Profile and Plan Essentials

School		AUN/Branch
Freedom HS		120481002
Address 1		
3149 Chester Ave		
Address 2		
City	**State**	**Zip Code**
Bethlehem	PA	18020
Chief School Administrator		**Chief School Administrator Email**
Dr Jack P Silva		jsilva@basdschools.org
Principal Name		
Laurie Sage		
Principal Email		
lsage@basdschools.org		
Principal Phone Number		**Principal Extension**
610-867-5843		53900
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Laurie Sage	Principal	Freedom HS	lsage@basdschools.org
Dr. Jack Silva	Chief School Administrator	BASD	jsilva@basdschools.org
Dr. Maureen Leeson	Chief School Administrator	BASD	mleeson@basdschools.org
Leigh Rusnak	District Level Leaders	Special Education - BASD	lrusnak@basdschools.org
Dr. Katie Quartuch	Teacher	Freedom HS	kquartuch@basdschools.org
Tara Charpentier	Teacher	Freedom HS	tcharpentier@basdschools.org
Sean Vennemann	Student	Freedom HS	vennemannsg@basdschools.org
Mary Kovalchick	District Level Leaders	BASD	mkovalchick@basdschools.org
Nicole Bouhana	District Level Leaders	BASD	nbouhana@basdschools.org
Greg Vennemann	Community Member	BASD Proud Parents	gvennemann@yahoo.com
Karen Lynn	Teacher	Freedom HS	klynn@basdschools.org

Vision for Learning

Vision for Learning

The vision for Freedom High School is to provide all students with a high quality education and ensure that all students have access to a curriculum that best suits their needs by removing barriers that prevent student success, with the ultimate goal of using the power of education to eliminate barriers that create issues of inequity for our students. Freedom High School is a place where students feel content, safe, and inspired, for within the classrooms, students experience compassionate teachers, engaging instruction, and an assessment culture that focuses on relevancy and true mastery of content. These forces combine to motivate students to both discover and pursue their passions. Above all, Freedom High School students graduate with a sense of purpose and the tools needed to pursue bright, fulfilling futures.

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
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	Percent regular attendance increased to 79.1%. State average is 78.1%.
Science	37.1% of students Proficient/Advanced
Career Readiness	82.3% of students completed Career Standards Benchmark
Math achievement	32.6% of students Proficient/Advanced
English Language Arts	50.5% Proficient/Advanced
Graduation Rate	Our graduation rate is commensurate with the state average at 87.6%

Challenges

Indicator	Comments/Notable Observations
Attendance	Sub-groups are trending upward; however, no sub-group is meeting the statewide goal or interim target
Science Achievement	Perfect Proficient/Advanced is 37.1% which is is the 59.2% statewide average.
Math Achievement	Percent Proficient/Advanced is 32.6% which is below the 40.2% state average. Academic growth score is 50 while state average is 75.3.
English Language Arts Achievement	Perfect Proficient/Advanced is 50.5% which is below the 53.9% state average. Academic growth score is 50 while state average is 75.0.
Career Readiness	82.3% of students completed Career Standards Benchmark; however, the state average is 91.4%.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Attendance **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All subgroups trending upward. Black students - 79.1% attendance rate is 1% above state average. Hispanic (67.2%), ED (68.2%), ELL (70.2%), students with disabilities (72.5%), and combined ethnicity (70.2%) all trending upward.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Math Achievement **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All subgroups trending upward. Black - 25% Prof/Adv Hispanic - 15% P/A ED - 20.4% P/A Students w/ disabilities - 3.3% P/A Combined ethnicity - 17.7% P/A
Indicator ELA Achievement **ESSA Student Subgroups** Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Some subgroups trending upward. Hispanic - 36.5% P/A ED - 36.6% P/A ELL - 15.6% P/A Combined ethnicity - 37.0% P/A
Indicator Science Achievement **ESSA Student Subgroups** Hispanic, White, English Learners, Students with Disabilities	**Comments/Notable Observations** Subgroups trending upward: Hispanic - 18.8% showing growth White - 55.1% showing growth EL - 9.7% showing growth Students w/ disabilities - 4.4% showing growth
Indicator Career Readiness **ESSA Student Subgroups**	**Comments/Notable Observations** 100% of students w/ disabilities met the performance standard benchmark

