

TECH Freire CS

Schoolwide Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Charter School		126511530
Address 1		
2221 North Broad Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19132
Chief School Administrator		Chief School Administrator Email
Mr Brian Galetto		techfreireceo@techfreire.org
Single Point of Contact Name		
Tanza Pugliese		
Single Point of Contact Email		
tanza@freireschools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
2675834465		
Principal Name		
Brian Galetto		
Principal Email		
techfreireceo@techfreire.org		
Principal Phone Number		Principal Extension
267-507-1111		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Solomon	Board Member	TECH Freire Charter School Board Chair	scott.solomon@techfreire.org
Jamie Boyer	Staff Member	TECH Freire Charter School	Jamie.Boyer@techfreire.org
Dawn Eubanks	Board Member	TECH Freire Charter School Board Secretary	dawn.eubanks@freirecharterschool.org
Leigh Botwinik	Administrator	Freire Schools Collaborative	leigh@freireschools.org
Tanza Pugliese	Administrator	Freire Schools Collaborative	tanza@freireschools.org
Tim Kinkopf	Teacher	TECH Freire Charter School	tim.kinkopf@techfreire.org
Lashana Ortiz	Parent	TECH Freire Parent	lashana.ortiz@gmail.com
Noah Campbell	Student	TECH Freire Charter School	Noah.Campbell@stu.techfreire.org
Brian Galetto	Principal	TECH Freire Charter School	techfreireceo@techfreire.org
Colleen Church	Staff Member	TECH Freire Charter School	colleen.church@techfreire.org
Quinette Williams	Staff Member	TECH Freire Charter School	quinette.williams@techfreire.org

LEA Profile

TECH Freire Charter School (TECH Freire) is a public non-profit charter school (founded in 2016) creating an innovative education model in North Philadelphia. TECH Freire reimagines the college prep high school by blending state-of-the-art equipment and hands-on learning with the rigor of the time-tested Freire Schools liberal arts program to help each of our students truly thrive. We marry the college-preparatory learning experience with computer science and entrepreneurship – and a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and commitment to peace. At TECH Freire, we have a culture that demands excellence from our students while providing them the supports they need to achieve at high levels and prepare for college.

Our students are dynamic, and collaborative individuals. They are engaged in their communities, and excited to apply the skills and knowledge they acquire with Freire to create new possibilities for our futures. In 2021-22, we served 492 students in grade 9-12, 98% of whom are people of color and 63% qualify as economically disadvantaged. We combine high expectations with robust supports to provide each Freire student with the resources they need to succeed. In an area of the city with limited high school options, TECH Freire's presence and school mission combine effectively provide a quality and safe education choice for students and families.

TECH Freire Charter School (TECH Freire) is a public non-profit charter school (founded in 2016) creating an innovative education model in North Philadelphia. TECH Freire reimagines the college prep high school by blending state-of-the-art equipment and hands-on learning with the rigor of the time-tested Freire Schools liberal arts program to help each of our students truly thrive. We marry the college-preparatory learning experience with computer science and entrepreneurship – and a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and commitment to peace. At TECH Freire, we have a culture that demands excellence from our students while providing them the supports they need to achieve at high levels and prepare for college.

Mission and Vision

Mission

The mission of TECH Freire Charter School is to provide a college-preparatory learning experience specializing in computer science and entrepreneurship with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, nonviolence, and commitment to peace.

Vision

TECH Freire Charter School is the power to build your future.

Educational Values

Students

At TECH Freire, we believe that education is the great equalizer and the means by which we can and will battle the racial inequity that has plagued our students and families for generations. We believe that action equals equity, and therefore we strive to take action each day. We take action by treating students as individuals first, providing emotional supports and a psychologically and physically safe environment in which to learn and grow, and valuing each student, parent, and staff member as part of the TECH Freire family. We take action by immersing our students in critical thinking through a traditional liberal arts, college preparatory education. We take action by teaching our students the fundamental technology skills necessary to thrive in the 21st century.

