom Elementary School
 - Number of students proficient or advanced in Mathematics has declined over the past two years 55.7% (2020-2021) to 47.4% (2021-2022).
 - Number of students proficient or advanced in English Language Arts has declined over the past two years 43.9% (2020-2021) to 40.6% (2021-2022).
- All Freedom students must be provided with the requisite support to become grade-level proficient readers, writers, mathematicians, and problem solvers. Our district is striving to provide multi-tiered systems of support to ALL struggling students and will continue to create systems of support that align with student needs as demonstrated in the classroom, and on state and local assessments.

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



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LEARNING

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KEY PERFORMANCE INDICATOR

AP, CAPP, DUAL CREDIT, YOUTH APPRENTICESHIP, INDUSTRY CERTIFIED CREDENTIALS

DEFINITION

Freedom High School provides opportunities for students that prepare them for post-secondary success. Whether students choose a pathway directly to the workforce, military, technical college, or university study, they can choose from Advanced Placement(AP) courses, Cooperative Academic Partnership Programs(CAPP), Dual Credit opportunities, Youth Apprenticeship(YA), and industry certified credential programs to explore and prepare for post-secondary and career readiness.

WHY THIS MATTERS

Freedom students enjoy the opportunity to explore various post-secondary pathways and obtain college credits, employability and life skills that far exceed the minimum requirements for a high school diploma. The vast array of course work opportunities are part and parcel of robust K-12 course offerings. This programming begins in elementary school with field trips and guest speakers, grows in middle school through exploratory classes and academic and career planning, and leads to a myriad of opportunities at the high school where students are exposed to different types of job opportunities and careers where they can learn and apply skills.

CELEBRATIONS

- During the 2022-2023 school year 156 students (48 seniors, 40 juniors, 48 sophomores, 20 freshmen) participated in Dual Credit Coursework, 165 students (127 seniors, 37 juniors, 1 sophomore) took CAPP courses, 90 students (55 seniors, 31 juniors, 4 sophomores) took AP courses and 67 students (42 seniors, 25 juniors) participated in the Youth Apprenticeship opportunity.

OPPORTUNITIES FOR IMPROVEMENT

- Every Freedom graduate will leave Freedom High School having participated in two of the following opportunities in their time as a Freedom student: AP Credit, CAPP Credit, Participated in Youth Apprenticeship or earned Industry Certified Credentials.
- The district will add additional experiential learning at the elementary and middle school levels to assist students in exploratory offerings.

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KEY PERFORMANCE INDICATOR

STUDENT GROWTH: LOCAL ASSESSMENT

DEFINITION

Teachers assess student achievement in an effort to identify the knowledge and skills gained in the teaching process. Teachers use student achievement data to measure the effectiveness of their curriculum by showing what specific priority standards have been mastered. Achievement data is also a tool to measure the effectiveness of core academic instruction and intervention.

WHY THIS MATTERS

Individual, grade-level, school-wide, and K-12 achievement scores are useful tools for evaluating the effectiveness of instructional design and delivery. High-quality classroom assessments and screeners in specific content areas provide evidence of mastery of skills and knowledge. Student mastery is the measure of a guaranteed and viable curriculum.

CELEBRATIONS

- Current initiatives for multi-tiered systems of support throughout K-12 programming (WINN/Irish Hour, math and reading interventionists/instructional coaching).
- PLC process evident in some areas of the district to support data evaluation and student support as identified by the local assessment.
- Local assessment data is used to assist in placing students into correct intervention and instructional locations at the elementary school.

OPPORTUNITIES FOR IMPROVEMENT

- By way of targeted professional development, the district will continue to work towards alignment of all curricula and assessment to grade-level state content area standards.
- The administrative team will assist teachers in analyzing and using multiple points of data to guide student based decisions, particularly in areas identified for academic growth.

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KEY PERFORMANCE INDICATOR

STUDENT ACHIEVEMENT: LOCAL ASSESSMENT

DEFINITION

Teachers assess student achievement in an effort to identify the knowledge and skills gained in the teaching process. Teachers use student achievement data to measure the effectiveness of their curriculum by showing what specific priority standards have been mastered. Achievement data is also a tool to measure the effectiveness of core academic instruction and intervention.

