

## **NORTH SCHUYLKILL SD**

15 Academy Lane

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

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.

### **VISION STATEMENT**

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.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We envision a school district in which we... Unite to achieve a common purpose with clear goals; Work together; Monitor your progress; Demonstrate a personal commitment to the academic success and general well-being; Embrace technology for both learning today and preparing for future.

### **STAFF**

We envision a school district in which we... Unite to achieve a common purpose with clear goals; Work together; Seek and implement promising strategies for improving student achievement on a continuing basis; Monitor each student's progress; Demonstrate a personal commitment to the academic success and general well-being of all students; Embrace technology for both learning today and preparing for future.

### **ADMINISTRATION**

We envision a school district in which we... Unite to achieve a common purpose with clear goals; Work together; Seek and implement promising strategies for improving student achievement on a continuing basis; Monitor each student's progress; Demonstrate a personal commitment to the academic success and general well-being of all students; Embrace technology for both learning today and preparing for future.

### **PARENTS**

We envision a school district in which we... Unite to achieve a common purpose with clear goals; Work together; Monitor each child's progress; Demonstrate a personal commitment to the academic success and general well-being; Embrace technology for both learning today and preparing for future.

### **COMMUNITY**

We envision a school district in which we... Unite to achieve a common purpose with clear goals; Work together; Monitor each child's progress; Demonstrate a personal commitment to the academic success and general well-being; Embrace technology for both learning today and preparing for future.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

| Name              | Position                                  | Building/Group                   |
|-------------------|---|----------------------------------|
| Robert Ackell     | Superintendent                            | North Schuylkill School District |
| Kimberly Groody   | Supervisor of Curriculum                  | North Schuylkill School District |
| Knute Brayford    | Supervisor of Special Education           | North Schuylkill School District |
| Robert Amos       | Business Manager                          | North Schuylkill School District |
| Chrissy Greblick  | Assistant Supervisor of Special Education | North Schuylkill School District |
| Janice Whitaker   | Elementary Principal                      | North Schuylkill School District |
| Ken Roseberry     | JSHS Principal                            | North Schuylkill School District |
| Liza Ulceski      | JSHS Assistant Principal                  | North Schuylkill School District |
| Mark Andrewcavage | Director of Technology                    | North Schuylkill School District |
| James Gross       | Athletic Director                         | North Schuylkill School District |
| Ty Wartman        | Dean of Students JSHS                     | North Schuylkill School District |
| Tom Fletcher      | Board Member                              | North Schuylkill School District |
| Charles Hepler    | Board Member President                    | North Schuylkill School District |
| Maryanne Woodward | Board Member                              | North Schuylkill School District |

| <b>Name</b>       | <b>Position</b>        | <b>Building/Group</b>            |
|-------------------|------------------------|----------------------------------|
| Kimberly Groody   | Parent                 | North Schuylkill School District |
| Amanda Campbell   | Parent                 | North Schuylkill School District |
| Kelly Stone       | JSHS Teacher           | North Schuylkill School District |
| Heather Schlein   | JSHS Teacher           | North Schuylkill School District |
| Joe Wyatt         | JSHS Teacher           | North Schuylkill School District |
| Taia Carpency     | JSHS Teacher           | North Schuylkill School District |
| Jamie Wagner      | JSHS Teacher           | North Schuylkill School District |
| Leah Briggs       | JSHS Teacher           | North Schuylkill School District |
| Brandi Kline      | JSHS Teacher           | North Schuylkill School District |
| Gene Lapointe     | JSHS Para Professional | North Schuylkill School District |
| Ann Marie Groody  | JSHS Secretary         | North Schuylkill School District |
| Mike Reilley      | Student                | North Schuylkill School District |
| Sierra Wishnefsky | Student                | North Schuylkill School District |
| Madeline Hall     | Student                | North Schuylkill School District |
| Susan Powis       | Parent                 | North Schuylkill School District |