Challenges

Indicator Science Achievement **ESSA Student Subgroups**	**Comments/Notable Observations** The following subgroups are trending downward in progress/growth: Black - 25% ED - 22.9% Combined Ethnicity - 20.5%

African-American/Black, Combined Ethnicity, Economically Disadvantaged	
Indicator Attendance **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Many subgroups still did not meet interim goal/improvement target
Indicator Math Achievement **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** No subgroup is meeting the interim goal/improvement target
Indicator ELA Achievement **ESSA Student Subgroups** White, Students with Disabilities	**Comments/Notable Observations** Some groups trending downward in progress towards meeting interim goal/improvement target.
Indicator Career Readiness **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** EL's have the least growth/progress towards meeting the Career Standards Benchmark at 60%.

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.

Percent regular attendance increased to 79.1%. State average is 78.1%.
Math achievement - 32.6% of students Proficient/Advanced - below state average of 40.2%; however, all sub-groups are trending upward in scores.
ELA achievement - 50.5% Proficient/Advanced is below 53.9% state average; however, the following sub-groups are trending upward --- Hispanic, ED, ELL, Combined Ethnicity
Science Achievement - 37.1% of students Proficient/Advanced with the following sub-groups trending upward - Hispanic - 18.8% showing growth White - 55.1% showing growth EL - 9.7% showing growth Students w/ disabilities - 4.4% showing growth

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.

Attendance - Many subgroups still did not meet interim goal/improvement target.
Math achievement - No subgroup is meeting the interim goal/improvement target.
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Study Sync Common Assessments	Semester 2 - Diagnostic writing (beginning of course): Grade 9 average - 61% Grade 10 average - 72% Semester 2 - Final exam writings (end of course) Grade 9 - Fiction average --- 82%/Non-fiction average --- 84% Grade 10 - Fiction average --- 85%/Non-fiction average --- 87%

English Language Arts Summary

Strengths

Use of Study Sync curriculum and common assessments in all grade levels
Curriculum aligned to PA standards; using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.
Literacy coaches are coaching teachers and re-aligning curriculum to be more student-friendly
Identified staff is on Years 1-3 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.

Challenges

Significant loss of experienced teachers in past 3 years
Data-tracking system for Study Sync does not exist

Mathematics

Data	Comments/Notable Observations
IXL Growth	End of Semester 2 (June 2024) - 20% of students taking a math course made 100 points or more of IXL growth End of Semester 1 (January 2025) - 24% of students taking a math course made 100 points or more of IXL growth End of Semester 2 (June 2025) - 24% of students taking a math course made 100 points or more of IXL growth

Mathematics Summary

Strengths

Institution of Desmos at Algebra 1 and Geometry levels
Principal/AP meetings with all math teachers to track their students' data
Staff is year 2 of job-embedded coaching math.
PD conducted by district math coaches that focused on student engagement and teacher motivation

Moderate level of poverty and transiency
Extreme entrance deficits (scores when students enter high school)
Teacher mindsets

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
EOC Biology failure data	16% of students in Academic or Honors Biology failed the course. This is a 1% decrease in failures from the 22-23 school year EOC data.

Science, Technology, and Engineering Education Summary

Strengths

Curriculum aligned to PA standards
Common assessments utilized

Challenges

Entrance deficits for students in reading and math
Moderate level of poverty and transiency

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance graduation data	4-year colleges/universities- 50% 2-year colleges/trade schools- 28% Military- 1% Workforce- 9% Homemaker/Unknown- 12%

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.

Career readiness indicator assignments are prepared and implemented in courses from grades 9-11. They are aligned to the career readiness standards
Guidance counselors work with students regularly to discuss career and postsecondary options.

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.

Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students
Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Data	22% of EL's had composite growth of .6 or higher Composite Growth 0.6 or higher = 11% Composite Growth 0.1 to 0.5 = 37% Composite Regression = 0.0 = 52%
WIDA Data	37% of EL's had composite growth between .1-.5
WIDA Data	42% of EL's had composite regression

Students with Disabilities

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

Data	Comments/Notable Observations
Special Education End of Course Failure Rates	At the end of the 23-24 school year, Freedom had 190 EOC failures for Special Education students (-10 students from 22-23 EOC failures). Decrease of 8 EOC failures.
Special Education - math tutoring	74 students receiving Special Education Math Intervention tutoring 83 additional students receive bi-weekly progress monitoring for a total of 157 students who are being tutored/monitored. 2 students grew 3 grade levels (300+ points of growth) 5 students grew 2 grade levels (200+ points of growth) 8 students grew 1.5 grade levels (150-200 points of growth in IXL) 27 students grew 1 grade level (100-140) points of growth in IXL) Average growth of 106 points of growth during Semester 2
Special Education - reading tutoring	82 students receiving Special Education Literacy Intervention tutoring 65 additional students receive bi-weekly progress monitoring for a total of 147 students who are being tutored/monitored. 15 students were exited from tutoring and are now "On Level" Oral Reading Fluency 11 students grew at least one grade level 25 average words per minute increase in

	current grade level Comprehension 30 students grew at least one grade level 35 points average growth in the current grade level

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Special education math tutoring intervention
Special education reading tutoring intervention
Study Sync common diagnostics and assessments
Use of IXL to gather baseline data and determine continuous improvement levels

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.

Lack of data-tracking measures within Study Sync
Teacher turnover/Loss of experienced teachers

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
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	Operational

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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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?

Implement evidence-based strategies to engage families to support 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
Percent regular attendance increased to 79.1%. State average is 78.1%.	True
Math achievement - 32.6% of students Proficient/Advanced - below state average of 40.2%; however, all sub-groups are trending upward in scores.	True
Use of Study Sync curriculum and common assessments in all grade levels	True
Curriculum aligned to PA standards; using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.	False
ELA achievement - 50.5% Proficient/Advanced is below 53.9% state average; however, the following sub-groups are trending upward --- Hispanic, ED, ELL, Combined Ethnicity	True
Science Achievement - 37.1% of students Proficient/Advanced with the following sub-groups trending upward - Hispanic - 18.8% showing growth White - 55.1% showing growth EL - 9.7% showing growth Students w/ disabilities - 4.4% showing growth	False
Literacy coaches are coaching teachers and re-aligning curriculum to be more student-friendly	False
Identified staff is on Years 1-3 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	True
Staff is year 2 of job-embedded coaching math.	False
Curriculum aligned to PA standards	False
Institution of Desmos at Algebra 1 and Geometry levels	True
Common assessments utilized	False
Special education math tutoring intervention	True
Principal/AP meetings with all math teachers to track their students' data	False
PD conducted by district math coaches that focused on student engagement and teacher motivation	False
Career readiness indicator assignments are prepared and implemented in courses from grades 9-11. They are aligned to the career readiness standards	False
Guidance counselors work with students regularly to discuss career and postsecondary options.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Special education reading tutoring intervention	True
Study Sync common diagnostics and assessments	True
Use of IXL to gather baseline data and determine continuous improvement levels	False

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
Attendance - Many subgroups still did not meet interim goal/improvement target.	True
Math achievement - No subgroup is meeting the interim goal/improvement target.	True
Math achievement - White students scoring Prof/Adv on Algebra assessments decreased from 80-22.7 ED students scoring Prof/Adv on Alg assessments decreased from 35.1-9.4	False
ELA achievement - African American students scoring Prof/Adv on Biology assessments decreased from 64.1-38.9 Hispanic students scoring Prof/Adv on Biology assessments decreased from 49.6-29.9	False
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.	True
Moderate level of poverty and transiency	False
Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.	False
Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students	False
Moderate level of poverty and transiency	False
Data-tracking system for Study Sync does not exist	True
Entrance deficits for students in reading and math	False
Extreme entrance deficits (scores when students enter high school)	False
Significant loss of experienced teachers in past 3 years	False
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.	False
Teacher mindsets	False
Teacher turnover/Loss of experienced teachers	False
Lack of data-tracking measures within Study Sync	False
Implement evidence-based strategies to engage families to support learning	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.