WHY THIS MATTERS

Individual, grade-level, school-wide, and K-12 achievement scores are useful tools for evaluating the effectiveness of instructional design and delivery. High-quality classroom assessments and screeners in specific content areas provide evidence of mastery of skills and knowledge. Student mastery is the measure of a guaranteed and viable curriculum.

CELEBRATIONS

- Current initiatives for multi-tiered systems of support K-12 (WINN/Irish Hour, math and reading intervention/instructional coaching).
- PLC process evident in some areas of the district to support data evaluation and student support as identified by the local assessment.
- Local assessment data is used to assist in placing students into correct intervention and instructional locations (FES).

OPPORTUNITIES FOR IMPROVEMENT

- Alignment of all curricula and assessment to grade-level state content area standards.
- Analysis and use of data is an area of growth.

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



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ENGAGEMENT

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KEY PERFORMANCE INDICATOR

STUDENT ENGAGEMENT (SURVEY)

DEFINITION

Student engagement and connectedness to the school environment includes students' belief that they have adults who care about them and support their educational journey. This key performance indicator is meant to measure the non-academic aspects of a student's educational experience. A student engagement survey is used to develop an annual action plan.

WHY THIS MATTERS

Student engagement directly impacts student learning and a sense of belonging in the school community. Positive student engagement throughout a student's educational experience creates enthusiasm for learning, impacts involvement with peers and encourages the future.

CELEBRATIONS

- A rich offering of club and extracurricular offerings at the middle and high school which continues to expand every school year.
- The district will administer the first student engagement survey during the 2023-2024 academic school year.

OPPORTUNITIES FOR IMPROVEMENT

- The district may consider increasing elementary school extracurricular offerings.
- Following the administration of the survey, the district will review, discuss and utilize survey results to improve student engagement throughout the district.

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KEY PERFORMANCE INDICATOR

STAFF ENGAGEMENT (SURVEY)

DEFINITION

Employee engagement is the connection an employee feels towards their work environment along with the commitment to the organization and its goals. A staff engagement survey will be used to develop an annual action plan.

WHY THIS MATTERS

Organizations with a highly engaged workforce are more productive, committed and outperform their peers. Staff engagement has a direct impact on student learning.

CELEBRATIONS

- The district will administer the first staff survey during the 2023-2024 academic school year.

OPPORTUNITIES FOR IMPROVEMENT

- Following the administration of the survey, the district will review, discuss and utilize survey results to improve staff engagement throughout the district.

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KEY PERFORMANCE INDICATOR

FAMILY & COMMUNITY ENGAGEMENT (SURVEY)

DEFINITION

Family and community engagement is the connection the members of the community feel towards the District. A family and community engagement survey is used to develop an annual action plan.

WHY THIS MATTERS

Our district families and community members are our partners in education and we value this partnership. A family and community engagement survey is used to measure this indicator. Family and community engagement is imperative to overall District success and continuous improvement.

CELEBRATIONS

- Both the elementary and middle school buildings have highly engaged parent groups. The elementary PAC and middle school MAPSS support many events and countless student opportunities throughout the school year.
- The district will administer the first family and community survey during the 2023-2024 school year. This may be in conjunction with the District survey being drafted through the Facility Master Planning Process.
- District sponsored community engagement sessions (Coffee & Conversation, Community Focus Group Meetings, Facilities Master Planning Process Meetings).

OPPORTUNITIES FOR IMPROVEMENT

- Following the administration of the survey, the district will review, discuss and utilize survey results to improve family and community engagement throughout the district.

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KEY PERFORMANCE INDICATOR

STUDENT CLUB & ACTIVITY PARTICIPATION (GRADES 6-12)

DEFINITION

Active student participation in a school-recognized or school-sponsored club or activity for our students in grades 6-12 is important to the development of the whole child. Offering clubs, co-curricular and extra-curricular activities are one of the best investments a school can make to promote achievement, student engagement, a sense of belonging, and a positive school environment. Active participation positively impacts students' attitudes and habits that lead to college and career aspirations and ultimate success as a Freedom graduate.