Staff

TECH Freire has intentionally developed a school culture in which teachers and staff feel supported by their peers and by leadership to take risks and try new things to develop the academic, social, and emotional growth of our students and accelerate the success of our school. We do this by investing in time and personnel to develop staff in a sustained and deeply personalized way. This includes our teacher coaches who provide non-evaluative peer support, a robust leadership team under the direction of the Head of School that uses its expertise and common vision to ensure that staff have everything they need to grow and excel, dedicated time for new staff development and full staff development in the summer, weekly professional development opportunities, and leadership and growth opportunities for employees who are ready. We also achieve a positive work culture by cultivating joy, showing appreciation, and valuing staff voice. At TECH Freire we emphasize team building for our staff with approaches similar to those we use for students, such as conversation circles, team building activities, and community events. We formally solicit regular feedback on leadership evaluations and ask for input when decisions are being made. We also encourage staff to bring any concerns they may have to school leadership.

Administration

TECH Freire has now built a comprehensive distributive leadership model, with dedicated school leaders responsible for each key function of the school. Our school leaders have been carefully selected to ensure alignment to TECH Freire's mission and to complement and support the Head of School. As such, we expect more cohesion and effective teamwork than ever before.

Parents

TECH Freire implements a robust parent engagement strategy, and continually seeks to improve family engagement. We regularly enlist parent voice regarding policy and procedure changes and school initiatives. TECH Freire also has parents serve as voting members of the

Board of Directors. Finally, just as we embrace data in our review of academics and culture and use it to improve our program, we collect and review parent/family feedback annually when updating our family involvement policy.

Community

We have learned that community support is critical to the delivery of our learning model. We aim to bring the community to our classrooms, and our classrooms to the community. Care is taken to ensure that our community partners are involved in the planning of learning experiences and that they are surveyed or interviewed following each experience so that we can continuously improve our programming. In our governance, the Board strives to recruit professionals from the community who can bring community feedback to the governance process. Finally, during the student recruitment phase, we rely heavily on community grassroots organizing to get the word out about our school program. This very important part of our outreach plan will include attending fairs/expos; attending meetings at community groups; visiting supermarkets and churches; inviting current TECH Freire Charter School parents, students, and alumni to speak to potential new TECH Freire students; conducting phone banks; and canvassing door-to-door

Other (Optional)

Omit selected.

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(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on PA Assessments - ELA/Literature	TECH Freire's proficiency rate on ELA increased by 12 percentage points in 22-23 to 44% (compared to 21-22). Proficiency climbed to 47% in 23-24. Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction.
Meeting Annual Academic Growth Expectations (PVASS) - ELA/Literature	Like 22-23, we received a growth score of 100 in Literature in 23-24.
Proficient or Advanced on PA State Assessments - Biology	TECH Freire's proficiency rate on biology increased by 5 percentage points in 22-23 to 14% (compared to 21-22). Proficiency climbed to 23% in 23-24.
Graduation Rate	All student groups met the statewide goal as of most recent available data (22-23).

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on PA State Assessments - Mathematics/Algebra	In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years). Proficiency climbed to 16% in 23-24. Math continues to be a priority and focus in the year ahead.
Attendance	All student groups did not meet the performance standard for attendance -- only 54.5% of students were not chronically absent in 22-23.
Post secondary	TECH's college application and enrollment rate dropped since COVID.
Career Standards/Industry-based Learning	All student groups did not meet the performance standard for the career standards or industry-based learning indicators.

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 ESSA Student Subgroups	Comments/Notable Observations
Indicator High School Graduation Rate - 4-Year cohort ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with disabilities met or exceeded the interim target for the 4-year cohort high school graduation rate
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Post Secondary ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The gap between various subgroups for post-secondary learning was less than 4 percentage points
Indicator Proficient or Advanced on PA State Assessments - Science/Biology ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction.