| <b>Name</b>          | <b>Position</b>      | <b>Building/Group</b>            |
|----------------------|----------------------|----------------------------------|
| Denise Brayford      | Parent               | North Schuylkill School District |
| Amy Wahalick         | Parent               | North Schuylkill School District |
| Alicia Jones         | Elementary Teacher   | North Schuylkill School District |
| Caroline Schuster    | Elementary Teacher   | North Schuylkill School District |
| Jen Bell             | Elementary Teacher   | North Schuylkill School District |
| Janelle Staudenmeier | Elementary Teacher   | North Schuylkill School District |
| Brian Wolfe          | Elementary Teacher   | North Schuylkill School District |
| Anne Tarantelli      | Elementary Teacher   | North Schuylkill School District |
| Tabitha Walsh        | Elementary Teacher   | North Schuylkill School District |
| Danielle Koutch      | Elementary Secretary | North Schuylkill School District |

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## ESTABLISHED PRIORITIES

| Priority Statement   | Outcome Category   |
|--|--|
| District attendance is 2% below the state average.                                     | Regular Attendance   |
| Advanced students are not achieving growth according to PVAAS.                         | Rigorous Courses of Study Section<br>Rigorous Courses of Study Section |
| District Math scores are below state average.  | Mathematics<br>Mathematics   |
| Common Assessments need to be implemented across the district.                         | Essential Practices 1: Focus on Continuous Improvement of Instruction  |
| Rigorous instruction needs to increase to produce more proficient and advanced scores. |  |

## ACTION PLAN AND STEPS

| Evidence-based Strategy                          |
|--|
| Early Warning Intervention and Monitoring System |

| Measurable Goals |  |
|------------------|--|
| Goal Nickname    | Measurable Goal Statement (Smart Goal)   |
| JSHS Attendance  | The North Schuylkill Jr./Sr. High School will create a Truancy Task Force to reduce chronic absenteeism to reach the attendance rate of 85.8%. |

| Action Step   | Anticipated Start/Completion | Lead Person/Position  | Materials/Resources/Supports Needed        |
|---|------------------------------|-----------------------|--|
| Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a | 2021-09-01 - 2024-05-31      | High School Principal | Internet and Google Classroom for Tracking |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

shared vision for the team's work.

|  |                         |                       |      |
|--|-------------------------|-----------------------|------|
| Gather data to bring to meetings in order to review evidence of area of need and progress. | 2021-09-01 - 2024-05-31 | High School Principal | CSIU |
|--|-------------------------|-----------------------|------|

| Anticipated Outcome          |
|------------------------------|
| Decrease Chronic Absenteeism |

**Monitoring/Evaluation**

Monitor at risk students to see if they can get back on track for on time graduation

| Evidence-based Strategy |
|-------------------------|
| Teacher Study Groups    |

**Measurable Goals**

| Goal Nickname        | Measurable Goal Statement (Smart Goal)  |
|----------------------|---|
| HS Adv. ELA PVAAS    | The North Schuylkill Jr./Sr. High School will increase advanced student's PVAAS growth in ELA to 17.8%. |
| Elem. Adv. ELA PVAAS | The North Schuylkill Elementary School will increase advanced student's PVAAS growth in ELA to 17.8%.   |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

|   |                         |                     |   |
|---|-------------------------|---------------------|---|
| Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, and these settings enable teachers to help one | 2021-09-01 - 2024-05-31 | Building Principals | Internet and Google Classroom for Communication |
|---|-------------------------|---------------------|---|

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

another use new learning.

|  |                         |                       |                                 |
|--|-------------------------|-----------------------|---------------------------------|
| Gather data to bring to meetings in order to review evidence of area of need and progress. | 2021-09-01 - 2024-05-31 | Principal of Building | PVAAS Data, Building Data, etc. |
|--|-------------------------|-----------------------|---------------------------------|

| Anticipated Outcome                            |
|--|
| Increase Teacher Knowledge and Classroom Rigor |

| Monitoring/Evaluation  |
|--|
| Monitor advanced students to see if they can continue to grow according to PVAAS |

| Evidence-based Strategy                              |
|--|
| The Early Warning Intervention and Monitoring System |

