

**Freedom HS**

ATSI non-Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

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

## 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.

|                |                |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>False K</b> | <b>False 1</b> | <b>False 2</b> | <b>False 3</b> | <b>False 4</b> | <b>False 5</b> | <b>False 6</b> |
| <b>False 7</b> | <b>False 8</b> | <b>True 9</b>  | <b>True 10</b> | <b>True 11</b> | <b>True 12</b> |                |

## 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 below 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                     | Comments/Notable Observations |
|-------------------------------|-------------------------------|
| <b>ESSA Student Subgroups</b> |                               |

|   |   |
|---|---|
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br>Attendance<br><b>ESSA Student Subgroups</b><br>African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities | <b>Comments/Notable Observations</b><br>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. |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br>Math Achievement<br><b>ESSA Student Subgroups</b><br>African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities             | <b>Comments/Notable Observations</b><br>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  |
| <b>Indicator</b><br>ELA Achievement<br><b>ESSA Student Subgroups</b><br>Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners  | <b>Comments/Notable Observations</b><br>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  |
| <b>Indicator</b><br>Science Achievement<br><b>ESSA Student Subgroups</b><br>Hispanic, White, English Learners, Students with Disabilities   | <b>Comments/Notable Observations</b><br>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   |
| <b>Indicator</b><br>Career Readiness<br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b><br>100% of students w/ disabilities met the performance standard benchmark   |

### Challenges

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

|  |  |
|--|--|
| African-American/Black, Combined Ethnicity, Economically Disadvantaged   |  |
| <b>Indicator</b><br>Attendance<br><b>ESSA Student Subgroups</b><br>African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities              | <b>Comments/Notable Observations</b><br>Many subgroups still did not meet interim goal/improvement target                          |
| <b>Indicator</b><br>Math Achievement<br><b>ESSA Student Subgroups</b><br>African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities | <b>Comments/Notable Observations</b><br>No subgroup is meeting the interim goal/improvement target                                 |
| <b>Indicator</b><br>ELA Achievement<br><b>ESSA Student Subgroups</b><br>White, Students with Disabilities  | <b>Comments/Notable Observations</b><br>Some groups trending downward in progress towards meeting interim goal/improvement target. |
| <b>Indicator</b><br>Career Readiness<br><b>ESSA Student Subgroups</b><br>English Learners  | <b>Comments/Notable Observations</b><br>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 |

### Challenges

|  |
|--|
| 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.   |

## 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.

|  |
|--|
| 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                           |
| 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                            |
| Curriculum aligned to PA standards   | False                           |
| Institution of Desmos at Algebra 1 and Geometry levels   | True                            |
| Common assessments utilized  | 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                            |
| Principal/AP meetings with all math teachers to track their students' data   | False                           |
| Staff is year 2 of job-embedded coaching math.   | 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 math tutoring intervention  | True  |
| Special education reading tutoring intervention   | True  |
| Study Sync common diagnostics and assessments   | True  |
| PD conducted by district math coaches that focused on student engagement and teacher motivation | False |
| 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                           |
| Moderate level of poverty and transiency  | False                           |
| Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students  | False                           |
| Data-tracking system for Study Sync does not exist  | True                            |
| 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.  | True                            |
| ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.  | False                           |
| Teacher mindsets  | False                           |
| Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.   | False                           |
| Moderate level of poverty and transiency  | False                           |
| Entrance deficits for students in reading and math  | 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.

|  |   |   |  |
|--|---|---|--|
| <b>Outcome Category</b>  |   |   |  |
| Regular Attendance   |   |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |   |  |
| By the end of the 2025-2026 school year, chronic absenteeism for all students will decrease by 3%. |   |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |   |  |
| Attendance   |   |   |  |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>                               | <b>Target 3rd Quarter</b>                               | <b>Target 4th Quarter</b>  |
| 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.

|  |   |   |  |
|--|---|---|--|
| <b>Outcome Category</b>  |   |   |  |
| Essential Practices 1: Focus on Continuous Improvement of Instruction  |   |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |   |  |
| During the 2025-2026 school year, the percentage of proficient and advanced scores on the Algebra 1 Keystones will increase by 5%. |   |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |   |  |
| Algebra 1 Keystone Scores  |   |   |  |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>   | <b>Target 3rd Quarter</b>   | <b>Target 4th Quarter</b>  |
| 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.