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Proficient or Advanced on PA State Assessments - Mathematics/Algebra ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Our state assessment and internal benchmark data reveal that, year over year, we are struggling to move the needle for our students in math. The following are some of our biggest areas of need: limited pedagogical knowledge, math coherence, and limited student content knowledge.

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.

TECH Freire's proficiency rate on ELA increased by 12 percentage points in 22-23 to 44% (compared to 21-22). Proficiency climbed to 47% in 23-24. Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction. We attribute much of this growth to the guidance our network is providing to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs.
For two consecutive years, TECH scored 100 in growth on Literature (PVAAS 23-24).

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.

In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years); that said, proficiency did climb to 16% in 23-24. Math continues to be a priority and focus in the years ahead. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math.
All student groups did not meet the performance standard for attendance.
TECH's college enrollment has declined since COVID.
All student groups did not meet the performance standard for the career standards or industry-based learning indicators.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Proficient or Advanced on PA Assessments - ELA/Literature	The Network is providing guidance to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs. Where possible, our schools have hired or freed up department heads / instructional coaches who have deep content knowledge to lead PLCs and coach teachers.
Meeting Annual Academic Growth Expectations (PVASS) - ELA/Literature	The Network is providing guidance to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs. Where possible, our schools have hired or freed up department heads / instructional coaches who have deep content knowledge to lead PLCs and coach teachers.
Star Reading Benchmark	In Fall 22-23, 14% of students in grades 9-11 scored proficient on our internal reading benchmark. In Spring 23-24, 22% of students were scoring proficient -- up 57% from Fall 22-23. In Winter 24-25, 19% of students scored proficient (up from 14% in Fall 24-25).

English Language Arts Summary

Strengths

TECH Freire's proficiency rate on ELA increased by 12 percentage points in 22-23 to 44% (compared to 21-22). Proficiency continued to climb in 23-24 reaching 47%.

For two consecutive years, TECH received a growth score of 100 in Literature (latest data 23-24).

Challenges

NA

Mathematics

Data	Comments/Notable Observations
In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years). In 23-24, proficiency climbed to 16%. Math continues to be a priority and focus in the year ahead.	Our state assessment and internal benchmark data reveal that, year over year, we are struggling to move the needle for our students in math. The following are some of our biggest areas of need: limited pedagogical knowledge, math coherence, and limited student content knowledge.

Star Math Benchmark	In Fall 22-23, 4% of students in grades 9-11 scored proficient on our internal math benchmark. In Spring 23-24, 9% of students were scoring proficient -- up 125% from Fall 22-23. In Winter 24-25, 7% of students were proficient in math on the benchmark (up from 5% in Fall 24-25).
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Mathematics Summary

Strengths

We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math.

Challenges

In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years). Proficiency climbed to 16% in 23-24. Math continues to be a priority and focus in the year ahead.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
TECH Freire's proficiency rate on biology increased by 5 percentage points in 22-23 to 14% (compared to 21-22). Proficiency climbed to 23% in 23-24.	In 2023-24, we piloted two highly rated science curricula, Inquiry Hub and OpenSciEd and in 24-25 TECH will use OpenSciEd.

Science, Technology, and Engineering Education Summary

Strengths

TECH Freire's proficiency rate on biology increased by 5 percentage points in 22-23 to 14% (compared to 21-22). Proficiency climbed to 23% in 23-24.

Challenges

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
High School Graduation Rate - 4-Year Cohort	All student groups met the interim goal/ improvement target for the 4-year graduation cohort percentage.
Post-Secondary Transition to School, Military, or Work	TECH's college enrollment has declined since COVID.
Career Standards Benchmark	All student groups did not meet the performance standard for the career standards benchmark. To encourage growth within the career standards benchmark, TECH will continue to foster partnerships and relationships with programs and organizations that supplement curriculum and support post-secondary planning.
Industry-Based Learning - Industry-Based Competency Assessment	All student groups did not meet the statewide average percentage for advanced proficiency on an industry-based competency assessment. To encourage increased completion of the industry-based learning competency assessment, Freire will Continue to foster partnerships and relationships with programs and organizations that supplement curriculum and support post-secondary planning.
Attendance	All student groups did not meet the performance standard for attendance.