**Measurable Goals**

| Goal Nickname | Measurable Goal Statement (Smart Goal)  |
|---------------|---|
| JSHS Math     | The North Schuylkill Jr./Sr. High School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. |
| Elem. Math    | The North Schuylkill Elementary School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%.   |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

|   |                         |                     |   |
|---|-------------------------|---------------------|---|
| Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a | 2021-09-01 - 2024-05-31 | Building Leadership | Internet and Google Classroom for Communication |
|---|-------------------------|---------------------|---|



| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

shared vision for the team's work.

|  |                         |                    |                           |
|--|-------------------------|--------------------|---------------------------|
| Gather data to bring to meetings in order to review evidence of area of need and progress. | 2021-09-01 - 2024-05-31 | Building Principal | PSSA, CDT, Classroom Data |
|--|-------------------------|--------------------|---------------------------|

| Anticipated Outcome  |
|--|
| Increase the amount of proficient and advanced students on state assessments |

| Monitoring/Evaluation  |
|--|
| Track students that are basic and below basic to see if they make progress towards being proficient on state assessments |

| Evidence-based Strategy |
|-------------------------|
| Teacher Study Groups    |

| Measurable Goals   |  |
|--------------------|--|
| Goal Nickname      | Measurable Goal Statement (Smart Goal)   |
| Common Assessments | The North Schuylkill School District will have Common Assessments in place K-12. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

|   |                         |                     |         |
|---|-------------------------|---------------------|---------|
| Target Professional Development to focus on evidenced based instructional practices to develop common assessments | 2021-09-01 - 2024-05-31 | District Leadership | PDE SAS |
|---|-------------------------|---------------------|---------|

|   |                         |                     |  |
|---|-------------------------|---------------------|--|
| Provide time with departments and grade | 2021-09-01 - 2024-05-31 | District Leadership | PDE SAS, Google Drive, Classroom Materials |
|---|-------------------------|---------------------|--|

**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

levels for teachers to  
create common  
assessments

**Anticipated Outcome**

Grade level and departments create common assessments

**Monitoring/Evaluation**

Track progress on development of common assessments

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name                                 | Professional Development Step  | Anticipated Timeline          |
|--|--|--|-------------------------------|
| The North Schuylkill Jr./Sr. High School will create a Truancy Task Force to reduce chronic absenteeism to reach the attendance rate of 85.8%. (JSHS Attendance) | Early Warning Intervention and Monitoring System | Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work. | 09/01/2021<br>-<br>05/31/2024 |

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| The North Schuylkill Elementary School will increase advanced student's PVAAS growth in ELA to 17.8%. (Elem. Adv. ELA PVAAS) |                      |   |                               |

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|---|--|--|-------------------------------|
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|---|----------------------|---|-------------------------------|
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|---|----------------------|--|-------------------------------|
| The North Schuylkill School District will have Common Assessments in place K-12. (Common Assessments) | Teacher Study Groups | Provide time with departments and grade levels for teachers to create common assessments | 09/01/2021<br>-<br>05/31/2024 |

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name                                 | Communication Step   | Anticipated Timeline          |
|--|--|--|-------------------------------|
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|--|--|--|-------------------------------|
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|--|---|---|--|
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|---|----------------------|---|-------------------------------|
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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

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# ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

## Strengths

Academic Growth Expectations in English/Language Arts- All student groups exceed the standard demonstrating

Academic Growth Expectations in Mathematics/Algebra I- All student groups exceed the standard demonstrating

Academic Growth Expectations in Science/Biology- All student groups exceed the standard demonstrating growth

We seem to be meeting the needs of our Economically Disadvantaged students across the board.

7th Grade ELA students are showing almost consistent academic growth on local assessments like the Study Island benchmarks.

7th and 8th grade ELA students are showing increased understanding of vocabulary.

Almost all students are meeting the benchmark for growth - NSE 3rd grade students showed most growth on CDT tests, 6th grade increased their % of proficient and advanced by 13% , Grades 3-6 % of below basic students decreased, 4th and 5th grade oral reading fluency reading accuracy increased in terms of students who are at or above benchmark in DIBELS 8th edition

7th and 8th grade student growth on PVAAS is an average of 4 and 3.9

## Challenges

Percent Proficient/Advanced in Mathematics/Algebra 1- All Student Group Did Not Meet Interim Goal/Improvement Target

Regular Attendance- currently 2% below the Statewide Average

Career standards benchmark- All student groups did not meet the performance standard- currently 3.6% below the statewide average

Overall, we are not meeting the needs of our students with disabilities. Their performance is decreasing per the Future Ready PA Index.

