

Liberty HS

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Liberty HS		120481002
Address 1		
1115 Linden St		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr Jack P Silva		jsilva@basdschools.org
Principal Name		
Brandon Horlick		
Principal Email		
bhorlick@basdschools.org		
Principal Phone Number		Principal Extension
610-691-7200		50900
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brandon Horlick	Principal	Liberty High School	bhorlick@basdschools.org
Tara Richards	Assistant Principal	Liberty High School	trichards@basdschools.org
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Vision for Learning

Vision for Learning

At Liberty High School, we are committed to cultivating a learning environment where every student, regardless of ability, can thrive academically. Our vision is to ensure that students with disabilities are fully included in rigorous, high-quality instruction tailored to their individual needs, with access to the supports necessary to meet or exceed grade-level standards. Through a culture of high expectations, data-informed instruction, collaborative problem-solving, and inclusive practices, we will close achievement gaps and empower all students to reach their full potential.

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
ELA/Literature Proficiency - 2023-24	LHS students with disabilities have grown from 21-22: 10.1%, 22-23: 10.8% to 23-24: 13.3%
Math/Alg 1 Proficiency - 2023-24	LHS students with disabilities have grown from 22-23: 2.0% to 23-24: 4.8%
Science/Bio Growth Score	LHS students with disabilities have increased their growth score from 22-23: 50 to 23-24: 52
Regular Attendance	LHS students with disabilities have increased their regular attendance percentage from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5%
Career Standards Benchmark	LHS students with disabilities have increased from 2022-2023: 56.6% to 2023-2024: 100.0%. This is up from 2019-2020: 18.5%

Challenges

Indicator	Comments/Notable Observations
Science/Bio Proficiency	LHS students with disabilities have decreased their science proficiency from 2019-2020: 13.2%, 2020-2021: 8.0%, 2021-2022: 5.3%, 2022-2023: 7.1%, to 2023-2024: 4.8%
ELA/LIT Growth Score	LHS students with disabilities have decreased their growth score from 2020-2021: 74.0, to 2023-2024: 50.0
Math/Alg 1 Growth Score	LHS students with disabilities have decreased their growth score from 2020-2021: 59.0, to 2023-2024: 50.0

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

Strengths

Indicator 4-Year Graduation Rate ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The 4-Year graduation rate increase from 2022-2023: 74.6% to 2023-2024: 79.1% and is up from 2018-2019: 59.9%
Indicator Regular attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Regular attendance rates improved from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5%

Challenges

Indicator BIO Keystone Exam: 2023-24 ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations LHS students with disabilities decreased from 2022-2023: 7.1% to 2023-2024: 4.8%
Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations LHS students with disabilities had attendance rates under the state average of 78.1% - 2023-24: 59.2%
Indicator 4-Year Graduation Rate ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations LHS English language students with disabilities decreased from 2021-2022, 13.0%, 2022-2023: 4.8%, to 2023-2024: 5.0%

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.

ELA Proficiency - LHS students with disabilities have grown from 21-22: 10.1%, 22-23: 10.8% to 23-24: 13.3%
Math/Alg 1 Proficiency - LHS students with disabilities have grown from 22-23: 2.0% to 23-24: 4.8%

Regular Attendance - LHS students with disabilities have increased their regular attendance percentage from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5%

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.

Science/Bio Proficiency - LHS students with disabilities have decreased their science proficiency from 2019-2020: 13.2%, 2020-2021: 8.0%, 2021-2022: 5.3%, 2022-2023: 7.1%, to 2023-2024: 4.8%

ELA/LIT Growth Score - LHS students with disabilities have decreased their growth score from 2020-2021: 74.0, to 2023-2024: 50.0

