

FREEDOM HS

3149 Chester Ave

ATSI non-Title 1 School Plan | 2023 - 2024

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.

STEERING COMMITTEE

Name	Position	Building/Group
Amanda Miranda	Assistant Principal	Freedom HS
Laurie Sage	Principal	Freedom HS
Michael DiBilio	Assistant Principal	Freedom HS
Karen Lynn	Teacher	Freedom HS
Nicole Hart	Teacher	Freedom HS
Jeff Young	Teacher	Freedom HS
Eric Baltz	Teacher	Freedom HS
Donna Roman	Teacher	Freedom HS
Cyndi Baylis	Teacher	Freedom HS
Maggie Marshalek	Student	Freedom HS
Julie Gleason	Other	Freedom HS
Maureen Leeson	District Level Leaders	BASD CAO
Jessica Kalavoda	Parent	PTO

Name	Position	Building/Group
Greg Venemann	Parent	BASD Proud Parents
Jack Silva	Chief School Administrator	BASD Superintendent
Delia Marrero	Community Member	Bethlehem Community

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will decrease the number of EOC failures by students with IEP's by 15% at the end of the 23-24 school year.	Essential Practices 1: Focus on Continuous Improvement of Instruction
We will increase the number of students who grow by 100+ points on the IXL diagnostic by 15% at the end of the 23-24 school year.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy			
Progress monitoring			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
IXL Growth	50% of students grow by at least 100 points on the IXL Diagnostic at the end of each semester of the 23-24 school year (courses evaluated include Algebra 1A, Algebra 1, Geometry, and Algebra 2 at all levels).		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All students in Algebra 1A, Algebra 1, Algebra 2, Geometry (all levels) will take a baseline diagnostic in the first three weeks of Semester 1.	2023-08-28 - 2023-09-15	Teachers, Amanda Miranda	IXL diagnostic
Students will spend at least 15-20 minutes weekly in the IXL diagnostic arena until the system determines that level for the week.	2023-09-15 - 2024-01-12	Teachers	IXL
Students will work on recommended skills in IXL diagnostic arena once a week for 30 minutes in their math class.	2023-09-15 - 2024-01-12	Teachers	IXL
Teachers will administer EOC IXL diagnostic assessment.	2024-01-08 - 2024-01-26	Teacher, Amanda Miranda	IXL
Result analysis and data breakdown.	2024-01-08 - 2024-01-26	Laurie Sage, Amanda Miranda, Jen McCauley (math tutor), Jeff Young (math DC)	All IXL diagnostic results
Repeat exact process for Semester 2	2024-01-25 - 2024-06-07	Math teachers, Amanda Miranda	IXL
At end of 23-24 school year, we will determine the total number of students who made 100+ points of growth on IXL diagnostic.	2024-06-03 - 2024-06-28	Laurie Sage, Amanda Miranda	All IXL data from EOC Semester 1 and 2

Anticipated Outcome

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Monitoring/Evaluation

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

Evidence-based Strategy

High quality and standards based curriculum and assessment

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Special Education
Failures

We will decrease the number of End of Course failures by students with IEP's by 15% at the end of the 23-24 school year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Collect baseline data specific to math and reading levels within the first month of school

2023-08-28 -
2023-09-29

Nicole Hart, Special
Ed DC; Amanda
Miranda, AP; all case
managers

IXL, Acadience

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continual discussion/PD with staff as related to special education/IEP's, how to read IEP's, what failing grades mean for a student, and the need for revision meetings when students are not passing	2023-10-02 - 2023-12-22	Laurie Sage, Amanda Miranda, Nicole Hart	Sample IEP's
Review EOC grades for Semester 1	2024-01-15 - 2024-01-26	Laurie Sage, Amanda Miranda	EOC grades for all students with IEP's
Discuss EOC grades with each department; work with specific teachers who have high rates of Special Ed failures	2024-01-08 - 2024-02-23	Laurie Sage, Amanda Miranda	EOC data
Review EOC/EOY failures for students with IEP's	2024-05-27 - 2024-06-28	Laurie Sage, Amanda Miranda	EOC/EOY grade reports

Anticipated Outcome

A 10% decrease of Special Education failures from the end of the 22-23 to 23-24 school year

Monitoring/Evaluation

Laurie Sage, Amanda Miranda, Nicole Hart Each marking period Data analysis



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will decrease the number of End of Course failures by students with IEP's by 15% at the end of the 23-24 school year. (Special Education Failures)	High quality and standards based curriculum and assessment	Continual discussion/PD with staff as related to special education/IEP's, how to read IEP's, what failing grades mean for a student, and the need for revision meetings when students are not passing	10/02/2023 - 12/22/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Heather Heimer

2023-07-06

Building Principal Signature

Laurie Sage

2023-06-24

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Freedom is 28.8% above state average; all student groups met interim goals

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63.5% of students Proficient/Advanced. Above state average

Curriculum aligned to PA standards; using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.

