North Schuylkill JSHS

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School	AUN/Branch
North Schuylkill Jr./Sr. High School	129545003

Address 1
15 Acadmey Lane

Address 2

City	State	Zip Code
ASHLAND	PA	17921

Chief School Administrator	**Chief School Administrator Email**
Dr. Robert J. Ackell	rackell@northschuylkill.net

Principal Name
Ken Roseberry

Principal Email
kroseberry@northschuylkill.net

Principal Phone Number	**Principal Extension**
(570) 874-0466	2109

School Improvement Facilitator Name	**School Improvement Facilitator Email**
Kim Groody	kgroody@northschuylkill.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Ackell	Chief School Administrator	North Schuylkill School District	rackell@northschuylkill.net
Ken Roseberry	Principal	North Schuylkill High School	kroseberry@northschuylkill.net
Knute Brayford	District Level Leaders	North Schuylkill School District	kbrayford@northschuylkill.net
Kimberly Groody	District Level Leaders	North Schuylkill School District	kgroody@northschuylkill.net
Nick Sajone	Principal	North Schuylkill High School	nsajone@northschuylkill.net
Amy Mazeikas	Teacher	North Schuylkill High School	amazeikas@northschuylkill.net
Deneen Reese	District Level Leaders	North Schuylkill School District	dreese@northschuylkill.net
Christine Greblick	Teacher	North Schuylkill School District	cgreblick@northschuylkill.net
Randy Lattis	Board Member	North Schuylkill School District	rlattis@northschuylkill.net
Denise Brayford	Parent	North Schuylkill School District	dbrayford@hotmail.com
Edward Tarantelli	Community Member	District Magistrate	ejtarantelli1@gmail.com
Olivia Greblick	Student	North Schuylkill School District	9036@gapps.northschuylkill.net
Megan Bane	Student	North Schuylkill School District	8695@gapps.northschuylkill.net
Ashley Griffiths	Paraprofessional	North Schuylkill School District	agriffiths@northschuylkill.net

Vision for Learning

Vision for Learning

VISION: To achieve our mission, we will develop our capacity to function as a professional learning community, wherein well-researched, best practices are in place and/or explored. MISSION: Our mission is to provide our students with opportunities designed to meet individual needs and to ensure that every child has experiences that promote growth and excellence in all academic and social development areas. Through mutual respect, our students will grow and learn in a positive atmosphere, where faculty, staff, parents and students together are enthusiastic about the learning process.

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
True 7	**True** 8	**True** 9	**True** 10	**True** 11	**True** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in Mathematics/Algebra 1	All Student Group (86.3%) Met or Exceeds the Standard for Demonstrating Growth with a decrease in performance from the previous year
Career Standards Benchmark	All Student Group (99.1%) Exceeds Performance Standard with an increase in performance from the previous year

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature	All Students Group (42.6%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year
Proficient or Advanced on Pennsylvania State Assessments in Mathematics/Algebra	All Students Group (18.2%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year
Proficient or Advanced on Pennsylvania State Assessments in Science/Biology	All Students Group (47.2%) Did Not Meet Statewide Goal/Interim Target with an increase in performance from the previous year
Academic Growth Expectations in English Language Arts/Literature	All Students Group (50.0%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year
Academic Growth Expectations in Science/Biology	All Students Group (63.5%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year
Regular Attendance	All Students Group (57.9%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year
High School Graduation Rate with Four-Year Cohort	All Students Group (86.3%) Did Not Meet Statewide Goal/Interim Target with an increase in performance from the previous year

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

Strengths

Indicator Proficient or Advanced on ELA/Literature **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 35.9% Meets of Exceeds Interim Target with a decrease in performance from the previous year
Indicator Proficient or Advanced on Math/Algebra 1 **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 17.9% Meets of Exceeds Interim Target with an increase in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1 **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 73.7% Meets of Exceeds Interim Target with an increase in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1 **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 73.7% Meets of Exceeds Interim Target with an increase in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1 **ESSA Student Subgroups** White	**Comments/Notable Observations** 87.7% Meets or Exceeds statewide goal with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 77.0% Meets of Exceeds Interim Target with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1	**Comments/Notable Observations** 78.7% Meets of Exceeds Interim Target with an increase in performance from the previous year