8th grade students are not showing consistent growth at the local assessment level. Growth that is shown tends to be in small increments.

Our highest group of students is not meeting the expectations for growth per PVAAS. And, 5th grade decreased the number of students in proficient and advanced by 12%.

Our students are meeting the expectations for growth, but many groups are not exceeding this benchmark or, while meeting the expectation, are not growing as much as the year before - NSE Only 40% of 5th grade students showed growth on ELA CDT tests, 5th grade decreased the number of students in proficient and advanced by 12%, % of overall grade 3rd students performing below benchmark

## Strengths

respectively, which is in the dark blue category.

Student growth for Keystone Algebra 1 is a 3-year average of 3.4, which is in the dark blue category.

Students are achieving above the State NCE average for academic achievement in 8th grade.

Our academic growth score for mathematics/algebra, according to Future Ready PA, is 95.7, which is 20.4 points above state average growth - NSE 75% of 5/6th grade students showed growth on Math CDT tests, % of proficient and advanced increased in grades 3, 4, and 6 on PSSA tests, % of below basic students decreased in grades 3-6 on PSSA tests, 6th grade math composite score % of at and/or above benchmark increased on Acadience Math

Local assessments are aligned with standardized tests.

PSSA Science course focuses on content that is assessed

Incorporation of study island into the curriculum assists teachers with assessing students on the standards

PVAAS projections assist with knowing students strengths and weaknesses - NSE . Percentage of Proficient and Advanced students increased, All student groups met the goals/interim target, All student groups met the standard for demonstrating growth, % proficient and advanced is higher than the state average

## Challenges

increased in DIBELS 8th edition, Grade 5 reading comprehension below benchmark increased on DIBELS 8th edition

According to PVAAS, students who enter our junior/senior high school from our elementary school are achieving below the State NCE average for achievement

Growth among the lowest performing 33% of the students who take the Keystone exam is -1.27, which is in the yellow category.

Our percent proficient or advanced on mathematics/algebra, according to Future Ready PA, is 37.4% which is 7.8% below the statewide average.

Our percent of advanced students decreased in grades 5 and 6 PSSA tests. Our Grade 5 % of proficient and advanced is significantly lower than the state average.

Science standards are changing making it a challenging to ensure that students are assessed appropriately

Developing common assessments

Implementation of data

NSE - Increase % of advanced for students with disabilities, Increase % of advanced for economically disadvantaged, % of below basic students increased by 1%

The challenges that are faced year after year are the willingness of staff and community personnel to volunteer their time and make space in the day to have these kind of activities and learning

## Strengths

Career readiness as a related academic area correlates to the mission of any LEA.

Understanding that growth for one student doesn't look the same as growth for another student within the Arts, as students come to class with a variety of skill sets from their home life.

Students have another outlet to excel other than academics.

By doing hands on projects, students are better able to understand the material They are also able to show individual creativity.

Student collaboration and effective group work Student application of content in a real-life setting Teacher demonstration prior to independent student work Student recognition of their strengths and weaknesses within a lab

CDT Data- Local assessment data show significant correlation on growth on PSSA ELA exams for students with disabilities 80.7% indicating that students are meeting or exceeding the PA standard for growth

Pearson Benchmark Data- Local assessment data shows a significant correlation that students with disabilities 90.3% are meeting or exceeding the PA state standard for growth on the PSSA Math exams as well as local assessments.

CDT data -- Students considered economically disadvantaged- 79% ELA, 92.7% Math, 80% Science-show a significant correlation on academic growth. Local assessment data indicates that this student group is

## Challenges

experiences. Additionally, finding a space for presenters, such as, cafeteria can be challenging as well due to the receptiveness of the staff to help. The willingness to complete surveys is also a challenge. Additionally, another challenge would be trying to educate the students on career standards using limited resources. The ASCA recommended ratio of guidance counselors to students is 1:250.