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Targeted pull-out tutoring happening multiple times per week for students with IEP's

School-wide for on restorative and trauma-informed practices to help students' mental health and academic progress

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Challenges

Biology Keystone scores are 39.9% below state average

Hispanic students did not meet the interim achievement goals for Math, ELA, or Biology

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Economically disadvantaged students did not meet the interim achievement goals for Math, ELA, or Biology

Moderate level of poverty and transiency

Substitute teacher shortage created an issue for teacher professional development and training.

Moderate level of poverty and transiency

Students attending school have a high level of adverse childhood experiences (ACES)

Extreme entrance deficits (scores when students enter high school)

Strengths

students with IEP's

School-wide for on restorative and trauma-informed practices to help students' mental health and academic progress

Literacy coaches are coaching teachers and re-aligning curriculum to be more student-friendly

Trauma-informed and restorative approach to teaching, learning, and assessment

Identified staff is on year 2 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting

Curriculum aligned to PA standards

Staff is year 2 of job-embedded coaching math.

Trauma-informed and restorative approach to teaching, learning, and assessment

Only 11% of seniors were undecided in career path

Staff are building a capacity for scaffolding to support special ed and ESL student learners across core classes.

Implement a multi-tiered system of supports for academics and behavior

Challenges

Moderate level of poverty and transiency

Students attending school have a high level of adverse childhood experiences (ACES)

Extreme entrance deficits (scores when students enter high school)

Significant loss of experienced teachers in past 3 years

Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.

Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students

There is no scripted intervention program for math.

Teacher mindsets

Implement evidence-based strategies to engage families to support learning

Implement evidence-based strategies to engage families to support learning

Strengths

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Principal/AP meetings with all math teachers to track their students' data

Staff are building a capacity for scaffolding to support special ed and ESL student learners across core classes.

Implement a multi-tiered system of supports for academics and behavior

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Principal/AP meetings with all math teachers to track their students' data

Curriculum aligned to PA standards

Trauma-informed and restorative approach to teaching, learning, and assessment

Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.

Challenges

Teacher mindsets

Teacher mindsets

Entrance deficits for students in reading and math

Instruction and curricula are adapted and modified to special education student's IEP goals

Students attending school have a high level of adverse childhood experiences (ACES)

Moderate level of poverty and transiency

Strengths

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.

Most Notable Observations/Patterns

We have a large number of subgroup challenges, but we have decided to focus on Special Education and Hispanic students because they had consistent "far below" markers.

Challenges	Discussion Point	Priority for Planning
Hispanic students did not meet the interim achievement goals for Math, ELA, or Biology	25% below statewide interim goal in English 25.3% below statewide interim goal in Math 25.1% below statewide interim goal in Biology	
Extreme entrance deficits (scores when students enter high school)	BOY IXL data - 12% of Grade 9 students at or above grade level BOY IXL data - 5% of Grade students at or above grade level	✓
Implement evidence-based strategies to engage families to support learning	Targeted work to decrease the number of failures for students with IEP's	✓
Moderate level of poverty and transiency	48.2% of students are classified as ED	
Students attending school have a high level of adverse childhood experiences (ACES)	Specific staff development in restorative and trauma-informed practices	
Teacher mindsets	Targeted work to shift teacher mindsets to all students can read and learn at grade level	
Instruction and curricula are adapted and modified to special education student's IEP goals	PD targeted to work with students with IEP's	

ADDENDUM B: ACTION PLAN

Action Plan: Progress monitoring

Action Steps	Anticipated Start/Completion Date
All students in Algebra 1A, Algebra 1, Algebra 2, Geometry (all levels) will take a baseline diagnostic in the first three weeks of Semester 1.	08/28/2023 - 09/15/2023
Monitoring/Evaluation	Anticipated Output
Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).	15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.
Material/Resources/Supports Needed	PD Step
IXL diagnostic	no



Action Steps**Anticipated Start/Completion Date**

Students will spend at least 15-20 minutes weekly in the IXL diagnostic arena until the system determines that level for the week.

09/15/2023 - 01/12/2024

Monitoring/Evaluation**Anticipated Output**

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Material/Resources/Supports Needed**PD Step**

IXL



Action Steps**Anticipated Start/Completion Date**

Students will work on recommended skills in IXL diagnostic arena once a week for 30 minutes in their math class.

09/15/2023 - 01/12/2024

Monitoring/Evaluation**Anticipated Output**

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Material/Resources/Supports Needed**PD Step**

IXL

no



Action Steps**Anticipated Start/Completion Date**

Teachers will administer EOC IXL diagnostic assessment.