ESSA Student Subgroups Students with Disabilities	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1 **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 76.0% Meets or Exceeds statewide goal with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 75.5% Meets or Exceeds statewide goal with maintaining performance from the previous year
Indicator Career Standards Benchmark **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 100% Meets or Exceeds statewide goal with an increase in performance from the previous year
Indicator Career Standards Benchmark **ESSA Student Subgroups** White	**Comments/Notable Observations** 98.9% Meets or Exceeds statewide goal with an increase in performance from the previous year
Indicator Career Standards Benchmark **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 99.4% Meets or Exceeds statewide goal with an increase in performance from the previous year
Indicator Career Standards Benchmark **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 95.5% Meets of Exceeds Interim Target with an increase in performance from the previous year
Indicator Career Standards Benchmark **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 100% Meets or Exceeds statewide goal with an increase in performance from the previous year
Indicator High School Graduation Rate with Four-Year Cohort	**Comments/Notable Observations**

ESSA Student Subgroups White	88.4% Meets of Exceeds Interim Target with an increase in performance from the previous year
Indicator High School Graduation Rate with Four-Year Cohort **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 80.8% Meets of Exceeds Interim Target with an increase in performance from the previous year
Indicator High School Graduation Rate with Four-Year Cohort **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 87.5% Meets of Exceeds Interim Target with an increase in performance from the previous year

Challenges

Indicator Proficient or Advanced on ELA/Literature **ESSA Student Subgroups** White	**Comments/Notable Observations** 43.5% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Proficient or Advanced on ELA/Literature **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 36.6% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Proficient or Advanced on ELA/Literature **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 13.3% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Proficient or Advanced on Math/Algebra 1 **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 35.1% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Proficient or Advanced on Math/Algebra 1 **ESSA Student Subgroups** White	**Comments/Notable Observations** 18.0% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year

Indicator Proficient or Advanced on Math/Algebra 1 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 15.7% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Proficient or Advanced on Math/Algebra 1 **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 3.4% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator Proficient or Advanced on Math/Algebra 1 **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 17.9% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator Proficient or Advanced on Science/Biology **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 47.9% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator Proficient or Advanced on Science/Biology **ESSA Student Subgroups** White	**Comments/Notable Observations** 39.1% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator Proficient or Advanced on Science/Biology **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 45.0% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator Proficient or Advanced on Science/Biology **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 13.6% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Proficient or Advanced on Science/Biology **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 40.6% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator	**Comments/Notable Observations**

Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature **ESSA Student Subgroups** Hispanic	63.3% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature **ESSA Student Subgroups** White	**Comments/Notable Observations** 50.0% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 50.0% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 51.7% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 64.7% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology **ESSA Student Subgroups** White	**Comments/Notable Observations** 62.5% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 62.5% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year

Indicator	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 69.5% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Regular Attendance **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 56.3% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Regular Attendance **ESSA Student Subgroups** White	**Comments/Notable Observations** 58.3% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Regular Attendance **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 48.5% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Regular Attendance **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 50.0% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black, Hispanic, White	**Comments/Notable Observations** 57.2% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year

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.

Academic Growth Expectations in Mathematics/Algebra 1
Career Standards Benchmark

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.

Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature
Proficient or Advanced on Pennsylvania State Assessments in Mathematics/Algebra
Proficient or Advanced on Pennsylvania State Assessments in Science/Biology
Academic Growth Expectations in English Language Arts/Literature
Academic Growth Expectations in Science/Biology

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDTs	Jr. High

English Language Arts Summary

Strengths

Vocab Acquisition and Use (reading)
7th Grade 58% Reading Fiction & 8th Grade 58% Analyze Fiction

Challenges

7th Grade 40% Key Ideas and Details (reading) & 8th 50% Key Ideas and Details (reading)
7th Grade 44% Craft and Structure (reading) & 8th Grade 50% Craft and Structure (reading)
7th Grade 40% Text-Dependent Analysis & 8th Grade 45% Text-Dependent Analysis
7th Grade 42% Types of Writing & 8th Grade 48% Types of Writing

Mathematics

Data	Comments/Notable Observations
CDTs	Jr. High

Mathematics Summary

Strengths

8th Grade 50% on Functions

Challenges

7th Grade 35% on Number System & 8th Grade 48% on Number System
7th Grade 45% on Statistics and Prob & 8th Grade 38% on Statistics and Prob
7th Grade 33% on Expr and Eq & 8th Grade 47% on Expr and Eq
7th Grade 37% on Geometry & 8th Grade 43% on Geometry

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	Jr. High

Science, Technology, and Engineering Education Summary

Strengths

8th Grade 57% on Nature of Science
8th Grade 52% on Earth and Space Science

Challenges

8th Grade 48% on Biology
8th Grade 44% on Physical Science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark Students with Disabilities	95.5% Meets of Exceeds Interim Target with an increase in performance from the previous year

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.