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

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

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.

TECH met the interim goal/ improvement target for the 4-year graduation cohort percentage.
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance

TECH's college enrollment has declined since COVID.

All student groups did not meet the performance standard for the career standards or industry-based learning indicators.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Proficient or Advanced on PA Assessments - ELA/Literature	TECH Freire has a 5-point plan in place to improve proficiency rates for students with disabilities: 1. Students are given standards-based IEPs that take into account specific weaknesses seen on Keystone exams. 2. We provide our special education teachers with professional development on how to target Keystone gaps. 3. We include special education students in Keystone prep courses. 4. TECH Freire's special education team uses IXL benchmarks for regular progress monitoring, which enables us to measure performance by standard and report on it quarterly to parents. 5. We invested heavily in a co-teaching model that paired special education and regular education teachers in many courses, including the Keystone courses. This enabled co-teachers to work with small groups of students (those with and without IEPs) to address specific weaknesses on keystones.
Proficient or Advanced on PA Assessments - Mathematics/Algebra	TECH Freire has a 5-point plan in place to improve proficiency rates for students with disabilities: 1. Students are given standards-based IEPs that take into account specific weaknesses seen on Keystone exams. 2. We provide our special education teachers with professional development on how to target Keystone gaps. 3. We include special education students in Keystone prep courses. 4. TECH Freire's special education team uses IXL benchmarks for regular progress monitoring, which enables us to measure performance by standard and report on it quarterly to parents. 5. We invested heavily in a co-teaching model that paired special education and regular education teachers in many courses, including the Keystone courses. This enabled co-teachers to work with small groups of students (those with and without IEPs) to address specific weaknesses on keystones.
Student Attendance	Special Education Students did not meet the interim target for attendance.
Post-Secondary Transition	Based on internal data sources, we know that Special Education Students have lower college

enrollment than Regular Education students.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Keystone Math Proficiency	The vast majority of students who attend TECH are both Black and economically disadvantaged. Our state assessment and internal benchmark data reveal that, year over year, we are struggling to move the needle for our students in math. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math. The following are some of our biggest areas of need: limited pedagogical knowledge, math coherence, and limited student content knowledge.
Keystone Literature Proficiency	The vast majority of students who attend TECH are both Black and economically disadvantaged.
Keystone Biology	The vast majority of students who attend TECH are both Black and economically disadvantaged.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	The vast majority of students who attend TECH are both Black and economically disadvantaged.

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.

TECH's Special Education Student Group met the interim target and increased performance from the previous year within ELA/ Literature proficiency on PA assessments.
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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.

TECH's Special Education Student Group did not meet the statewide goal/ interim target for math proficiency
Special Education Students did not meet the interim target for attendance.
Based on internal data sources, we know that Freire's Special Education Students have lower college enrollment than Regular Education students.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special education program information is submitted annually in the charter school annual report to PDE due every August 1. Charter Schools are not required to develop separate Chapter 4 special education plans.
Title 1 Program	This plan also constitutes TECH's Schoolwide Plan for 2024-25
Student Services	TECH's requirement for a student services plan under 22 Pa. Code § 12.41 is fulfilled by this plan and student policies such as the Student Health Policy, School Wellness Policy, Child Find Policy, and Positive Behavior Support Policy.
K-12 Guidance Plan (339 Plan)	N/A (TECH's does not offer CTE programs)
Technology Plan (PATI)	TECH conducts an assessment annually prior to submitting its PATI (Pennsylvania Technology Inventory) survey in PIMS
English Language Development Programs	TECH has a board-approved English Learner (EL) Policy as well as a Language Instruction Educational Program (LIEP).
Gifted Education Plan	N/A (Charter schools are not required to develop gifted education plans.)
Continuing Professional Development Plan	This plan also constitutes TECH's plan required by 22 Pa. Code § 49.17
Induction Plan	This plan also constitutes TECH's plan required by 22 Pa. Code § 49.16.
Teacher's Equity Plan	TECH develops a teacher equity plan annually in compliance with the requirements of Title II of the ESEA.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

TECH is exemplary in fostering a culture of high expectations for success for all students, educators, families, and community members
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TECH's ability to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school is exemplary.