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

| 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

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>During the 2025-2026 school year, the percentage of proficient and advanced scores on the Algebra 1 keystones will increase by 5%.</li> </ul> |

| 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                                |            |

| <b>Anticipated Output</b>   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>   |
|---|--|
| 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

| <b>Measurable Goals:</b>  |
|---|
| <ul style="list-style-type: none"> <li>During the 2025-2026 school year, the percentage of proficient and advanced scores on the Literature Keystones will increase by 5%.</li> </ul> |

| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |            |
|---|--|--|------------|
| Administer diagnostic assessments in writing and reading in English 9, 10, and 11.  |  | 2025-08-25                               | 2025-09-26 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>              | <b>PD Step?</b>                          |            |
| M. Kvacky, M. Dunstan, English teachers   | Study Sync baseline assessments                        | No                                       |            |
| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |            |
| 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 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>              | <b>PD Step?</b>                          |            |
| English teachers, M. Kvacky   | Study Sync curriculum and subsequent resources         | No                                       |            |
| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |            |
| Repeat the same process for Semester 2  |  | 2026-01-26                               | 2026-06-05 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>              | <b>PD Step?</b>                          |            |
| English teachers, M. Kvacky   | Study Sync diagnostics, common assessments, curriculum | No                                       |            |

|   |   |
|---|---|
| <b>Anticipated Output</b>   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>  |
| 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

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>By the end of the 2025-2026 school year, chronic absenteeism for all students will decrease by 3%.</li> </ul> |

| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
|--|---|--|------------|
| Review attendance data from the prior school year; survey teachers on what strategies worked to improve attendance                           |   | 2025-07-01                               | 2025-08-08 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>         | <b>PD Step?</b>                          |            |
| L. Sage, M. DiBilio  | ADA data from 24-25 school year, teacher feedback | No                                       |            |
| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
| 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 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>         | <b>PD Step?</b>                          |            |
| Administration in conjunction with teachers  | Management plans                                  | No                                       |            |
| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
| Adhere to Framework for Citizenship and create SAIP's for students who are habitual offenders.   |   | 2025-08-25                               | 2026-06-05 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>         | <b>PD Step?</b>                          |            |
| Administration   | Framework for Citizenship                         | No                                       |            |

|                           |  |
|---------------------------|--|
| <b>Anticipated Output</b> | <b>Monitoring/Evaluation (People, Frequency, and Method)</b> |
|---------------------------|--|

|   |   |
|---|---|
| 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

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

### Desmos alignment

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <b>Action Step</b>   |                          |                               |
| <ul style="list-style-type: none"> <li>Teachers adhere to scope and sequence provided by Desmos throughout their instruction.</li> </ul>   |                          |                               |
| <b>Audience</b>  |                          |                               |
| Math teachers  |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| Introduction to and review of Desmos platform as related to the Algebra 1 and 2 curriculums  |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| 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. |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Math Dept Chair + Marissa Kvacky (AP for Curriculum and Instruction)   | 2025-08-25               | 2026-06-05                    |

### Learning Format

|  |  |
|--|--|
| <b>Type of Activities</b>  | <b>Frequency</b>   |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | 3x per quarter + continuous walkthroughs by administration |
| <b>Observation and Practice Framework Met in this Plan</b>               |  |
|  |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>      |  |
| Teaching Diverse Learners in Inclusive Settings                          |  |



## Approvals & Signatures

| Uploaded Files |
|----------------|
|                |

|   |             |
|---|-------------|
| <b>Chief School Administrator</b>               | <b>Date</b> |
|   |             |
| <b>Building Principal Signature</b>             | <b>Date</b> |
| Laurie Sage                                     | 2025-05-14  |
| <b>School Improvement Facilitator Signature</b> | <b>Date</b> |
| Heather Heimer                                  | 2025-06-10  |