ELA CDTs - The vast majority of students have strengths in the areas of vocabulary acquisition and use, making connections, and demonstrating understanding of figurative language.
MATH CDTs - None

Science CDT - Physical Science, Nature of Science, & Earth and Space Science

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.

ELA CDTS - Common areas of need include identifying key ideas and details in informational and literature text. Within those areas experience quoting accurately from text when explaining what the text says explicitly and when drawing inferences and generalizing the text. Determining the theme of a story, drama, or poem from the details in the text.
ELA - Vocabulary Acquisition and Use seems to be an area that students could use additional remediation. This area asks students to use context clues to figure out meanings of words, identify synonyms or antonyms for words, interpret figurative language for meaning, understand how a word evolves when a prefix or suffix is attached to it, etc. Difficulty in this area likely carries over to being unable to comprehend and analyze grade-level literature and informational texts as required on the CDT and Keystone.
ELA - Students not having mastered rhetorical technique/elements by name and definition which contributes to difficulty in completing the CDT and likely the Keystone. They have asked me to define these terms while completing the CDT; I have declined to explain anything and have reinforced they need to approach it like a test.
Math CDTs- Ratios and Prop, Number System, functions, Geometry, Statistics and Prob
Science CDTs - Biological Principles, Chemical Basis of Life, Bioenergetics, Homeostasis and Transport, Cell Growth & Reproduction, Genetics, Evolution, Ecology

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
Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1	78.7% Meets of Exceeds Interim Target with an increase in performance from the previous year
Career Standard Benchmark	95.5% Meets of Exceeds Interim Target with an increase in performance from the previous year
High School Graduation Rate with Four-Year Cohort	87.5% Meets of Exceeds Interim Target with an increase in performance from the previous year
Proficient or Advanced on ELA/Literature	13.3% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Proficient or Advanced on Math/Algebra 1	3.4% Not Meeting Statewide Goal/Interim Target with an increase in performance from the previous year
Proficient or Advanced on Science/Biology	13.6% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature	51.7% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology	69.5% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year
Regular Attendance	50.0% Not Meeting Statewide Goal/Interim Target with a decrease in performance from the previous year

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.

Students with Disabilities - Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1
Students with Disabilities - Career Standard Benchmark
Students with Disabilities - High School Graduation Rate with Four-Year Cohort

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.

Students with Disabilities - Proficient or Advanced on ELA/Literature, Math/Algebra 1, and Science/Biology
Students with Disabilities - Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature
Students with Disabilities - Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology
Students with Disabilities - Regular Attendance

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	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	Exemplary
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	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
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?

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Use multiple professional learning designs to support the learning needs of staff

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?

Align curricular materials and lesson plans to the PA Standards
Implement a multi-tiered system of supports for academics and behavior

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
Academic Growth Expectations in Mathematics/Algebra 1	True
Career Standards Benchmark	True
Academic Growth Expectations in Mathematics/Algebra 1	False
Career Standards Benchmark	False
Vocab Acquisition and Use (reading)	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
7th Grade 58% Reading Fiction & 8th Grade 58% Analyze Fiction	False
8th Grade 50% on Functions	False
8th Grade 57% on Nature of Science	False
8th Grade 52% on Earth and Space Science	False
ELA CDTs - The vast majority of students have strengths in the areas of vocabulary acquisition and use, making connections, and demonstrating understanding of figurative language.	False
MATH CDTs - None	False
Science CDT - Physical Science, Nature of Science, & Earth and Space Science	False
Students with Disabilities - Meeting Annual Academic Growth Expectations (PVAAS) in Math/Algebra 1	False
Students with Disabilities - Career Standard Benchmark	False
Students with Disabilities - High School Graduation Rate with Four-Year Cohort	False
Use multiple professional learning designs to support the learning needs of staff	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

Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature	True
Proficient or Advanced on Pennsylvania State Assessments in Mathematics/Algebra	True
Proficient or Advanced on Pennsylvania State Assessments in Science/Biology	True
Proficient or Advanced on Pennsylvania State Assessments	False
7th Grade 40% Key Ideas and Details (reading) & 8th 50% Key Ideas and Details (reading)	False
7th Grade 44% Craft and Structure (reading) & 8th Grade 50% Craft and Structure (reading)	False
7th Grade 35% on Number System & 8th Grade 48% on Number System	False
7th Grade 45% on Statistics and Prob & 8th Grade 38% on Statistics and Prob	False
8th Grade 48% on Biology	False
7th Grade 40% Text-Dependent Analysis & 8th Grade 45% Text-Dependent Analysis	False
7th Grade 33% on Expr and Eq & 8th Grade 47% on Expr and Eq	False
8th Grade 44% on Physical Science	False
ELA CDTS - Common areas of need include identifying key ideas and details in informational and literature text. Within those areas experience quoting accurately from text when explaining what the text says explicitly and when drawing inferences and generalizing the text. Determining the theme of a story, drama, or poem from the details in the text.	False
Academic Growth Expectations in English Language Arts/Literature	True
Academic Growth Expectations in Science/Biology	False
Align curricular materials and lesson plans to the PA Standards	False
Implement a multi-tiered system of supports for academics and behavior	False
7th Grade 42% Types of Writing & 8th Grade 48% Types of Writing	False
7th Grade 37% on Geometry & 8th Grade 43% on Geometry	False
ELA - Vocabulary Acquisition and Use seems to be an area that students could use additional remediation. This area asks students to use context clues to figure out meanings of words, identify synonyms or antonyms for words, interpret figurative language for meaning, understand how a word evolves when a prefix or suffix is attached to it, etc. Difficulty in this area likely carries over to being unable to comprehend and analyze grade-level literature and informational texts as required on the CDT and Keystone.	False
ELA - Students not having mastered rhetorical technique/elements by name and definition which contributes to difficulty in completing the CDT and likely the Keystone. They have asked me to define these terms while completing the CDT; I have declined to explain anything and have reinforced they need to approach it like a test.	False
Math CDTs- Ratios and Prop, Number System, functions, Geometry, Statistics and Prob	False
Science CDTs - Biological Principles, Chemical Basis of Life, Bioenergetics, Homeostasis and Transport, Cell Growth & Reproduction, Genetics, Evolution, Ecology	False

Students with Disabilities - Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature	False
Students with Disabilities - Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology	False
Students with Disabilities - Regular Attendance	True
Students with Disabilities - Proficient or Advanced on ELA/Literature, Math/Algebra 1, and Science/Biology	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.

Low Achievement, Low Growth & Graduation Rate

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature	All Students Group (42.6%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year	True
Proficient or Advanced on Pennsylvania State Assessments in Mathematics/Algebra	All Students Group (18.2%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year	False
Proficient or Advanced on Pennsylvania State Assessments in Science/Biology	All Students Group (47.2%) Did Not Meet Statewide Goal/Interim Target with an increase in performance from the previous year	False
Academic Growth Expectations in English Language Arts/Literature	All Students Group (50.0%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year	False
Students with Disabilities - Regular Attendance	All Students Group (57.9%) Did Not Meet Statewide Goal/Interim Target with a decrease in performance from the previous year	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic Growth Expectations in Mathematics/Algebra 1	All Student Group (86.3%) Met or Exceeds the Standard for Demonstrating Growth with a decrease in performance from the previous year
Career Standards Benchmark	All Student Group (99.1%) Exceeds Performance Standard with an increase in performance from the previous year

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we add strategic interventions based on IXL real time diagnostic into ELA classes, then each special education student will have personalized learning goals resulting in a positive impact on students' achievement in ELA.
	If we develop an effective Truancy Elimination Plan and implement a truancy prevention program, then our student attendance will increase.

Goal Setting

Priority: If we add strategic interventions based on IXL real time diagnostic into ELA classes, then each special education student will have personalized learning goals resulting in a positive impact on students' achievement in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
50% of students with disabilities will show growth of at least 60 diagnostic points on the IXL English and Language Arts, Math, and Science benchmarks by the end of the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
IXL Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students will take the IXL baseline by September 27, 2024	By January 21, 2024, 50% of students with disabilities will show growth of at least 30 points on the IXL benchmarks.	By March 28, 2025, 50% of students with disabilities will show growth of at least 45 points on the IXL benchmarks.	By June 5, 2025, 50% of students with disabilities will show growth of at least 60 points on the IXL benchmarks.

