Freedom HS

ATSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amanda Miranda	Assistant Principal	Freedom HS	amiranda@basdschools.org
Laurie Sage	Principal	Freedom HS	lsage@basdschools.org
Michael DiBilio	Assistant Principal	Freedom HS	mdibilio@basdschools.org
Karen Lynn	Teacher	Freedom HS	klynn@basdschools.org
Nicole Hart	Teacher	Freedom HS	nhart@basdschools.org
Jeff Young	Teacher	Freedom HS	jyoung@basdschools.org
Eric Baltz	Teacher	Freedom HS	ebaltz@basdschools.org
Donna Roman	Teacher	Freedom HS	droman@basdschools.org
Cyndi Baylis	Teacher	Freedom HS	cbaylis@basdschools.org
Julie Gleason	Other	Freedom HS	jgleason@basdschools.org
Maureen Leeson	District Level Leaders	BASD CAO	mleeson@basdschools.org
Greg Venemann	Parent	BASD Proud Parents	Gregory.Vennemann@sunovion.com
Jack Silva	Chief School Administrator	BASD Superintendent	jsilva@basdschools.org
Delia Marrero	Community Member	Bethlehem Community	delia@ywcabethlehem.org
Kelly Burkhart	Parent	Freedom PTO	Kellyburkhart_2003@yahoo.com
Leigh Rusnak	Education Specialist	Director of Special Education	lrusnak@basdschools.org
Charles Johnson	Other	Assistant Principal	cjohnson@basdschools.org
Sean Vennemann	Student	BASD Proud Students	vennemanns@basdschools.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	Regular attendance increased from 66.5% to 72.9%
Biology achievement	Proficient or Advanced assessments increased from 14.5% to 35.8%
Career standards	Asian, black, EL, and students with disabilities subgroups increased (65.2 to 76.7, 65-70, 29-31, and 94.9 to 98.7)
Math achievement	White and ED students increased in meeting Annual Growth Expectations (58-68 and 50-75)

Challenges

Indicator	Comments/Notable Observations
ELA Growth/Achievement	Proficient/Advanced Assessments decreased from 63.5 to 51.3
Math Growth/Achievement	Proficient or Advanced Assessments decreased from 64.5 to 15.6
Career Standards	Decreased from 77.7 to 74.9
Biology Growth/Achievement	Annual growth expectations decreased from 57 to 50

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Attendance **ESSA Student Subgroups** African-American/Black, Hispanic, English	**Comments/Notable Observations** Hispanic attendance - 48-59% African-American attendance - 56.6-74.2 EL's attendance - 42.9-53.7

Learners	
Indicator Biology Achievement **ESSA Student Subgroups** Hispanic, White	**Comments/Notable Observations** Hispanic students scoring Prof/Adv increased from 6.9-18 White students scoring Prof/Adv increased from IS to 46.2
Indicator Career Standards **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic)	**Comments/Notable Observations** Asian students increased from 65.2-76.7 African-American students increased from 65-70

Challenges

Indicator ELA Achievement **ESSA Student Subgroups** African-American/Black, Hispanic	**Comments/Notable Observations** African American students scoring Prof/Adv on Literature assessments decreased from 64.1-38.9 Hispanic students scoring Prof/Adv on Literature assessments decreased from 49.6-29.9
Indicator Math Achievement **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** 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
Indicator Career Standards **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** Hispanic students benchmarking decreased from 72.8-64.1
Indicator Biology Achievement **ESSA Student Subgroups**	**Comments/Notable Observations** White students meeting annual growth expectations decreased from 73-59 Students with disabilities meeting annual growth expectations decreased from 78-61

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.

Regular attendance increased from 66.5% to 72.9%

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.

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
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

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

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 year 2 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting
Use of Study Sync curriculum and common assessments in all grade levels

Challenges

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

Mathematics

Data	Comments/Notable Observations
IXL Growth	End of Semester 2 (June 2023) - 10% of students taking a math course made 100 points or more of IXL growth End of Semester 1 (January 2024) - 20% of students taking a math course made 100 points or more of IXL growth End of Semester 2 (June 2024) - 24% of students taking a math course made 100 points or more of IXL growth
IXL Achievement Levels	Beginning of Semester 2: Grade 9 - far below grade level - 71.95 End of Semester 2: Grade 9 - far below grade level - 81.1% Beginning of Semester 2: Grade 10 - far below grade level - 83.7% End of Semester 2: Grade 10 - far below grade level - 84.6% Beginning of Semester 2: Grade 11 - far below grade level - 88% End of Semester 2: Grade 11 - far below grade level - 89.7%

Mathematics Summary

Strengths

Staff is year 2 of job-embedded coaching math.
Instituting of Desmos at Algebra 1 level
Principal/AP meetings with all math teachers to track their students' data

Moderate level of poverty and transiency
Extreme entrance deficits (scores when students enter high school)
Teacher mindsets
Students' math scores are getting worse while students are actually taking math classes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
EOC Biology failure data	17% of students in Academic or Honors Biology failed the course. This is a 7% increase 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- 38.5% 2-year colleges/trade schools- 11% Military- 1% Workforce- 13% Homemaker/Unknown- 11%

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

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

Data	Comments/Notable Observations
Failure data by federal race code	Hispanic/Latino failures - 66.4% Black/African American failures - 20% White failures - 12/%
Attendance	

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 tutoring intervention
Strategies to improve math scores for ED students
Continual work with math coaches

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.