TECH is exemplary in organization of programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

TECH is exemplary within the promotion and sustainment of a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

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?

TECH's ability to provide frequent and timely and systematic feedback & support on instructional practices
--

TECH's ability to monitor and evaluate the impact of professional learning on staff practices and student learning is emergent.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
--

TECH's Implementation of a multi-tiered system of supports for academics and behavior is emergent.
--

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
TECH Freire's proficiency rate on ELA increased by 12 percentage points in 22-23 to 44% (compared to 21-22). Proficiency climbed to 47% in 23-24. Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction. We attribute much of this growth to the guidance our network is providing to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs.	True
For two consecutive years, TECH scored 100 in growth on Literature (PVAAS 23-24).	True
TECH Freire's proficiency rate on ELA increased by 12 percentage points in 22-23 to 44% (compared to 21-22). Proficiency continued to climb in 23-24 reaching 47%.	False
For two consecutive years , TECH received a growth score of 100 in Literature (latest data 23-24).	False
TECH's Special Education Student Group met the interim target and increased performance from the previous year within ELA/ Literature proficiency on PA assessments.	False
TECH Freire's proficiency rate on biology increased by 5 percentage points in 22-23 to 14% (compared to 21-22). Proficiency climbed to 23% in 23-24.	True
We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math.	False
TECH met the interim goal/ improvement target for the 4-year graduation cohort percentage.	False
TECH's ability to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school is exemplary.	False
TECH is exemplary in organization of programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
TECH is exemplary in fostering a culture of high expectations for success for all students, educators, families, and community members	False
TECH is exemplary within the promotion and sustainment of a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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
In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years); that said, proficiency did climb to 16% in 23-24. Math continues to be a priority and focus in the years ahead. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math.	True
All student groups did not meet the performance standard for attendance.	True
TECH's college enrollment has declined since COVID.	True
All student groups did not meet the performance standard for the career standards or industry-based learning indicators.	True
In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years). Proficiency climbed to 16% in 23-24. Math continues to be a priority and focus in the year ahead.	False
Attendance	False
NA	False
	False
TECH's Special Education Student Group did not meet the statewide goal/ interim target for math proficiency	False
Special Education Students did not meet the interim target for attendance.	False
Based on internal data sources, we know that Freire's Special Education Students have lower college enrollment than Regular Education students.	False
TECH's ability to provide frequent and timely and systematic feedback & support on instructional practices	False
TECH's ability to monitor and evaluate the impact of professional learning on staff practices and student learning is emergent.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
NA	False
All student groups did not meet the performance standard for the career standards or industry-based learning indicators.	False
TECH's college enrollment has declined since COVID.	False
TECH's Implementation of a multi-tiered system of supports for academics and behavior is emergent.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>In 22-23, only 7% of students were proficient in math (virtually unchanged from the prior few years); that said, proficiency did climb to 16% in 23-24. Math continues to be a priority and focus in the years ahead. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math.</p>	<p>Math continues to be a priority and focus in the year ahead. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math. The following are some of our biggest areas of need: limited pedagogical knowledge, math coherence, and limited student content knowledge.</p>	<p>True</p>
<p>All student groups did not meet the performance standard for attendance.</p>	<p>As with academic achievement, attendance has taken a hit since COVID. This past year we saw improvements at -- TECH has shown two consecutive years of growth, but none of our campuses has yet to rebound to pre-COVID levels yet. Attendance remains a priority for the year ahead.</p>	<p>True</p>
<p>TECH's college enrollment has declined since COVID.</p>	<p>Providing a college prep learning experience has always been at the core of our mission and educational program. As we celebrate our 25th anniversary in 2024-25 and think about the future of our network, we are recommitting to this college prep mission and infusing it with professional prep opportunities for kids. The more students envision their future, and the types of professions that college can help them access, the more engaged they will be at Freire.</p>	<p>False</p>
<p>All student groups did not meet the performance standard for the career standards or industry-based learning indicators.</p>	<p>In 2018, Freire launched Freire Forward, our network-wide initiative that helps Freire students connect classroom learning to hands-on experiences and begin to establish a vision and framework for their future. Last year, the Network hired a Director of Career Exposure to support the schools in delivering professional exploration and preparation activities, and to ensure that we're on track to meet the Pennsylvania standards for career and industry-based learning. In the year ahead, our</p>	<p>False</p>