Priority: If we develop an effective Truancy Elimination Plan and implement a truancy prevention program, then our student attendance will increase.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
85% of students with disabilities will demonstrate regular attendance* by the end of the 2024-2025 school year. *Once a student has missed 18 days at any time during the school year, that student can no longer be considered a regular attendee			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By October 30, 2024, 97% of students with disabilities will demonstrate regular attendance.	By January 21, 2024, 93% of students with disabilities will demonstrate regular attendance.	By March 28, 2025, 89% of students with disabilities will demonstrate regular attendance.	By June 5, 2025, 85% of students with disabilities will demonstrate regular attendance.

Action Plan

Measurable Goals

IXL Achievement	Attendance

Action Plan For: IXL is personalized learning

Measurable Goals:

- 50% of students with disabilities will show growth of at least 60 diagnostic points on the IXL English and Language Arts, Math, and Science benchmarks by the end of the 2024-2025 school year.

Action Step	Anticipated Start/Completion Date	
Planning and Preparation: Needs Assessment: Conducting a thorough assessment of educational needs and goals that the IXL platform will address. Resource Allocation: Allocating resources such as funding, time, and personnel for the rollout. Setting Objectives: Establishing clear objectives and key performance indicators to measure the success of the implementation.	2024-06-01	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Kim Groody, Director of Curriculum	IXL	No
Action Step	**Anticipated Start/Completion Date**	
Training and Development: Staff Training: Providing comprehensive training sessions for educators and administrators on how to effectively use the IXL platform. Customized Learning Paths: Developing personalized learning paths for teachers and students based on their needs and proficiency levels. Support Structures: Establishing support systems for ongoing assistance and troubleshooting during and after the rollout phase. Gathering Feedback: Collecting feedback from training to identify strengths, areas for improvement, and adjustments needed	2024-08-19	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	IXL	No

Action Step		Anticipated Start/Completion Date	
Implementation Implementing the IXL platform in phases or stages to manage resources and ensure quality control. Integration with Curriculum: Aligning the use of IXL with existing curriculum standards and educational goals. Monitoring Progress: Regularly monitoring and evaluating the progress of implementation against predefined objectives and key performance indicators.		2024-09-30	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	IXL	No	
Action Step		**Anticipated Start/Completion Date**	
Evaluation and Adjustment: Data Analysis: Analyzing data generated by the IXL platform to assess student progress and instructional effectiveness. Continuous Improvement: Making adjustments and improvements based on data insights and feedback from stakeholders to enhance the effectiveness of personalized learning.		2024-09-30	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	IXL	No	
Action Step		**Anticipated Start/Completion Date**	
Sustainability: Ensuring the sustainability of personalized learning initiatives through ongoing support, professional development, and alignment with long-term educational goals.		2025-06-05	2025-09-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	IXL	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Proficient or Advanced on State Assessments Meeting Statewide Goal/Interim Target with an increase in performance from the previous year	7th & 8th Grade PSSA Keystone Exams

Action Plan For: Truancy Prevention Program

Measurable Goals:
• 85% of students with disabilities will demonstrate regular attendance* by the end of the 2024-2025 school year. *Once a student has missed 18 days at any time during the school year, that student can no longer be considered a regular attendee

Action Step		Anticipated Start/Completion Date	
Develop Truancy Elimination Plan Early Identification and Intervention: Implement a system to identify students at risk of truancy early in the academic year. (with the help of Justice Works and C&Y) Utilize attendance data and behavioral indicators to flag students who are frequently absent or tardy. Conduct regular meetings to discuss students' progress and attendance patterns.		2024-07-01	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ken Roseberry, High School Principal	Assistance by Justice Work and Guidance Department	No	
Action Step		**Anticipated Start/Completion Date**	
Implementation Truancy Elimination Plan Develop personalized attendance improvement plans for students identified as at-risk. Include specific goals, interventions, and support services tailored to each student's needs (e.g., mentoring, counseling, tutoring). Regularly review and adjust the plans based on progress and new challenges		2024-08-26	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	CSIU Spartan Truancy Flow Chart	No	
Action Step		**Anticipated Start/Completion Date**	
Truancy Prevention Program (Justice Works) Refer students and families to appropriate support services such as social workers, counselors, or health professionals when attendance issues are linked to underlying problems (e.g., health issues, family issues). Collaborate with external agencies to ensure comprehensive support for		2024-08-26	2025-06-05

students facing complex challenges. Maintain accurate records of attendance, interventions, and outcomes for each student. Use data analysis to evaluate the overall effectiveness of the truancy prevention program. Regularly review program strategies and outcomes to identify areas for improvement and innovation.