Teacher transciency

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	Emerging
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
Regular attendance increased from 66.5% to 72.9%	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
Identified staff is on year 2 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting	True
Staff is year 2 of job-embedded coaching math.	False
Use of Study Sync curriculum and common assessments in all grade levels	True
Curriculum aligned to PA standards	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
Instituting of Desmos at Algebra 1 level	True
Principal/AP meetings with all math teachers to track their students' data	True
Common assessments utilized	False
Special education tutoring intervention	True
Strategies to improve math scores for ED students	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
Continual work with math coaches	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 - 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	True
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
Data-tracking system for Study Sync does not exist	False
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	True
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
Significant loss of experienced teachers in past 3 years	False
Moderate level of poverty and transiency	False
Special education students exercise the option to attend school beyond the traditional 4 year window impedes the FHS graduation rate.	False
Transiency of EL students with limited language proficiency held to the same standards for graduation and career readiness as regular education students	False
Moderate level of poverty and transiency	False
Teacher mindsets	True
Entrance deficits for students in reading and math	False
Extreme entrance deficits (scores when students enter high school)	False
Students' math scores are getting worse while students are actually taking math classes.	False
Implement evidence-based strategies to engage families to support learning	False
Implement evidence-based strategies to engage families to support learning	True
Teacher transciency	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.

We are working to align curriculum in English and math to make assessing and collecting data a smoother and more effective process.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Teacher mindsets	Continued and targeted work with math department	True
Implement evidence-based strategies to engage families to support learning		False
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	Continued and targeted work with math department	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

Analyzing Strengths

Analyzing Strengths	Discussion Points
Identified staff is on year 2 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting	
Regular attendance increased from 66.5% to 72.9%	Building focus #1 for the 24-25 school year will be improving our attendance rate; we have a subcommittee meeting this summer to begin our targeted work
Use of Study Sync curriculum and common assessments in all grade levels	
Instituting of Desmos at Algebra 1 level	Starting at the same place in every Algebra class (without a monthlong review) should illuminate teaching deficits as much as student weaknesses
Principal/AP meetings with all math teachers to track their students' data	
Special education tutoring intervention	This has continued to be our most successful intervention.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to work with teachers to shift their mindsets to believe that all students can and want to learn grade level material.
	We will again increase the number of students who grow by 100+ points on the IXL by 15% at the end of the 24-25 school year.

Goal Setting

Priority: We will continue to work with teachers to shift their mindsets to believe that all students can and want to learn grade level material.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
In order for students to work with grade level text and assignments, they must be present in school on a regular basis. Thus, we will increase our school-wide attendance average by 2-2.5% for the 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Quarter 1 attendance rate is 93-96%.	Quarter 2 attendance rate is 92-94%	Quarter 3 attendance rate is 92-94%.	EOY attendance rate is 92-94%.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
We will decrease the number of End of Course failures by students with IEP's by 10% at the end of the 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
Special Education Failures			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
We will decrease the number of marking period 1 failures by students with IEP's by 3%.	We will decrease the number of marking period 2 failures by students with IEP's by 5% .	We will decrease the number of marking period 3 failures by students with IEP's by 7% .	We will decrease the number of End of Course failures by students with IEP's by 10% at the end of the 24-25 school year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
We will decrease the number of End of Course failures by students with IEP's by 15% at the end of the 23-24 school year.			
Measurable Goal Nickname (35 Character Max)			
Special Education Failures			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
We will decrease the number of marking period 1 failures by students with IEP's by 5%.	We will decrease the number of marking period 2 failures by students with IEP's by 10% .	We will decrease the number of marking period 3 failures by students with IEP's by 12% .	We will decrease the number of End of Course failures by students with IEP's by 15% at the end of the 24-25 school year.

Priority: We will again increase the number of students who grow by 100+ points on the IXL by 15% at the end of the 24-25 school year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Forty percent of students grow by at least 100 points on the IXL Diagnostic at the end of each semester of the 24-25 school year (courses evaluated include Algebra 1A, Algebra 1, Geometry, and Algebra 2 at all levels).			
Measurable Goal Nickname (35 Character Max)			
IXL Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer baseline diagnostic assessment for Semester 1 Math students. Gather and analyze initial results.	Review EOC data (for Semester 1); 40% of students grow by at least 100 points on the IXL.	Administer baseline diagnostic assessment for Semester 2 Math students. Gather and analyze initial results.	Review EOC data (for Semester 1); 40% of students grow by at least 100 points on the IXL.

