

Freedom HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Freedom HS		120481002
Address 1		
3149 Chester Ave		
Address 2		
City	State	Zip Code
Bethlehem	PA	18020
Chief School Administrator		Chief School Administrator Email
Dr Jack P Silva		jsilva@basdschools.org
Principal Name		
Laurie Sage		
Principal Email		
lsage@basdschools.org		
Principal Phone Number		Principal Extension
6108675843		53901
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Renato Lajara	Chief School Administrator	BASD	rlajara@basdschools.org
Dr. Maureen Leeson	District Level Leaders	BASD	mleeson@basdschools.org
Dr. Leigh Rusnak	District Level Leaders	Special Education - BASD	lrusnak@basdschools.org
Nora Lorady	Teacher	Freedom HS	nlorady@basdschools.org
Brody Stellato	Student	Freedom HS - Senior Class President	stellatobj@basdschools.org
Nicole Bouhana	District Level Leaders	BASD - Grants	nbouhana@basdschools.org
Greg Vennemann	Community Member	BASD Proud Parents	gvennemann@yahoo.com
Karen Lynn	Teacher	Freedom - ESL	klynn@basdschools.org
Alicia Kline	Parent	Parent	aliciankline@gmail.com
Nicole Hart	Teacher	Freedom - Special Education	nhart@basdschools.org
Laurie Sage	Principal	Freedom - Principal	lsage@basdschools.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Percent Proficient or Advanced - 50.8%

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Proficiency trending upward at 41.9%
Hispanic	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
English Learners	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
Students with Disabilities	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
Combined Ethnicity	Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%

Challenges

ESSA Student Subgroups	Indicator
White	63.4% proficiency and trending downward.
Economically Disadvantaged	Economically disadvantaged subgroup decreased in ELA proficiency from the previous year - 36.6% to 30.4%

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Percent Proficient or Advanced - 33.2%

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Proficiency trending upward at 25.6%

Combined Ethnicity	Proficiency trending upward at 22%
Hispanic	Hispanic, Economically Disadvantaged, and English Learner subgroups increased from the previous year in Math proficiency (15% to 20.5%; 20.4% to 22.6%; 3.3% to 10.5%, respectively).
Economically Disadvantaged	Hispanic, Economically Disadvantaged, and English Learner subgroups increased from the previous year in Math proficiency (15% to 20.5%; 20.4% to 22.6%; 3.3% to 10.5%, respectively).
English Learners	Hispanic, Economically Disadvantaged, and English Learner subgroups increased from the previous year in Math proficiency (15% to 20.5%; 20.4% to 22.6%; 3.3% to 10.5%, respectively).

Challenges

ESSA Student Subgroups	Indicator
White	45.7% proficiency and trending downward.
Students with Disabilities	Student with Disabilities subgroup decreased from the previous year in Math proficiency (3.3% to 2.6%).

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Academic growth score = 88.0%; statewide average growth = 75%

True Strengths	False Challenges	False N/A

Strengths

ESSA Student Subgroups	Indicator
White	100% demonstrating growth
Hispanic	65% growth but trending upward
African-American/Black	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).
Economically Disadvantaged	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).
Students with Disabilities	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).
Combined Ethnicity	Black, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA growth (55% to 72%; 50% to 78%; 50% to 71%; 50% to 67%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	70% and trending downward

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Academic growth score = 56%; statewide average growth = 75.3%

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	74% demonstrating growth and trending upward
Students with Disabilities	70% demonstrating growth and trending upward
African-American/Black	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).
Hispanic	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).
White	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).
Combined Ethnicity	Black, Hispanic, White, and Combined Ethnicity subgroups increased from the previous year in Math growth (53% to 69%; 50% to 57%; 60% to 64%; 50% to 57%, respectively).

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	54% demonstrating growth (but trending upward)

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

23% demonstrating language growth and attainment

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	23% met the language growth and attainment with the number rising
Hispanic	Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups increased from the previous year in EL Growth and Attainment (6.7% to 22.2%; 7.4% to 22.1%; 6.5% to 21.2%).

Economically Disadvantaged	Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups increased from the previous year in EL Growth and Attainment (6.7% to 22.2%; 7.4% to 22.1%; 6.5% to 21.2%).
Combined Ethnicity	Hispanic, Economically Disadvantaged, and Combined Ethnicity subgroups increased from the previous year in EL Growth and Attainment (6.7% to 22.2%; 7.4% to 22.1%; 6.5% to 21.2%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	23% growth - state average is 32.4%

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

78.2% regular attendance

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	88.6% attendance rate and growing
Asian (not Hispanic)	Asian and Economically Disadvantaged subgroups increased in attendance from the previous year (88.9% to 93.2%; 68.2% to 69.2%).
Economically Disadvantaged	Asian and Economically Disadvantaged subgroups increased in attendance from the previous year (88.9% to 93.2%; 68.2% to 69.2%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	61.2% attendance rate and decreasing
African-American/ Black	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Hispanic	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Multi-Racial (not Hispanic)	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Students with Disabilities	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).
Combined Ethnicity	Black, Hispanic, 2 or more races, Student with Disabilities, and Combined Ethnicity subgroups decreased from the previous year in attendance (79.1% to 78.4%; 67.2% to 65%; 81.8% to 81.5%; 72.5% to 71.7%; 70.2% to 68.3%, respectively).