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	Justice Works Employee	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
If we develop an effective Truancy Elimination Plan and implement a truancy prevention program, then our student attendance will increase.	Daily Attendance

Action Plan For: Early Warning System

Measurable Goals:
• 85% of students with disabilities will demonstrate regular attendance* by the end of the 2024-2025 school year.   *Once a student has missed 18 days at any time during the school year, that student can no longer be considered a regular attendee • 50% of students with disabilities will show growth of at least 60 diagnostic points on the IXL English and Language Arts, Math, and Science benchmarks by the end of the 2024-2025 school year.

Action Step	Anticipated Start/Completion Date	
Set-up CSIU Early Warning Dashboard to identify students with disabilities who are in jeopardy of graduating. Selection of Metrics: Determine key indicators that will be tracked on the dashboard, such as attendance, course credits, GPA, behavior incidents, and participation in support services. Data Integration: Ensure that data from various sources (e.g., student information systems, special education records, attendance systems) are integrated into the dashboard for comprehensive monitoring. Dashboard Design: Collaborate with CSIU and technical staff to design a user-friendly dashboard interface that displays relevant data in a clear and accessible format. Establish Thresholds: Define specific thresholds or criteria for each indicator that signal when a student is considered at risk (e.g., attendance below 90%, failing one or more core courses).	2024-08-26	2024-10-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**

Nick Sajone, Assistant Principal	CSIU	No	

Action Step		**Anticipated Start/Completion Date**	
Progress Monitoring and Adjustments: Tiered Interventions: Develop a tiered support system that provides interventions matched to the level of need identified by the dashboard (e.g., Tier 1 interventions for mild risk, Tier 2 for moderate risk, and Tier 3 for high risk). Collaborative Team Approach: Involve a multidisciplinary team including special education teachers, general education teachers, counselors, administrators, and parents/guardians to review dashboard data and develop intervention plans. Data-Driven Decision Making: Use dashboard data to inform the development of Individualized Education Plans (IEPs) or individualized support plans that address specific barriers to graduation. Targeted Interventions: Implement targeted interventions such as academic tutoring, behavioral supports, study skills workshops, and access to assistive technology based on each student's needs identified through the dashboard. Regular Review Meetings: Schedule regular meetings to review students' progress, adjust interventions as needed, and ensure alignment with their IEP goals. Continuous Improvement: Use ongoing data analysis from the dashboard to evaluate the effectiveness of interventions and make data-driven adjustments to improve outcomes. Develop a sustainability plan that includes ongoing maintenance of the dashboard, training of new staff members, and continuous improvement based on feedback and outcomes.		2024-10-03	2025-06-05

Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ken Roseberry, Nick Sajone, Knute Brayford, Denee Reese	CSIU	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Meet Statewide Goal/Interim Graduation Target with an increase in performance from the previous year.	Graduation Rate

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

IXL

Action Step
• Planning and Preparation: Needs Assessment: Conducting a thorough assessment of educational needs and goals that the IXL platform will address. Resource Allocation: Allocating resources such as funding, time, and personnel for the rollout. Setting Objectives: Establishing clear objectives and key performance indicators to measure the success of the implementation.

Audience
Teachers

Topics to be Included
Implementation Skills

Evidence of Learning
Teachers using IXL

Lead Person/Position	Anticipated Start	Anticipated Completion
Kim Groody, Director of Curriculum	2024-08-21	2024-08-22

Learning Format

Type of Activities	Frequency
Workshop(s)	Once

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files
• North Schuylkill TSI ASffirmation Statement.pdf

Chief School Administrator	Date
Robert Ackell	2024-07-03
Building Principal Signature	**Date**
Ken Roseberry	2024-07-03
School Improvement Facilitator Signature	**Date**
Kimberly Groody	2024-07-03