Action Plan

Measurable Goals

Attendance	Special Education Failures
Special Education Failures	IXL Growth

Action Plan For: Progress Monitoring

Measurable Goals:
• Forty percent of students grow by at least 100 points on the IXL Diagnostic at the end of each semester of the 24-25 school year (courses evaluated include Algebra 1A, Algebra 1, Geometry, and Algebra 2 at all levels).

Action Step		**Anticipated Start/Completion Date**	
All students in Algebra 1A, Algebra 1, Algebra 2, Geometry (all levels) will take a baseline diagnostic in the first three weeks of Semester 1.		2024-08-26	2024-09-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math teacher, Marissa Kvacky	IXL Diagnostic	No	
Action Step		**Anticipated Start/Completion Date**	
Students will spend at least 15-20 minutes weekly in the IXL diagnostic arena until the system determines that level for the week.		2024-09-23	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	IXL Platform	No	
Action Step		**Anticipated Start/Completion Date**	
Students will work on recommended skills in IXL diagnostic arena once a week for 30 minutes in their math class.		2024-09-23	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math teachers, M. Kvacky	IXL	No	
Action Step		**Anticipated Start/Completion Date**	
Result analysis and data breakdown.		2025-01-06	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Laurie Sage, Marissa Kvacky, Jeff Young (math DC)	All IXL diagnostic results	No	
Action Step		**Anticipated Start/Completion Date**	
Repeat exact process for Semester 2		2025-01-27	2025-06-06

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

Action Step		Anticipated Start/Completion Date	
At end of 24-25 school year, we will determine the total number of students who made 100+ points of growth on IXL diagnostic.		2025-06-09	2025-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Laurie Sage, Marissa Kvacky	All IXL data from EOC Semester 1 and 2	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Forty percent of students will grow at least 100 points. We will pull IXL data after students take the diagnostic assessment at the beginning of each semester. We will then hold a mid-semester data meeting with each math teacher to analyze student progress halfway through the semester. We will discuss teacher successes and identify what teachers are not seeing student growth. Finally, we will pull the IXL data at the end of the semester to analyze and chart overall growth.	Laurie Sage, Marissa Kvacky, Jeff Young, math department - monthly

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

Measurable Goals:
• We will decrease the number of End of Course failures by students with IEP's by 10% at the end of the 24-25 school year.

Action Step		Anticipated Start/Completion Date	
Collect baseline data specific to math and reading levels within the first month of school		2024-08-26	2024-09-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Nicole Hart, Special Ed DC; Marissa Kvacky, AP; all special education teachers	Sample IEP's	Yes	
Action Step		**Anticipated Start/Completion Date**	
Review EOC grades for Semester 1		2025-01-13	2025-01-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Laurie Sage, Marissa Kvacky, Nicole Hart	EOC grades for all students with IEP's	No	
Action Step		**Anticipated Start/Completion Date**	
Discuss EOC grades with each department; work with specific teachers who have high rates of Special Ed failures		2025-01-13	2025-02-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Laurie Sage, Marissa Kvacky	EOC data	No	
Action Step		**Anticipated Start/Completion Date**	

Repeat same procedure for Semester 2		2025-01-27	2025-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Laurie Sage, Marissa Kvacky, Nicole Hart, special education teachers	Course grades	No	
Action Step		**Anticipated Start/Completion Date**	
Review EOC/EOY failures for students with IEP's		2025-05-26	2025-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Laurie Sage, Marissa Kvacky	EOC grades for both semesters	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A 10% decrease of Special Education failures from the end of the 23-24 to 24-25 school year. Students were take baseline assessments in reading and math to look at starting points. Professional development and consistent discussion will be shared with regular education teachers in terms of what to do if a student with an IEP is failing. Check-ins with special education tutors will occur bi-weekly to examine progress and data of students being tutored. Failure data will be pulled at the end of each marking period and analyzed.	Laurie Sage, Marissa Kvacky, Nicole Hart Each marking period

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High quality and standards based curriculum and assessment	Collect baseline data specific to math and reading levels within the first month of school

Review of Special Education Law, progress monitoring, and IEP reviw

Action Step		
• Collect baseline data specific to math and reading levels within the first month of school		
Audience		
Special Education teachers		
Topics to be Included		
Review of SDI's in IEP's, review of Special Education law, discussion of what happens when a student with an IEP is not passing a class		
Evidence of Learning		
Decrease in EOC failures for students with IEP's		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Laurie Sage, Marissa Kvacky, Nicole Hart	2024-10-07	2025-01-24

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Special Education State Plan Training	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Laurie Sage	2024-06-18
School Improvement Facilitator Signature	**Date**