While adapting projects for all learners, helping students find success is often an overwhelming task within some classes where the range and variety of adaptations are many.

Student's seeing art as non-essential or un-important to their learning is also a challenge.

Projects are time consuming There are a lack of chromebooks for research Lack of curriculum resources

Helping students follow directions closely without teacher redirection/restatement Helping students remember multi-step procedures Compensating for some students lack of prior knowledge with culinary equipment and concepts Differentiating among widely varying student ability levels due to the elective nature of the course

CDT Data- Local assessment data shows significant correlation on performance on PSSA ELA exams for students with disabilities 24.4% indicating that the students are not performing at the proficient or advanced level.

## Strengths

meeting/exceeding the state standard for growth.

Pearson Benchmark Data- Students considered economically disadvantaged are meeting the statewide growth measures in the areas of Math 92.7%, ELA 79.0% and Science 80.0%. Students are exceeding growth measures on local assessment as well.

2 Title 1 Reading and 2 Title 1 Math-serving more students and subject areas

SHIELD program-closely monitor student data and target interventions to improve achievement

Special Education Services

Professional Development

Whole Child Approach-art, music, physical education, library science, STEM

PSSA growth made in ELA, Math, and Science

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Recruit and retain fully credentialed,

## Challenges

CDT data – Students considered economically disadvantaged- 53.7%- show a significant correlation on academic performance on ELA assessments. Local assessment data indicates that this student group performs below the state average, not meeting proficiency/advanced level.

Pearson Benchmark Data- Local assessment data shows a significant correlation that students with disabilities 10.0% are not meeting the PA state standard for academic performance on the PSSA Math exams. Teachers are identifying weaknesses and targeting specific skills to improve.

Guidance Counselor K-6, need additional counselors to meet student needs

Parental Involvement

Full time or additional social worker

PSSA Advanced numbers need to increase

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Ensure effective, standards-aligned curriculum and assessment

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

**Strengths**

experienced and high-quality leaders and teachers

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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**Most Notable Observations/Patterns**

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The underlying concept is while the district is meeting academic growth, academic achievement is under-performing.

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| Challenges   | Discussion Point  | Priority for Planning |
|--|---|-----------------------|
| Regular Attendance- currently 2% below the Statewide Average   | We have 2 attendance officers and regular truancy elimination plans - have not increased attendance | ✓                     |
| Overall, we are not meeting the needs of our students with disabilities. Their performance is decreasing per the Future Ready PA Index.                                |   |                       |
| Our highest group of students is not meeting the expectations for growth per PVAAS. And, 5th grade decreased the number of students in proficient and advanced by 12%. | Students who score advanced on standardized testing do not continue to grow.                        | ✓                     |
| Our percent proficient or advanced on mathematics/algebra, according to Future Ready PA, is 37.4% which is 7.8% below the statewide average.                           | District wide Math scores are below state averages.   | ✓                     |
| Our percent of advanced students decreased in grades 5 and 6 PSSA tests. Our Grade 5 % of proficient and advanced is significantly lower than the state average.       |   |                       |
| Developing common assessments  | We have been in discussion over a few years and now need to begin implementation.                   | ✓                     |
| PSSA Advanced numbers need to increase   |   |                       |
| Ensure effective, standards-aligned curriculum and assessment  |   |                       |

## ADDENDUM B: ACTION PLAN

### Action Plan: Early Warning Intervention and Monitoring System

| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work. | 09/01/2021 - 05/31/2024           |

| Monitoring/Evaluation  | Anticipated Output           |
|--|------------------------------|
| Monitor at risk students to see if they can get back on track for on time graduation | Decrease Chronic Absenteeism |

| Material/Resources/Supports Needed         | PD Step | Comm Step |
|--|---------|-----------|
| Internet and Google Classroom for Tracking | yes     | yes       |

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| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Gather data to bring to meetings in order to review evidence of area of need and progress. | 09/01/2021 - 05/31/2024           |

| Monitoring/Evaluation  | Anticipated Output           |
|--|------------------------------|
| Monitor at risk students to see if they can get back on track for on time graduation | Decrease Chronic Absenteeism |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| CSIU                               | yes     | yes       |