Special education tutoring in the pull-out model that we use is the most effective intervention that we have to close the learning gaps that exist.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance - Many subgroups still did not meet interim goal/improvement target.	District and school goal	True
Math achievement - No subgroup is meeting the interim goal/improvement target.	District and school goal	True
Data-tracking system for Study Sync does not exist		False
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.	District and school goal	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of Study Sync curriculum and common assessments in all grade levels	Diagnostics and common assessments combined with consistent data analysis helps us to identify what skills our students are struggling with and allows teachers to target those during instruction and review.
Identified staff is on Years 1-3 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	
Special education math tutoring intervention	This has continued to be our most successful intervention. We need to continue to hone this process to help students be identified and then eventually exited from tutoring.
Special education reading tutoring intervention	This has continued to be our most successful intervention. We need to continue to hone this process to help students be identified and then eventually exited from tutoring.
Study Sync common diagnostics and assessments	Diagnostics and common assessments combined with consistent data analysis helps us to identify what skills our students are struggling with and allows teachers to target those during instruction and review.
Institution of Desmos at Algebra 1 and Geometry levels	Starting at the same place in every Algebra class (without a monthlong review) should illuminate teaching deficits as much as student weaknesses
Percent regular attendance increased to 79.1%. State average is 78.1%.	How can we continue this trend?

Math achievement - 32.6% of students Proficient/Advanced - below state average of 40.2%; however, all sub-groups are trending upward in scores.	Has the institution of Desmos combined with careful departmental mentorship and consistent data analysis led to an upward trend in scores?
ELA achievement - 50.5% Proficient/Advanced is below 53.9% state average; however, the following sub-groups are trending upward --- Hispanic, ED, ELL, Combined Ethnicity	How can we continue this trend with all sub-groups?

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will reduce chronic absenteeism by 3% during the 25-26 school year.
	We will increase the percentage proficient and advanced on the Keystones by 5% during the 25-26 school year.
	We will increase the percentage proficient and advanced on the Keystones by 5% during the 25-26 school year.

Goal Setting

Priority: We will reduce chronic absenteeism by 3% during the 25-26 school year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, chronic absenteeism for all students will decrease by 3%.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Quarter 1, our ADA will be 96% or better.	By the end of Quarter 2, our ADA will be 94% or better.	By the end of Quarter 3, our ADA will be 93% or better.	By the end of Quarter 4, our ADA will be 93% or better. This will be a 2.75% increase from the end of the 24-25 school year.

Priority: We will increase the percentage proficient and advanced on the Keystones by 5% during the 25-26 school year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
During the 2025-2026 school year, the percentage of proficient and advanced scores on the Algebra 1 Keystones will increase by 5%.			
Measurable Goal Nickname (35 Character Max)			
Algebra 1 Keystone Scores			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Continuous alignment and improvement of instruction in math classes	During January of 2026, at least 24% of students will score Proficient/Advanced on the Math Keystone. This will be a five percent increase from the winter Keystone scores in January 2025.	Continuous alignment and improvement of instruction in math classes	During May of 2026, at least 24% of students will score Proficient/Advanced on the Math Keystone. This will be a five percent increase from the EOY scores on 24-25.

Priority: We will increase the percentage proficient and advanced on the Keystones by 5% during the 25-26 school year.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
During the 2025-2026 school year, the percentage of proficient and advanced scores on the Literature Keystones will increase by 5%.
Measurable Goal Nickname (35 Character Max)

Literature Keystone Scores			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Diagnostic assessment, gathering of baseline data, use of Study Sync to align curriculum and assessments	During January of 2026, at least 50% of students will score Proficient/Advanced on the Literature Keystone. This will be a five percent increase from the Winter Keystone scores in January 2025.	Diagnostic assessment, gathering of baseline data, use of Study Sync to align curriculum and assessments	During May of 2026, at least 50% of students will score Proficient/Advanced on the Literature Keystone. This will be a five percent increase from the winter Keystone scores in May 2025.

Action Plan

Measurable Goals

Attendance	Algebra 1 Keystone Scores
Literature Keystone Scores	

Action Plan For: High quality and standards-based curriculum and assessment

Measurable Goals:
• During the 2025-2026 school year, the percentage of proficient and advanced scores on the Algebra 1 Keystones will increase by 5%.