01/08/2024 - 01/26/2024

Monitoring/Evaluation**Anticipated Output**

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Material/Resources/Supports Needed**PD Step**

IXL

no



Action Steps**Anticipated Start/Completion Date**

Result analysis and data breakdown.

01/08/2024 - 01/26/2024

Monitoring/Evaluation**Anticipated Output**

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Material/Resources/Supports Needed**PD Step**

All IXL diagnostic results

no



Action Steps**Anticipated Start/Completion Date**

Repeat exact process for Semester 2

01/25/2024 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Material/Resources/Supports Needed**PD Step**

IXL

no



Action Steps**Anticipated Start/Completion Date**

At end of 23-24 school year, we will determine the total number of students who made 100+ points of growth on IXL diagnostic.

06/03/2024 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

Administrative team (Laurie Sage, Amanda Miranda) will hold meetings 3x each semester with every math teacher to discuss student data and why their students are or are not making progress).

15 % of students will grow at least 100 points. Last year we had 3% of students make 100+ points of growth.

Material/Resources/Supports Needed**PD Step**

All IXL data from EOC Semester 1 and 2

no

Action Plan: High quality and standards based curriculum and assessment

Action Steps**Anticipated Start/Completion Date**

Collect baseline data specific to math and reading levels within the first month of school

08/28/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Laurie Sage, Amanda Miranda, Nicole Hart Each marking period Data analysis

A 10% decrease of Special Education failures from the end of the 22-23 to 23-24 school year

Material/Resources/Supports Needed**PD Step**

IXL, Acadience

no



Action Steps**Anticipated Start/Completion Date**

Continual discussion/PD with staff as related to special education/IEP's, how to read IEP's, what failing grades mean for a student, and the need for revision meetings when students are not passing

10/02/2023 - 12/22/2023

Monitoring/Evaluation**Anticipated Output**

Laurie Sage, Amanda Miranda, Nicole Hart Each marking period Data analysis

A 10% decrease of Special Education failures from the end of the 22-23 to 23-24 school year

Material/Resources/Supports Needed**PD Step**

Sample IEP's

yes



Action Steps**Anticipated Start/Completion Date**

Review EOC grades for Semester 1

01/15/2024 - 01/26/2024

Monitoring/Evaluation**Anticipated Output**

Laurie Sage, Amanda Miranda, Nicole Hart Each marking period Data analysis

A 10% decrease of Special Education failures from the end of the 22-23 to 23-24 school year

Material/Resources/Supports Needed**PD Step**

EOC grades for all students with IEP's

no



Action Steps**Anticipated Start/Completion Date**

Discuss EOC grades with each department; work with specific teachers who have high rates of Special Ed failures

01/08/2024 - 02/23/2024

Monitoring/Evaluation**Anticipated Output**

Laurie Sage, Amanda Miranda, Nicole Hart Each marking period Data analysis

A 10% decrease of Special Education failures from the end of the 22-23 to 23-24 school year

Material/Resources/Supports Needed**PD Step**

EOC data

no



Action Steps

Anticipated Start/Completion Date

Review EOC/EOY failures for students with IEP's

05/27/2024 - 06/28/2024

Monitoring/Evaluation

Anticipated Output

Laurie Sage, Amanda Miranda, Nicole Hart Each marking period Data analysis

A 10% decrease of Special Education failures from the end of the 22-23 to 23-24 school year

Material/Resources/Supports Needed

PD Step

EOC/EOY grade reports



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will decrease the number of End of Course failures by students with IEP's by 15% at the end of the 23-24 school year. (Special Education Failures)	High quality and standards based curriculum and assessment	Continual discussion/PD with staff as related to special education/IEP's, how to read IEP's, what failing grades mean for a student, and the need for revision meetings when students are not passing	10/02/2023 - 12/22/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Review of IEP's	Classroom teachers, guidance counselors	Review of SDI's in IEP's, review of Special Education law, discussion of what happens when a student with an IEP is not passing a class

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decrease in EOC failures for students with IEP's	10/02/2023 - 05/24/2024	Laurie Sage, Amanda Miranda, Nicole Hart

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Special Education State Plan Training Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Keys to Literacy Vocabulary Training	Identified lead teachers	Vocabulary strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Incorporation of strategies in classroom lessons	11/29/2023 - 05/01/2024	Kim Harper

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post for 28 days on the district website	Entirety of plan	Digital	BASD community/BASD School Board	July-August 2023
Board adoption at monthly meeting	Plan overview, strengths, challenges, timeline	August Board Meeting	BASD Community/School Board	August 2023
Presentation to Freedom faculty	Overview of plan	Presentation	Freedom faculty	August 2023
Review of plan at quarterly marks	Progress monitoring on goal statements	Admin meeting/Department meetings	Administration, coaches, teaching staff	Quarterly for 23-24 school year