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## Action Plan: Teacher Study Groups

| Action Steps  | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, and these settings enable teachers to help one another use new learning. | 09/01/2021 - 05/31/2024           |

| Monitoring/Evaluation  | Anticipated Output                             |
|--|--|
| Monitor advanced students to see if they can continue to grow according to PVAAS | Increase Teacher Knowledge and Classroom Rigor |

| Material/Resources/Supports Needed              | PD Step | Comm Step |
|---|---------|-----------|
| Internet and Google Classroom for Communication | yes     | yes       |

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| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Gather data to bring to meetings in order to review evidence of area of need and progress. | 09/01/2021 - 05/31/2024           |

| Monitoring/Evaluation  | Anticipated Output                             |
|--|--|
| Monitor advanced students to see if they can continue to grow according to PVAAS | Increase Teacher Knowledge and Classroom Rigor |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| PVAAS Data, Building Data, etc.    | yes     | yes       |

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**Action Plan: The Early Warning Intervention and Monitoring System**

| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work. | 09/01/2021 - 05/31/2024           |

| Monitoring/Evaluation  | Anticipated Output   |
|--|--|
| Track students that are basic and below basic to see if they make progress towards being proficient on state assessments | Increase the amount of proficient and advanced students on state assessments |

| Material/Resources/Supports Needed              | PD Step | Comm Step |
|---|---------|-----------|
| Internet and Google Classroom for Communication | yes     | yes       |

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| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Gather data to bring to meetings in order to review evidence of area of need and progress. | 09/01/2021 - 05/31/2024           |

| Monitoring/Evaluation  | Anticipated Output   |
|--|--|
| Track students that are basic and below basic to see if they make progress towards being proficient on state assessments | Increase the amount of proficient and advanced students on state assessments |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| PSSA, CDT, Classroom Data          | yes     | yes       |

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## Action Plan: Teacher Study Groups

| Action Steps  | Anticipated Start/Completion Date                     |           |
|---|---|-----------|
| Target Professional Development to focus on evidenced based instructional practices to develop common assessments | 09/01/2021 - 05/31/2024                               |           |
| Monitoring/Evaluation   | Anticipated Output                                    |           |
| Track progress on development of common assessments   | Grade level and departments create common assessments |           |
| Material/Resources/Supports Needed  | PD Step   | Comm Step |
| PDE SAS   | yes   | yes       |

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| Action Steps   | Anticipated Start/Completion Date                     |           |
|--|---|-----------|
| Provide time with departments and grade levels for teachers to create common assessments | 09/01/2021 - 05/31/2024                               |           |
| Monitoring/Evaluation  | Anticipated Output                                    |           |
| Track progress on development of common assessments                                      | Grade level and departments create common assessments |           |
| Material/Resources/Supports Needed   | PD Step   | Comm Step |
| PDE SAS, Google Drive, Classroom Materials   | yes   | yes       |

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals  | Action Plan Name                                 | Professional Development Step   | Anticipated Timeline          |
|---|--|---|-------------------------------|
| The North Schuylkill Jr./Sr. High School will create a Truancy Task Force to reduce chronic absenteeism to reach the attendance rate of 85.8%. (JSHS Attendance)  | Early Warning Intervention and Monitoring System | Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work.                                  | 09/01/2021<br>-<br>05/31/2024 |
| The North Schuylkill Jr./Sr. High School will create a Truancy Task Force to reduce chronic absenteeism to reach the attendance rate of 85.8%. (JSHS Attendance)  | Early Warning Intervention and Monitoring System | Gather data to bring to meetings in order to review evidence of area of need and progress.  | 09/01/2021<br>-<br>05/31/2024 |
| The North Schuylkill Jr./Sr. High School will increase advanced student's PVAAS growth in ELA to 17.8%. (HS Adv. ELA PVAAS)<br><br>The North Schuylkill Elementary School will increase advanced student's PVAAS growth in ELA to 17.8%. (Elem. Adv. ELA PVAAS) | Teacher Study Groups                             | Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, and these settings enable teachers to help one another use new learning. | 09/01/2021<br>-<br>05/31/2024 |
| The North Schuylkill Jr./Sr. High School will increase advanced student's PVAAS growth in ELA to 17.8%. (HS Adv. ELA PVAAS)   | Teacher Study Groups                             | Gather data to bring to meetings in order to review evidence of area  | 09/01/2021<br>-<br>05/31/2024 |