Action Step		**Anticipated Start/Completion Date**	
Students in Algebra 1A, 1, 2, and Geometry will take baseline diagnostic assessment.		2025-08-25	2025-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math teachers, M. Kvacky	IXL diagnostic, administrative direction	No	
Action Step		**Anticipated Start/Completion Date**	
Students will spend at least 15-20 minutes weekly in the IXL diagnostic area working to pinpoint their areas of need.		2025-09-26	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	IXL platform; teacher adherence and efficacy	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		2025-08-25	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math teachers; math coaches as supports	Desmos curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
Repeat same process for Semester 2		2026-01-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math teachers, math coaches, M. Kvacky	IXL, Desmos curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Percent of students scoring proficient or advanced on the Algebra 1 Keystone will increase by 5%.	Laurie Sage, Marissa Kvacky, Rick Amato, Math Department - We will sit down to analyze the diagnostic benchmarking done at the beginning of each semester. We will then convene 2x during each semester to review math scores and IXL data. We will finally convene at the end of Semester 1 and then Semester 2 to determine how many students grew 100 points or more.

Action Plan For: High quality and standards-based curriculum and assessment

Measurable Goals:
• During the 2025-2026 school year, the percentage of proficient and advanced scores on the Literature Keystones will increase by 5%.

Action Step		Anticipated Start/Completion Date	
Administer diagnostic assessments in writing and reading in English 9, 10, and 11.		2025-08-25	2025-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
M. Kvacky, M. Dunstan, English teachers	Study Sync baseline assessments	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers adhere to the Study Sync curriculum that explicitly mirrors the skills found on the Keystone tests. Common assessments are given at the conclusion of each unit, scores and data are analyzed, and adjustments in instruction are made based on results.		2025-08-25	2026-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
English teachers, M. Kvacky	Study Sync curriculum and subsequent resources	No	
Action Step		**Anticipated Start/Completion Date**	
Repeat the same process for Semester 2		2026-01-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
English teachers, M. Kvacky	Study Sync diagnostics, common assessments, curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Percent of students scoring proficient or advanced on the Literature Keystone will increase by 5%	Laurie Sage, Marissa Kvacky, Kim Harper, English Department - We will review BOY diagnostic writing and fiction/non-fiction diagnostics at the beginning of each semester. We will then review the data at the end of each unit for each level of English (9-12) to see what patterns exist and if scores are improving. Finally, we will analyze final exam data at the end of each semester along with Keystone data when it becomes available to us to determine next steps.

Action Plan For: Progress Monitoring

Measurable Goals:
• By the end of the 2025-2026 school year, chronic absenteeism for all students will decrease by 3%.

Action Step		Anticipated Start/Completion Date	
Review attendance data from the prior school year; survey teachers on what strategies worked to improve attendance		2025-07-01	2025-08-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
L. Sage, M. DiBilio	ADA data from 24-25 school year, teacher feedback	No	
Action Step		**Anticipated Start/Completion Date**	
Creation and adherence to strict classroom management plan that include rules/regulations for attendances, late, and cell phone expectations		2025-08-25	2025-08-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Administration in conjunction with teachers	Management plans	No	
Action Step		**Anticipated Start/Completion Date**	
Adhere to Framework for Citizenship and create SAIP's for students who are habitual offenders.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Administration	Framework for Citizenship	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

A 3% increase in ADA for the 25-26 school year.	Administration - monthly reports pulled from Synergy, followed by targeted work with teachers who are not holding students accountable for their attendance (are phone calls home being made, are referrals being submitted)?

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High quality and standards-based curriculum and assessment	Teachers adhere to scope and sequence provided by Desmos throughout their instruction.

Desmos alignment

Action Step		
• Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		
Audience		
Math teachers		
Topics to be Included		
Introduction to and review of Desmos platform as related to the Algebra 1 and 2 curriculums		
Evidence of Learning		
Upon completing administrative walkthroughs, any Algebra 1 or 2 classroom should be utilizing the Desmos platform. If a teacher is not using Desmos, it is the responsibility of the administrator to schedule a follow-up meeting with that teacher to ask why. Math teachers will be given a regular cadence of Desmos PD and review so that teachers can work together to plan.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Math Dept Chair + Marissa Kvacky (AP for Curriculum and Instruction)	2025-08-25	2026-06-05

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3x per quarter + continuous walkthroughs by administration
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**
Laurie Sage	2025-05-14
School Improvement Facilitator Signature	**Date**
Heather Heimer	2025-06-10