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA Common Assessments have been implemented in grades 9-12	Grade 9 Final Exam Data: Average: Part 1 Fiction - 73.2%, Part 2 Nonfiction- 80.6%, Fiction CR- 84.3%, Nonfiction CR - 86.5% Grade 10 Final Exam Data: Average - Part 1 Fiction - 80.1%, Part 2 Nonfiction - 81.4%, Fiction CR- 79.6%, Nonfiction CR - 82.5% Grade 11 Final Exam Data: Average - Part 1 Fiction -82.4%, Part 2 Nonfiction- 85%, Fiction CR -91.8%, Nonfiction CR - 92.3% Grade 12 Final Exam Data: Average - Part 1 Fiction and Poetry- 83.9%, Part 2 Nonfiction- 81.9%, Fiction and Poetry CR- 85.7%, Nonfiction CR- 84.5%
ELA Common Assessments have been implemented in grades 9-12 - Tutoring	Students will review this data with teacher and case manager

English Language Arts Summary

Strengths

Strong Curriculum Tool - StudySync grades 9-12
KTL training usage, common assessments with new timeline from coaches, semester 1 writing growth demonstrated in all grades and firefly pilot has started
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program, Prof. Dev. in literacy

Challenges

Instructional Fidelity in ELA class
Cross curricular reading and writing focus (Core classes)

Mathematics

Data	Comments/Notable Observations
Special Ed Tutoring IXL Growth Fall Semester (79 Students with Complete Data)	58 students with disabilities (36.7%) met their goal of at Least 100 points of growth (1 years growth)
Special Ed Tutoring IXL Growth Fall Semester (79 Students with Complete Data)	96 students with disabilities achieved growth of BOY

Mathematics Summary

Strengths

At MOY, 25% of our SPED tutoring students had met the 100-point IXL growth target. By EOY, that climbed to nearly 37%, and over 60% showed positive growth.
Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners
2 years implementation with the Desmos learning management platform/IXL recommended skill focus

Challenges

Single digit proficiency in math
Students are entering with a lack of foundational skills to be successful in ALG1

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
High failure rates in Biology	Student lack foundational skills/instructional fidelity issues

Science, Technology, and Engineering Education Summary

Strengths

Highly dedicated & supportive staff
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program
Strong Project Lead The Way programming - alumni reporting high success rate in college programs

Challenges

Active engagement in and out of class
Need more cohesive science curriculum alignment K-9
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Benchmark Improvement from 18.5% in 2019-20 to 100% in 23-24.	Students with disabilities: 2019-2020 -18.5%, 2020-2021- 46.7%, 2021-2022- 57.0%, 2022-2023 - 56.6%, 2023-2024- 100.0%
Percent Graduates Competent or Advanced Industry Standards Based Competency Assessments - 52.4%	Students with disabilities: 2019-2020 - 41.5%, 2020-2021- 52.3%, 2021-2022- 50.7%, 2022-2023- 50.0%, 2023-2024 - 52.4%

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.

Freshman & Junior Seminar courses - college/career readiness content
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High variety of course offerings to align with career objectives - Career Pathway model

A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships
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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.

Improve post-secondary education attending rates
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Improving college / career programming across grade levels 6-12

Equity Considerations

English Learners

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

Students with Disabilities

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

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.

Increased student and family engagement in school community
Staff professional development

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.

Instructional fidelity
Rising challenges as a result of electronic devices

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	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	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Operational
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?

Strong multi-tiered system of support for academics and behavior
Strong school culture

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?

Identify and address individual student learning needs
Instructional fidelity in the core classes
Improve mental health concerns across the school