| Measurable Goals  | Action Plan Name                                     | Professional Development Step  | Anticipated Timeline          |
|---|--|--|-------------------------------|
| The North Schuylkill Elementary School will increase advanced student's PVAAS growth in ELA to 17.8%. (Elem. Adv. ELA PVAAS)  |  | of need and progress.  |                               |
| The North Schuylkill Jr./Sr. High School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (JSHS Math) | The Early Warning Intervention and Monitoring System | Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work. | 09/01/2021<br>-<br>05/31/2024 |
| The North Schuylkill Elementary School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (Elem. Math)  |  |  |                               |
| The North Schuylkill Jr./Sr. High School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (JSHS Math) | The Early Warning Intervention and Monitoring System | Gather data to bring to meetings in order to review evidence of area of need and progress.   | 09/01/2021<br>-<br>05/31/2024 |
| The North Schuylkill Elementary School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (Elem. Math)  |  |  |                               |
| The North Schuylkill School District will have Common Assessments in place K-12. (Common Assessments)   | Teacher Study Groups                                 | Target Professional Development to focus on evidenced based instructional practices to develop common assessments  | 09/01/2021<br>-<br>05/31/2024 |
| The North Schuylkill School District will   | Teacher  | Provide time with  | 09/01/2021                    |

| Measurable Goals  | Action Plan Name | Professional Development Step  | Anticipated Timeline |
|---|------------------|--|----------------------|
| have Common Assessments in place K-12. (Common Assessments) | Study Groups     | departments and grade levels for teachers to create common assessments | - 05/31/2024         |

## PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience                            | Topics of Prof. Dev  |
|-------------------------------|-------------------------------------|--|
| Task Force Training on EWIMS  | Jr./Sr. High School Task Force Team | How to use the early warning data tool, how to implement the process, ongoing follow-up throughout the school year |

| Evidence of Learning                            | Anticipated Timeframe   | Lead Person/Position |
|---|-------------------------|----------------------|
| The task force team functioning at a high level | 08/18/2021 - 08/18/2021 | Building Principal   |

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

| Professional Development Step | Audience          | Topics of Prof. Dev    |
|-------------------------------|-------------------|------------------------|
| ELA Teacher Study Groups      | K-12 ELA Teachers | Vocabulary Instruction |

  

| Evidence of Learning              | Anticipated Timeframe   | Lead Person/Position   |
|-----------------------------------|-------------------------|------------------------|
| PVAAS Growth of Advanced Students | 09/01/2021 - 05/31/2024 | Curriculum Coordinator |



**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Math EWIMS Training

SHIELD Team

How to use the early warning data tool for Math, how to implement the process, ongoing follow-up throughout the school year

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Increase Math Scores

09/01/2021 - 05/31/2024

Building Principal

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Common Assessments

K-12 Teachers

Training on Common Assessments

---

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Developing Common Assessments

09/01/2021 - 05/31/2024

Curriculum Coordinator

**Danielson Framework Component Met in this Plan:**

**This Step meets the  
Requirements of State  
Required Trainings:**

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## ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals  | Action Plan Name                                 | Communication Step  | Anticipated Timeline    |
|---|--|---|-------------------------|
| The North Schuylkill Jr./Sr. High School will create a Truancy Task Force to reduce chronic absenteeism to reach the attendance rate of 85.8%. (JSHS Attendance)  | Early Warning Intervention and Monitoring System | Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work.                                  | 2021-09-01 - 2024-05-31 |
| The North Schuylkill Jr./Sr. High School will create a Truancy Task Force to reduce chronic absenteeism to reach the attendance rate of 85.8%. (JSHS Attendance)  | Early Warning Intervention and Monitoring System | Gather data to bring to meetings in order to review evidence of area of need and progress.  | 2021-09-01 - 2024-05-31 |
| The North Schuylkill Jr./Sr. High School will increase advanced student's PVAAS growth in ELA to 17.8%. (HS Adv. ELA PVAAS)<br><br>The North Schuylkill Elementary School will increase advanced student's PVAAS growth in ELA to 17.8%. (Elem. Adv. ELA PVAAS) | Teacher Study Groups                             | Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, and these settings enable teachers to help one another use new learning. | 2021-09-01 - 2024-05-31 |
| The North Schuylkill Jr./Sr. High School will increase advanced student's PVAAS growth in ELA to 17.8%. (HS Adv. ELA PVAAS)   | Teacher Study Groups                             | Gather data to bring to meetings in order to review evidence of area  | 2021-09-01 - 2024-05-31 |