WHY THIS MATTERS

The Freedom student experience extends beyond the academic program. Student learning follows suit, and is enriched by participation in our many student clubs and activities. Students who are connected to school and feel they get to participate in a school-based club or activity tend to be more engaged in the school environment.

CELEBRATIONS

- Additional sports and clubs were added during the 2022-2023 school year. The extracurricular activities have been and will continue to be successful at engaging a population of students that otherwise may not be involved outside of the academic school day. Examples of these clubs/activities include: High School eSports and Fishing Club.

OPPORTUNITIES FOR IMPROVEMENT

- The District is reaching for 100% student involvement in at least one club, activity, or sport in grades 6-12.
- Expansion of current offerings to lower grade levels in order to target different interest groups/populations of students may be considered by the district.

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KEY PERFORMANCE INDICATOR

STAFF PROFESSIONAL GROWTH & RETENTION

DEFINITION

The district has a profound responsibility to hire and retain qualified staff to educate our students. Employees who feel valued and respected in the workplace contribute to a positive environment for colleagues and students. The Freedom Area School District values staff professional growth and encourages employees to learn and grow together. Through professional development opportunities both on and off campus, we are all continuous learners.

WHY THIS MATTERS

We know that properly trained teachers and support staff members align to the district mission and vision. Having employees that feel empowered to learn and grow greatly impacts our educational community and most importantly student achievement in the classroom.

CELEBRATIONS

- The district has increased recognition for newly hired educators to welcome them to the school district.
- All district events (including the District Welcome Back Events, professional development in-service days, End of Year Celebration, etc.) have been revamped to build professional development opportunities laced with a sense of community and pride for the work we do collectively to serve our district students and families.
- The administrative team has worked diligently to increase recognition of current staff members (Gift of Time, End of the Year Breakfast, state and local nominations, etc.) and the exceptional work that takes place in our buildings every single day.
- In the Fall of 2023 the District will be developing a Staff Recruitment & Retention Task Force.

OPPORTUNITIES FOR IMPROVEMENT

- Every staff member is engaged in at least one professional development opportunity throughout the school year that is directly related to their practice.
- The District will review and revise our new staff onboarding and mentor program to ensure that every employee feels welcomed, valued and supported.
- The District may review and revise our current merit-pay structure to increase engagement in professional development and school improvement opportunities throughout the district.

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



CORE AREA

SAFE & HEALTHY SCHOOLS

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KEY PERFORMANCE INDICATOR

MAJOR BEHAVIOR REFERRALS

DEFINITION

Major behavioral referrals reflect behavior that is either frequent or severe enough to trigger removal from the learning environment. Major behaviors are those behaviors that often are characterized as being of high intensity and often result in inclusion of school administration with the teacher, student and parent in handling of the student behavior.

WHY THIS MATTERS

Classroom instruction is lost to students who are removed from class. We do not have the capacity to match the value of in-class instruction for students who are suspended, a multi-tiered system of support is just as necessary for behavior as it is for student achievement.

CELEBRATIONS

- A Positive Behavioral Supports (PBS) system is in place at all building levels to teach and reinforce appropriate student behavior. This system is adapted to be age and grade level appropriate for all students.
- The district continually utilizes our Peer Educators to make a positive impact on students in grades K-8.

OPPORTUNITIES FOR IMPROVEMENT

- The district will work to identify demographic groups that have higher than average incidences of major referrals and then implement appropriate behavioral interventions to support students.

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KEY PERFORMANCE INDICATOR

STUDENT ENGAGEMENT IN SUPPORT OPPORTUNITIES

DEFINITION

Schools provide support opportunities to students in an effort to maximize learning, create a sense of community, and reinforce that we are a Freedom Family. In particular, school breakfast and lunch programs seek to provide adequate nutrition for all of our learners.