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
ELA Proficiency - LHS students with disabilities have grown from 21-22: 10.1%, 22-23: 10.8% to 23-24: 13.3%	True
Math/Alg 1 Proficiency - LHS students with disabilities have grown from 22-23: 2.0% to 23-24: 4.8%	True
Strong Curriculum Tool - StudySync grades 9-12	False
KTL training usage, common assessments with new timeline from coaches, semester 1 writing growth demonstrated in all grades and firefly pilot has started	True
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program, Prof. Dev. in literacy	False
At MOY, 25% of our SPED tutoring students had met the 100-point IXL growth target. By EOY, that climbed to nearly 37%, and over 60% showed positive growth.	False
Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners	True
Highly dedicated & supportive staff	False
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program	False
Strong Project Lead The Way programming - alumni reporting high success rate in college programs	False
Freshman & Junior Seminar courses - college/career readiness content	False
High variety of course offerings to align with career objectives - Career Pathway model	False
Staff professional development	False
2 years implementation with the Desmos learning management platform/IXL recommended skill focus	False
Regular Attendance - LHS students with disabilities have increased their regular attendance percentage from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5%	False
Strong multi-tiered system of support for academics and behavior	False
	False
Strong school culture	False
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships	False
Increased student and family engagement in school community	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
Science/Bio Proficiency - LHS students with disabilities have decreased their science proficiency from 2019-2020: 13.2%, 2020-2021: 8.0%, 2021-2022: 5.3%, 2022-2023: 7.1%, to 2023-2024: 4.8%	True
ELA/LIT Growth Score - LHS students with disabilities have decreased their growth score from 2020-2021: 74.0, to 2023-2024: 50.0	True
Single digit proficiency in math	True
Students are entering with a lack of foundational skills to be successful in ALG1	False
Instructional Fidelity in ELA class	False
Cross curricular reading and writing focus (Core classes)	True
Active engagement in and out of class	False
Need more cohesive science curriculum alignment K-9	False
Improve post-secondary education attending rates	False
Instructional fidelity	False
Rising challenges as a result of electronic devices	True
Instructional fidelity in the core classes	False
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology	False
Improving college / career programming across grade levels 6-12	False
Identify and address individual student learning needs	False
Improve mental health concerns across the school	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.

Students with disabilities are making growth in some areas but lack foundational skill support to be successful in more rigorous classes. The tutoring program and pull out support model will hopefully help to bridge the gaps.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Single digit proficiency in math		False
Cross curricular reading and writing focus (Core classes)		False
Rising challenges as a result of electronic devices		False
Science/Bio Proficiency - LHS students with disabilities have decreased their science proficiency from 2019-2020: 13.2%, 2020-2021: 8.0%, 2021-2022: 5.3%, 2022-2023: 7.1%, to 2023-2024: 4.8%	Better preparation for life after high school, especially for many of our students with disabilities going alternative routes or to the work force.	True
ELA/LIT Growth Score - LHS students with disabilities have decreased their growth score from 2020-2021: 74.0, to 2023-2024: 50.0	Better preparation for life after high school, especially for many of our students with disabilities going alternative routes or to the work force.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
KTL training usage, common assessments with new timeline from coaches, semester 1 writing growth demonstrated in all grades and firefly pilot has started	
Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners	
ELA Proficiency - LHS students with disabilities have grown from 21-22: 10.1%, 22-23: 10.8% to 23-24: 13.3%	Continued improvement of strong instructional effectiveness
Math/Alg 1 Proficiency - LHS students with disabilities have grown from 22-23: 2.0% to 23-24: 4.8%	Continued improvement of strong instructional effectiveness, helping students understand why it's important

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments
	To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Goal Setting

Priority: To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will growth 160 pts or more on the IXL diagnostic over the course of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math Goal for students with learning needs - Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will take benchmark diagnostic and review the data with their math teacher/case manager; will grow 40 pts from BOY	The student will grow 80 pts from BOY	The students will grow 120 pts from BOY	The students will grow 160 pts from BOY

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math Goal for students with learning needs - Recommended Skills IXL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will take benchmark diagnostic and review the data with their math teacher/case manager; The student will maintain 2.0 recommended IXL skills per week or more	The student will maintain 2.0 recommended IXL skills per week or more	The student will maintain 2.0 recommended IXL skills per week or more	The student will maintain 2.0 recommended IXL skills per week or more

Priority: To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal for students with learning needs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete the Writing Diagnostic with a score of 70% or higher	Complete the Unit 1 Fiction CR with a score of 70% or higher	Complete the Unit 2 Nonfiction CR with a score of 70% or higher	Complete the Exam Fiction CR with a score of 70% or higher

Action Plan

Measurable Goals

Math Goal for students with learning needs - Growth	Math Goal for students with learning needs - Recommended Skills IXL
ELA Goal for students with learning needs	

Action Plan For: Special Education Tutoring

Measurable Goals:
<ul style="list-style-type: none"> Students receiving support for disabilities will growth 160 pts or more on the IXL diagnostic over the course of the school year. Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments. Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.