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

35.5% met the Career Standards Benchmark - significantly below state average.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White students had the highest completion of Career Standards Benchmarking at 46.6%

Challenges

ESSA Student Subgroups	Indicator
African-American/ Black	17% completion rate
Hispanic	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
White	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
Economically Disadvantaged	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
English Learners	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
Students with Disabilities	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).
Combined Ethnicity	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased in the career standards benchmark (74.2% to 25.7%; 90.5% to 46.6%; 79.5% to 24.7%; 60% to 22.9%; 100% to 26.7%; 75.9% to 24.8%).

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

87.2% Graduation Rate for 4-year Cohort

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	93.9% graduation rate and trending upward
Asian (not Hispanic)	Asian subgroup increased its graduation rate from the previous year (87.5% to 92.6%).

Challenges

ESSA Student Subgroups	Indicator
English Learners	63% and trending downward
African-American/ Black	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Hispanic	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Multi-Racial (not Hispanic)	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Economically Disadvantaged	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Students with Disabilities	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).
Combined Ethnicity	Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups decreased in their graduate rate from the previous year (90% to 88.6%; 81% to 76.7%; 81.3% to 80.6%; 81.6% to 67.7%; 82.7% to 80.1%).

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Percent Proficient or Advanced is 50.8% in English Language Arts and Literature
Academic growth score = 88.0%; statewide average growth = 75% in English Language Arts and Literature
87.2% Graduation Rate for 4-year Cohort - Attendance
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Math achievement - Percent Proficient or Advanced is 33.2% in Math/Algebra/. No subgroup is meeting the interim goal/improvement target.
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.
78.2% regular attendance - Attendance - Many subgroups still did not meet interim goal/improvement target.
35.5% met the Career Standards Benchmark - significantly below state average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Study Sync Common Assessments	Semester 2 - Diagnostic writing (beginning of course): Grade 9 average - 53.2 Grade 10 average - 66.9 Semester 2 - Final exam writings (end of course) Grade 9 - Fiction average --- /Non-fiction average --- 85.8 Grade 10 - Fiction average --- /Non-fiction average --- 93.2

English Language Arts Summary

Strengths

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
Use of Study Sync curriculum and common assessments in all grade levels
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 2026) - 18% of students at/above grade level

Mathematics Summary

Strengths

Institution of Desmos at Algebra 1 and Geometry levels
Staff is year 3 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

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
Nevada 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
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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
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 - 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

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	Operational
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	Exemplary

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?

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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?

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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 Proficient or Advanced is 50.8% in English Language Arts and Literature	False
Academic growth score = 88.0%; statewide average growth = 75% in English Language Arts and Literature	False
87.2% Graduation Rate for 4-year Cohort - Attendance	True
Curriculum aligned to PA standards; using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.	False
Literacy coaches are coaching teachers and re-aligning curriculum to be more student-friendly	False
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%	False
Hispanic, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased from the previous year in ELA proficiency - 36.5% to 37.4%; 15.6% to 16.2%; 5.6% to 11.4%; and 37% to 38.4%	False
Use of Study Sync curriculum and common assessments in all grade levels	True
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.	False
Institution of Desmos at Algebra 1 and Geometry levels	False
Staff is year 3 of job-embedded coaching math.	True
PD conducted by district math coaches that focused on student engagement and teacher motivation	False
Curriculum aligned to PA standards	False
Common assessments utilized	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
Special education math tutoring intervention	True
Special education reading tutoring intervention	True
Study Sync common diagnostics and assessments	True
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

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
Math achievement - Percent Proficient or Advanced is 33.2% in Math/Algebra/. No subgroup is meeting the interim goal/improvement target.	True
78.2% regular attendance - Attendance - Many subgroups still did not meet interim goal/improvement target.	True
35.5% met the Career Standards Benchmark - significantly below state average.	True
Significant loss of experienced teachers in past 3 years	False
Data-tracking system for Study Sync does not exist	True
ELA achievement - Some groups trending downward in progress towards meeting interim goal/improvement target.	False
Percent Proficient or Advanced - 33.2%	False
Moderate level of poverty and transiency	False
Extreme entrance deficits (scores when students enter high school)	False
Teacher mindsets	False
Moderate level of poverty and transiency	False
Entrance deficits for students in reading and math	False
Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students	False
Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.	False
Lack of data-tracking measures within Study Sync	False
Teacher turnover/Loss of experienced teachers	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.