	goal is to increase the percentage of students who meet the career exploration requirement by 20 percentage points, and to increase the percentage of students who meet the workplace learning requirement by 15 percentage points.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
TECH Freire's proficiency rate on biology increased by 5 percentage points in 22-23 to 14% (compared to 21-22). Proficiency climbed to 23% in 23-24.	We attribute much of this growth to the guidance our network is providing to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs.
TECH Freire's proficiency rate on ELA increased by 12 percentage points in 22-23 to 44% (compared to 21-22). Proficiency climbed to 47% in 23-24. Freire has incorporated more formal and organized co-teaching assignments in English, math, and science at every grade level at the high school to ensure that both students and teachers are feeling supported in their instruction. We attribute much of this growth to the guidance our network is providing to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs.	We attribute much of this growth to the guidance our network is providing to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs.
For two consecutive years, TECH scored 100 in growth on Literature (PVAAS 23-24).	We attribute much of this growth to the guidance our network is providing to school instructional leaders to support more effective Professional Learning Community (PLC) time. PLCs are the regularly occurring departmental meetings where the bulk of professional learning around effective curriculum implementation occurs.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Math continues to be a priority and focus in the year ahead. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math.

	The following are some of our biggest areas of need: limited pedagogical knowledge, math coherence, and limited student content knowledge.
	As with academic achievement, attendance has taken a hit since COVID. This past year we saw improvements at -- TECH has shown two consecutive years of growth, but none of our campuses has yet to rebound to pre-COVID levels yet. Attendance remains a priority for the year ahead.

Goal Setting

Priority: As with academic achievement, attendance has taken a hit since COVID. This past year we saw improvements at -- TECH has shown two consecutive years of growth, but none of our campuses has yet to rebound to pre-COVID levels yet. Attendance remains a priority for the year ahead.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
39% of students will attend regularly (attending 95% or more) over the next three years.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance (95%)			
Target Year 1	Target Year 2	Target Year 3	
29	34	39% of students will attend regularly (attending 95% or more) over the next three years.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
24	26	28	29

Priority: Math continues to be a priority and focus in the year ahead. We doubled the size of the Network Teaching & Learning team by hiring a math specialist whose first task was to develop a strategic plan aimed at improving outcomes in math. The following are some of our biggest areas of need: limited pedagogical knowledge, math coherence, and limited student content knowledge.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
31% of students will be proficient in algebra over the next three years (an increase of 5 pct pts year-over-year) from 23-24 projected score (16 pct).			
Measurable Goal Nickname (35 Character Max)			
Algebra Keystone Proficiency			
Target Year 1	Target Year 2	Target Year 3	
21% of students will be proficient in algebra.	26 % of students will be proficient in algebra.	31% of students will be proficient in algebra over the next three years (an increase of 5 pct pts year-over-year) from 23-24 projected score (16 pct).	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th

			Quarter
16	18	20	21

Action Plan

Measurable Goals

Regular Attendance (95%)	Algebra Keystone Proficiency
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Action Plan For: Regular Attendance (95%)

Measurable Goals:
<ul style="list-style-type: none"> 39% of students will attend regularly (attending 95% or more) over the next three years.