Action Step		Anticipated Start/Completion Date	
Student will be scheduled for small group tutoring during CORE classes		2025-09-15	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Case Manager	IXL, Desmos	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent frequency of small group pull out tutoring sessions and IXL data/google form to track progress on recommended skills and IXL growth	As needed determined by benchmarking data, google form submission by case manager to administration and special education department chair/supervisor.

Action Plan For: BOY Benchmarking IXL Diagnostic

Measurable Goals:
<ul style="list-style-type: none"> Students receiving support for disabilities will growth 160 pts or more on the IXL diagnostic over the course of the school year. Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.

Action Step	Anticipated Start/Completion Date	
Students with disabilities will complete the IXL diagnostic for BOY	2025-08-25	2025-09-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case manager	IXL Diagnostic	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data analysis and grouping students based on need; Small group pull out tutoring sessions and IXL data/google form to track progress	IXL data, case manager

Action Plan For: MOY Benchmarking IXL Diagnostic

Measurable Goals:
<ul style="list-style-type: none"> Students receiving support for disabilities will growth 160 pts or more on the IXL diagnostic over the course of the school year. Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.

Action Step	Anticipated Start/Completion Date	
Students with disabilities will complete the IXL diagnostic for MOY	2026-01-05	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Math Teacher/Case manager	IXL Diagnostic	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data analysis and grouping students based on need; Small group pull out tutoring sessions and IXL data/google form to track progress	IXL data, case manager

Action Plan For: EOY Benchmarking IXL Diagnostic

Measurable Goals:
<ul style="list-style-type: none"> Students receiving support for disabilities will growth 160 pts or more on the IXL diagnostic over the course of the school year. Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.

Action Step		Anticipated Start/Completion Date	
Students with disabilities will complete the IXL diagnostic for EOY		2026-05-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case manager	IXL Diagnostic	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data analysis and grouping students based on need; Small group pull out tutoring sessions and IXL data/google form to track progress	IXL data, case manager

Action Plan For: Student Conferencing- Common Assessments

Measurable Goals:
<ul style="list-style-type: none"> Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.

Action Step		Anticipated Start/Completion Date	
Student Conferencing post ELA Common Assessments results		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education case manager/ELA teacher	Common Assessment results/feedback	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Academic Support Factor self-assessments, common assessment reviews	Case manager as needed, during class or small group tutoring session

Action Plan For: Special Education Tutoring

Measurable Goals:
<ul style="list-style-type: none"> Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.

Action Step		Anticipated Start/Completion Date	
Student will be scheduled for small group tutoring during CORE classes		2025-09-15	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Case manager	Studysync; ELA common assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Academic Support Factor self-assessments, common assessment reviews	Case manager as needed, during class or small group tutoring session

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
Special Education Tutoring	Student will be scheduled for small group tutoring during CORE classes

IXL/StudySync/ELA Common Assessment Training

Action Step		
• Student will be scheduled for small group tutoring during CORE classes		
Audience		
Special Education Teachers		
Topics to be Included		
IXL/StudySync/ELA Common Assessment Training		
Evidence of Learning		
Formative Assessment/Teacher feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of Special Education	2025-08-18	2025-08-22

Learning Format

Type of Activities	Frequency
Workshop(s)	At teacher in-service in August
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
Brandon Horlick	2025-06-12
School Improvement Facilitator Signature	Date