| Measurable Goals  | Action Plan Name                                     | Communication Step   | Anticipated Timeline    |
|---|--|--|-------------------------|
| The North Schuylkill Elementary School will increase advanced student's PVAAS growth in ELA to 17.8%. (Elem. Adv. ELA PVAAS)  |  | of need and progress.  |                         |
| The North Schuylkill Jr./Sr. High School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (JSHS Math) | The Early Warning Intervention and Monitoring System | Establish a team to lead and carry out the EWIMS process, determine the frequency and duration of meetings, and develop a shared vision for the team's work. | 2021-09-01 - 2024-05-31 |
| The North Schuylkill Elementary School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (Elem. Math)  |  |  |                         |
| The North Schuylkill Jr./Sr. High School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (JSHS Math) | The Early Warning Intervention and Monitoring System | Gather data to bring to meetings in order to review evidence of area of need and progress.   | 2021-09-01 - 2024-05-31 |
| The North Schuylkill Elementary School Administration and Faculty will make data driven decisions to improve Math scores to the state average of 45.2%. (Elem. Math)  |  |  |                         |
| The North Schuylkill School District will have Common Assessments in place K-12. (Common Assessments)   | Teacher Study Groups                                 | Target Professional Development to focus on evidenced based instructional practices to develop common assessments  | 2021-09-01 - 2024-05-31 |
| The North Schuylkill School District will   | Teacher  | Provide time with  | 2021-09-01              |

| Measurable Goals   | Action Plan Name | Communication Step   | Anticipated Timeline |
|--|------------------|--|----------------------|
| have Common Assessments in place K-12.<br>(Common Assessments) | Study Groups     | departments and grade levels for teachers to create common assessments | - 2024-05-31         |

## COMMUNICATIONS PLAN

| Communication Step         | Audience                                       | Topics/Message of Communication |
|----------------------------|--|---------------------------------|
| Attendance Task Force Logs | Task Force                                     | Attendance Data                 |
| Anticipated Timeframe      | Frequency                                      | Delivery Method                 |
| 09/01/2021 - 05/31/2024    | Google Classroom<br>Updated After Each Meeting | Other                           |
| Lead Person/Position       | Building Principal                             |                                 |

| Communication Step      | Audience  | Topics/Message of Communication |
|-------------------------|---|---------------------------------|
| ELA Study Group Logs    | ELA Teachers                                    | ELA PVAAS Growth                |
| Anticipated Timeframe   | Frequency                                       | Delivery Method                 |
| 09/01/2021 - 05/31/2024 | Google Classroom<br>Updated After Every Meeting | Other                           |

**Lead Person/Position**

Building Principal

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Math Task Force Logs

Math Teachers

Basic and Below Basic Student Math Data

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

09/01/2021 - 05/31/2024

Google Classroom Updated After Each Meeting

Other

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**Lead Person/Position**

Building Principals

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Common Assessment Logs

K-12 Teachers

Progress and Development of Meaningful Common Assessments

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

09/01/2021 - 05/31/2024

Google Classroom Updated After Every Encounter

Other

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**Lead Person/Position**

Supervisor of Curriculum



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step  | Topics of Message                       | Mode                 | Audience       | Anticipated Timeline |
|---------------------|---|----------------------|----------------|----------------------|
| District Newsletter | Updates on Comprehensive Plan 2021-2024 | Social Media/Website | NSSD Community | February & August    |

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