Percent Proficient or Advanced is 33.2% in Math/Algebra needs to be addressed through careful work with instruction and carefully aligning teachers to Algebra 1 and Geometry classes. We also noted that the Career Standards Benchmark seems extremely off from the state average. We need to investigate why.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math achievement - Percent Proficient or Advanced is 33.2% in Math/Algebra/. No subgroup is meeting the interim goal/improvement target.	District and building goal.	True
78.2% regular attendance - Attendance - Many subgroups still did not meet interim goal/improvement target.	District and building goal.	True
35.5% met the Career Standards Benchmark - significantly below state average.	District and building goal.	True
Data-tracking system for Study Sync does not exist		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
87.2% Graduation Rate for 4-year Cohort - Attendance	A positive trend!
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.
Staff is year 3 of job-embedded coaching math.	Administrators find it beneficial for outside coaches to focus on instructional practices to support our findings from classroom observations.
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	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will establish consistent, high-quality instructional practices across all Keystone-tested courses by strengthening curriculum alignment, providing targeted professional development, and implementing regular collaborative planning structures to better support educators and improve student learning outcomes.”
	Because chronic absenteeism is rooted in inconsistent implementation of tiered attendance supports, we will establish clear, schoolwide attendance practices and strengthen our intervention system to ensure timely support for students and families. This actionable shift will help us reduce chronic absenteeism by 3% during the 2026–27 school year.

	We will identify the root cause of the significantly low completion rate and establish measures to increase in the future.
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Goal Setting

Priority: We will establish consistent, high-quality instructional practices across all Keystone-tested courses by strengthening curriculum alignment, providing targeted professional development, and implementing regular collaborative planning structures to better support educators and improve student learning outcomes.”

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, the percentage of students scoring Proficient or Advanced on the Algebra I Keystone Exam will increase by 5 percentage points, as measured by official Keystone assessment results. Progress will be monitored through quarterly benchmark assessments, data team meetings, and targeted instructional interventions to ensure growth.			
Measurable Goal Nickname (35 Character Max)			
Algebra 1 Keystone Scores			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Continuous alignment and improvement of instruction in math classes	During January of 2027, at least 28-30% of students will score Proficient/Advanced on the Math Keystone. This will be a five percent increase from the winter Keystone scores in January 2026.	Continuous alignment and improvement of instruction in math classes	By the end of the school year, at least 30% of students will score Proficient/Advanced on the Math Keystone. This will be a five percent increase from the EOY scores in 25-26.

Priority: Because chronic absenteeism is rooted in inconsistent implementation of tiered attendance supports, we will establish clear, schoolwide attendance practices and strengthen our intervention system to ensure timely support for students and families. This actionable shift will help us reduce chronic absenteeism by 3% during the 2026–27 school year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2027, the school will reduce chronic absenteeism among all students by 3 percentage points, as measured by the state’s official attendance reporting system. Progress will be monitored monthly through attendance data reviews, and targeted interventions (such as family outreach, attendance plans, and tiered supports) will be implemented to ensure improvement.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, our ADA will be 96% or better.	By the end of Quarter 2, our ADA will be 94% or better.	By the end of Quarter 3, our ADA will be 93% or better.	By the end of the school year, 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 identify the root cause of the significantly low completion rate and establish measures to increase in the future.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By June of 2027, we will increase our Career Standards Benchmark completion from 35% to 70%. Progress will be monitored through data reviews and consistent counselor-student check-ins.			
Measurable Goal Nickname (35 Character Max)			
Career Standards Benchmarking			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Education and promotion of requirements to complete Career Standards Benchmarking.	Counselors take inventory of what benchmarking has been completed and what needs to be done in Semester 2.	Counselors/Administrators work with teachers and students to create a working list of what students need to complete what benchmarks.	Counselors will meet with students 1:1 to complete surveys. Percent completion will double from the 25-26 school year. Goal is 70%.

Action Plan

Measurable Goals

Algebra 1 Keystone Scores	Attendance
Career Standards Benchmarking	

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

Measurable Goals:
<ul style="list-style-type: none"> By June 2027, the percentage of students scoring Proficient or Advanced on the Algebra I Keystone Exam will increase by 5 percentage points, as measured by official Keystone assessment results. Progress will be monitored through quarterly benchmark assessments, data team meetings, and targeted instructional interventions to ensure growth.