WHY THIS MATTERS

Students who have access to nutritious food are ready to learn and engage in the educational program throughout the school day.

CELEBRATIONS

- Breakfast, lunch and milk break is available to all students throughout the district.

OPPORTUNITIES FOR IMPROVEMENT

- Increase student participation in the school food service program by gathering student, family and staff feedback regarding school menu offerings.
- Improve cafeteria design/student experience to make a welcoming/comfortable space that students want to be in.

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KEY PERFORMANCE INDICATOR

SAFETY PLAN

DEFINITION

Our district believes in creating an emotionally and physically safe learning environment for students, staff and the community. A comprehensive safety plan includes regular collaboration with local law enforcement agencies, school administration and other emergency response personnel both in and out of the district. Our district regularly reviews and practices safety plans, audits and actions per Wisconsin statutory requirements.

WHY THIS MATTERS

Students and staff who feel safe and prepared for an emergency are more likely to teach and learn effectively. Having safety plans in order to be prepared for medical or natural emergencies and to stay calm during a time of crisis, helps students, staff and families feel at ease.

CELEBRATIONS

- The district has a well-established, well-trained crisis response team should it be necessary. The team practices tabletop exercises to assist in ongoing training and the district collaborates with local law enforcement in a time of crisis.
- All students and staff participate in necessary fire and tornado drills per the state statute. In addition, all students and staff are familiar with ALICE protocol. The district has an established team of teachers and administrators who are all recognized as ALICE certified trainers.
- Yearly safety audits are conducted in collaboration with local law enforcement. Specific findings and recommendations are reported to the Board of Education.

OPPORTUNITIES FOR IMPROVEMENT

- Drills, procedures and processes should be regularly and more formally evaluated in collaboration with local law enforcement. Reunification and rally points should be evaluated, and drills practiced in this area more regularly to ensure students and staff are comfortable navigating the plan in an unfortunate event.

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KEY PERFORMANCE INDICATOR

SOCIAL, ACADEMIC, AND EMOTIONAL BEHAVIOR RISK SCREENER (SAEBRS)

DEFINITION

Though we are measured and rated largely on academic performance, it is critically important that we also purposefully identify and support students who may be at risk due to mental health concerns. Like our local academic screener, the SAEBS screener provides our school counselors, administrators, and teachers with baseline data to identify areas of growth.

WHY THIS MATTERS

Viewing our students as a whole child and being able to identify student social and emotional needs in addition to their academic needs allows our staff to be proactive rather than reactive to the needs of our students. Students in crisis are not optimized learners and this screener data provides an opportunity to identify the whole group, small group, and individual student needs in social-emotional health.

CELEBRATIONS

- A full-time counselor at the elementary school was added to our staff. In turn, this allowed the middle school counselor to transition from part-time to full-time.
- The district holds cooperative agreements with outside agencies that provide additional support to our students while at school.
- The district added a social emotional learning curriculum in grades 4K-2 and teachers have studied Ross Greene's work in grades 3-5 which has culminated with teachers being certified as trainers amongst our district staff.

OPPORTUNITIES FOR IMPROVEMENT

- The District may increase proactive programs to support student mental health.
- Increased access to behavioral interventions and support for students would be an additional area the District may explore.

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KEY PERFORMANCE INDICATOR

MOD RATE

DEFINITION

The Experience Modification Rate is a numeric representation of an organizations' worker compensation claim history as compared to other similar organizations (other school districts) within the same state. The MOD rate is applied to all experiences rated workers compensation policies. The factor rewards employers who better manage their workers compensation claims with lower premiums and punishes those who have little or no control over claims with higher premiums.

WHY THIS MATTERS

A healthy MOD rate is indicative of a healthy and safe work environment. Students and staff safety is essential. The MOD rate, in numerical form, notes how we are doing with worker on site injuries and helps to determine areas for improvement with staff safety.

CELEBRATIONS

- The district has worked with the worker's compensation carrier to bring staff back when an injury has occurred keeping the cost of claims down.