Action Step		Anticipated Start/Completion Date	
Build a schoolwide culture of strong attendance Implement system of supports, intervention, and accountability Strengthen data tracking and reflection		2024-09-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jamilah Gibbs, Lead Dean of Students	PowerSchool, Schoolzilla, Branching Minds	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
regular communication around attendance to students and families (i.e. attendance report cards, meetings)	Lead Dean of Students, weekly review of attendance dashboard

Action Plan For: Implement standards aligned math curriculum with integrity

Measurable Goals:
<ul style="list-style-type: none"> 31% of students will be proficient in algebra over the next three years (an increase of 5 pct pts year-over-year) from 23-24 projected score (16 pct).

Action Step	Anticipated Start/Completion Date
Implement 24-25 math strategic plan to address aforementioned barriers: limited pedagogical knowledge,	2024-09-01 2024-06-30

math coherence, and limited student content knowledge.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jisu Jeong, Head of Academics	Work in partnership with network teaching and learning team	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
implementing internal math benchmarks with integrity, classroom observations, reviewing course-based assessments	Jisu Jeong, 15th/30th (course-based assessments) and Fall/Winter/Spring (internal benchmarks)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math curriculum with integrity 	Salary for 1 FTE - Dean of Students	58280.00
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math curriculum with integrity 	Benefits for 1 FTE - Dean of Students	12887.50
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math curriculum with integrity 	Salary for 1 FTE - Dean of Students	80000
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math 	Benefits for 1 FTE - Dean of Students	16737.64

	curriculum with integrity		
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math curriculum with integrity 	Salary for 1 FTE - Head of Academics	101440
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math curriculum with integrity 	Benefits for 1 FTE - Head of Academics	30256.52
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Salary for 1 FTE - Academic Advisor	46068.75
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Benefits for 1 FTE - Academic Advisor	9465.54
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Salary for 1 FTE - Academic Advisor	33986.00
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Benefits for 1 FTE - Academic Advisor	8922.65
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Salary for 1 FTE - Academic Advisor	69216.00

Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Benefits for 1 FTE - Academic Advisor	14755.46
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Salary for 1 FTE - Director of Emotional Supports	52219.97
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) Implement standards aligned math curriculum with integrity 	Homeless set-aside	1000
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Parent engagement stipend	6078.00
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance (95%) 	Benefits for parent engagement stipend	464.97
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Implement standards aligned math curriculum with integrity 	Salary for .33 FTE Instructional Coach	24806.25
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Implement standards aligned math curriculum with integrity 	Benefits for .33 FTE Instructional Coach	4730.75
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Regular Attendance (95%) 	Salary for .5 FTE - Academic Advisor	33986.00

Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Regular Attendance (95%) 	Benefits for .5 FTE - Academic Advisor	7291.00	
Total Expenditures				612593

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement standards aligned math curriculum with integrity	Implement 24-25 math strategic plan to address aforementioned barriers: limited pedagogical knowledge, math coherence, and limited student content knowledge.

Math/Algebra PLCs

Action Step		
<ul style="list-style-type: none"> Implement 24-25 math strategic plan to address aforementioned barriers: limited pedagogical knowledge, math coherence, and limited student content knowledge. 		
Audience		
Math Teachers		
Topics to be Included		
strategies for using our curriculum to support diverse learners in inclusive settings, lesson planning		
Evidence of Learning		
Exit tickets, walkthroughs/observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Emily Torres/Teaching and Learning Manager	2024-09-01	2025-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Regular Attendance (95%)					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Schoolwide community	Attendance	Jamilah Gibbs	09/30/2024	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Weekly		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Brian Galetto	2024-08-30
Building Principal Signature	Date
Brian Galetto	2024-08-30
School Improvement Facilitator Signature	Date