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1 - Students in Algebra 1A, 1, 2, and Geometry will take baseline diagnostic assessment.		2026-08-24	2026-09-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers, M. Kvacky	IXL diagnostic, administrative direction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1 - Students will spend at least 15-20 minutes weekly in the IXL diagnostic area working to pinpoint their areas of need.		2026-09-28	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	IXL platform; teacher adherence and efficacy	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 1 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		2026-08-24	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers; math coaches as supports	Desmos	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2 - Students in Algebra 1A, 1, 2, and Geometry will take baseline diagnostic assessment.		2027-01-25	2027-02-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers, math coaches, M. Kvacky	IXL, Desmos curriculum	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2 - Students will spend at least 15-20 minutes weekly in the IXL diagnostic area working to pinpoint their areas of need.		2027-02-15	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers	IXL platform; teacher adherence and efficacy	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Semester 2 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.		2027-01-25	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math teachers; math coaches as supports	Desmos	No	

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

Action Plan For: Progress monitoring

Measurable Goals:
<ul style="list-style-type: none"> By June 2027, the school will reduce chronic absenteeism among all students by 3 percentage points, as measured by the state's official attendance reporting system. Progress will be monitored monthly through attendance data reviews, and targeted interventions (such as family outreach, attendance plans, and tiered supports) will be implemented to ensure improvement.

Action Step		Anticipated Start Date	Anticipated Completion Date
Review attendance data from the prior school year; survey teachers on what strategies worked to improve attendance		2026-07-06	2026-08-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
L. Sage, M. DiBilio	ADA data from 25-26 school year, teacher feedback	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Creation and adherence to strict classroom management plan that include rules/regulations for attendances, late, and cell phone expectations (with district Framework for Citizenship as the guiding document)		2026-08-24	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration as supervisors/Teachers as creators	Framework for Citizenship	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement/adhere to the strict classroom management plan that includes adherence to district and school policy on lates, absences, habitual truancy, and cell phone policy		2026-09-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Framework for Citizenship; administrators as support	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 3% increase in ADA for the 26-27 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)?

Action Plan For: Progress Monitoring

Measurable Goals:
<ul style="list-style-type: none"> By June of 2027, we will increase our Career Standards Benchmark completion from 35% to 70%. Progress will be monitored through data reviews and consistent counselor-student check-ins.

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Career Standards Benchmarking data from 24-25 and 25-26 SY's. Identify where the gaps in our procedures are that leads us to be so far below state average.		2026-08-24	2026-09-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a timeline of steps to ensure that every student in Junior Seminar works with his/her teacher and counselor to complete the required surveys/materials needed to complete Career Standards Benchmarking.		2026-08-24	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde, Junior Seminar teachers	Naviance surveys uploaded for students to access	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 1		2026-09-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 2		2026-11-02	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 3		2027-01-25	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze all survey data that has been completed and identify gaps where more students can access the Career Benchmark Surveys		2027-05-17	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Laurie Sage, Marissa Kvacky, Chris Lynde, seminar teachers	Naviance data	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Review completion data after MP 4		2027-04-01	2027-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, Chris Lynde	Naviance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
If, at any juncture, the data does not reflect forward progress and an increase in completion, administrators will meet with seminar teachers on an individual basis to identify students who need to complete surveys. Students will be expected to complete the Naviance surveys prior to regular seminar work.		2026-08-24	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laurie Sage, Marissa Kvacky, seminar teachers	Naviance data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 30-40% increase in Career Standards Benchmark completion.	Laurie Sage, Marissa Kvacky, Chris Lynde - data pulled at the end of marking period to see what students need to complete surveys. Analysis of Naviance data at the end of each MP.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High quality, standards-based curriculum and assessment	Semester 1 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction.

Desmos alignment

Action Step		
<ul style="list-style-type: none"> Semester 1 - Teachers adhere to scope and sequence provided by Desmos throughout their instruction. 		
Audience		
Math teachers		
Topics to be Included		
Introduction to and review of Desmos platform as related to the Algebra 1 and 2 curriculums. This needs to be expanded from last year where only a few core teachers were trained. During the 26-27 SY, there are many more math teachers teaching Algebra 1, 2, and Geometry courses.		
Evidence of Learning		
Upon completing administrative walkthroughs, any Algebra 1 or 2 classroom should be utilizing the Desmos platform. If a teacher is not using Desmos, it is the responsibility of the administrator to schedule a follow-up meeting with that teacher to ask why. Math teachers will be given a regular cadence of Desmos PD and review so that teachers can work together to plan.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Math Dept Chair + Marissa Kvacky (AP for Curriculum and Instruction)	2026-08-24	2027-05-21

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Laurie Sage	2026-06-12
School Improvement Facilitator Signature	Date