OPPORTUNITIES FOR IMPROVEMENT

- Provide ongoing education for employees regarding ways to keep themselves and others safe. This includes training proper use of equipment, fall prevention, working with physically aggressive students to avoid getting hit, kicked, bit, etc.

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FINANCE & OPERATIONS

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KEY PERFORMANCE INDICATOR

AUDIT REPORT

DEFINITION

The District is required by state statute to provide the school board and community with an audited report of the District's financial performance.

WHY THIS MATTERS

The District has an obligation to provide a positive stewardship of public funds and a fiduciary responsibility to the Board of Education and Freedom community. The community should expect and be aware that the District's finances are maintained according to Generally Accepted Accounting Guidelines, and that the oversight of the District's finances are sound and in order.

CELEBRATIONS

- The District's auditors' annual review indicates that FASD is compliant with necessary GASB and DPI standards. Over the last decade the auditors have noted three or fewer areas to monitor per year. None of these areas have been noted as material weaknesses or concerns.

OPPORTUNITIES FOR IMPROVEMENT

- One area of improvement is to continue to work on internal controls and separation of duties.
- The District must continue to meet the challenge of an ever-changing world which brings new requirements and required reporting.
- The District currently does not utilize a budget forecast model and using a model would lead to proactive solutions in budget finance.

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KEY PERFORMANCE INDICATOR

FUND BALANCE

DEFINITION

Fund Balance is the difference between assets and liabilities in governmental fund accounting. Fund Balance is used for cash flow as much of the District's revenue from state aid and property tax is received in the second half of the fiscal year. Fund balance is also used to guard against future financial uncertainty and any potential loss of revenue. This indicator demonstrates the amount of fund balance the District has at its disposal at the end of the fiscal year.

WHY THIS MATTERS

A significant fund balance helps the district with cash flow needs throughout the fiscal year. If enough fund balance is on hand, the district can forgo borrowing for short-term cash flow needs, thus avoiding the interest expense that would otherwise be incurred due to a loan. Maintaining a favorable fund balance provides financial stability to the District while also allowing the District to meet critical or emergency expenditures when they arise. A strong fund balance allows for one-time expenditures for building projects to improve student learning environments without the need for multiple building referendums. Ultimately, fund balance reflects the District's ability to forecast student needs, plan for improvements well into the future, establish an overall positive credit rating and very importantly, to provide an understanding of the current financial health of the district.

CELEBRATIONS

- The District has been maintaining a steady fund balance of between 16% and 18% of annual expenditures for 12 years.
- The District has not needed to short term borrow for the past five years.

OPPORTUNITIES FOR IMPROVEMENT

- Grow fund balance to 20% while continuing important district facility projects.

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



CORE AREA

FINANCE & OPERATIONS

The Freedom Area School District prioritizes financial resources in a cost-efficient manner in order to align and support our priority of educational excellence for students and staff while ensuring a safe and healthy learning environment for all. In addition, the district maintains and improves district buildings, facilities and resources to support students and our community. While operating within a culture of continuous improvement, we strive to assess and plan for future student needs and enrollment throughout the district.

KEY PERFORMANCE INDICATOR

FACILITY & CAPITAL IMPROVEMENT PLAN: 10 YEAR OUTLOOK & IMPLEMENTATION

DEFINITION

Successful organizations operate in the present, but actively plan for the future. The 10 year Facility and Capital Improvement Plan is a comprehensive, living document that provides a framework for creating high quality learning environments for our students. Great facilities are great places to learn and they support the ever-evolving needs of our curriculum, post-secondary educational institutions, and the workforce. This indicator focuses on how we are maintaining and improving our largest and most costly asset - school district facilities. Preventative maintenance, replacements or improvements are outlined in a deliberate timeline across the 10 year outlook.

WHY THIS MATTERS

Developing a schedule for maintenance and improvements exhibits strong financial stewardship. In addition, a multi-year outlook and implementation plan demonstrates to the community that our Board and leadership team has the vision to anticipate the material needs for our learners as well as the necessary infrastructure for the efficient operation of our buildings and grounds. Modern facilities support learning and reflect the community's commitment to the next generation of Freedom residents.

CELEBRATIONS

- In 2022 the district engaged in the Facility Master Planning Process. A Request for Proposal (RFP) was announced and subsequently accepted from many construction management firms and architectural firms. Interviews were conducted to identify a Construction Management Firm and Architectural Firm to support the district's efforts. The Facility Master Planning Process is an ongoing process with CD Smith Construction and Bray Architects with a focus on district needs and support our goals and mission throughout the process.
- Staff and community engagement has been and will continue to be a priority in the Facility Master Planning Process.
- The District has established a long term capital projects fund (Fund 46). This fund can be used to accomplish items on the 10 year capital maintenance plan that is Board approved. This fund is funded by transfers from the operating fund (Fund 10).

OPPORTUNITIES FOR IMPROVEMENT

- The district needs to develop a comprehensive preventative maintenance, replacement and improvement plan that will allow the district to be proactive rather than reactionary in district finance.

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



CORE AREA

FINANCE & OPERATIONS

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KEY PERFORMANCE INDICATOR

TECHNOLOGY PLAN: 5 YEAR OUTLOOK & IMPLEMENTATION

DEFINITION

A comprehensive plan that includes maintenance of current technology infrastructure and all related components. A 5 Year Outlook and Implementation Plan clearly outlines preventative and replacement maintenance of technology devices and supporting systems to ensure accessibility for all students. A deliberate plan, complete with a timeline, ensures all users have access to needed technology across the district. In addition, continuous improvement of a 5 Year Outlook and Improvement Plan allows District leadership to anticipate needs that may still be unknown as we strive to provide our students with technology opportunities on the journey as digital citizens both within the FASD and in all post-secondary endeavors.

WHY THIS MATTERS

Considering the rapid cycle of obsolescence in learning technology, FASD safeguards our technological assets and follows a preventative maintenance and replacement plan on a set schedule to ensure all users have necessary access. A sustainable 5 Year Outlook and Implementation Plan ensures our graduates are ready to engage with technology in any post-secondary application.

CELEBRATIONS

- In 2022 the district rolled out one-to-one computing opportunities for students in kindergarten through twelfth grade. The roll-out was complete with a comprehensive end of life/replacement cycle for all devices which is a comprehensive, proactive system for replacing technology devices throughout the district.
- An additional Technology Integration Specialist position was added beginning with the 2023-2024 school year to support use of technology in classrooms across the district.

OPPORTUNITIES FOR IMPROVEMENT

- The technology department can provide increased professional development for staff.
- The district could bring greater focus to digital citizenship training for students. This includes but is not limited to: internet use, phone use, the dangers of apps, online predators, etc.

FREEDOM AREA SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN



CORE AREA

FINANCE & OPERATIONS

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KEY PERFORMANCE INDICATOR

EMPLOYEE COMPENSATION

DEFINITION

In an effort to attract and retain high quality staff members, the district operates a regionally competitive compensation model for both salaried and hourly employees. The compensation models are reviewed and updated annually, and are one pillar in our employee retention efforts.

WHY THIS MATTERS

The Freedom Area School district has a goal of attracting and retaining high-quality educators. We strive to cultivate a positive work atmosphere where we promote engagement, show appreciation for one another, provide competitive pay and benefits and encourage a healthy life balance. We are a community of educators rooted in family and we strive to maintain a system where people feel respected as professionals and feel a sense of allegiance to our students, district, and community.

CELEBRATIONS

- Current compensation model has allowed the district to provide raises at a consistent rate as determined by the step increase.
- The compensation model provides professional staff choice in personal growth by way of the Activity Points System.
- Collaboration with employee representation is utilized in the development and evaluation of the compensation model.

OPPORTUNITIES FOR IMPROVEMENT

- The district needs to create an ongoing comparison study of neighboring school districts and maintain the study on a yearly basis.
- The district needs to explore ways to place emphasis on retaining both experienced and new educators to the profession by way of the compensation model.
- Ensure staff members of each district group (support staff, teaching staff, administrative staff, etc.) are represented within the compensation model as appropriate.