

NORTH SCHUYLKILL SD

15 Academy Lane

Comprehensive Plan | 2024 - 2027

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
Ken Roseberry	JSHS Principal	North Schuylkill School District
Mark Andrewcavage	Director of Technology	North Schuylkill School District
James Gross	Athletic Director	North Schuylkill School District
Tom Fletcher	Board Member	North Schuylkill School District
Amanda Campbell	Community Member	North Schuylkill School District
Heather Schlein	Education Specialist	North Schuylkill School District
Joe Wyatt	JSHS Teacher	North Schuylkill School District
Ann Marie Groody	JSHS Secretary	North Schuylkill School District
Gene Lapointe	Parent	North Schuylkill School District

Name	Position	Building/Group
Brandi Kline	JSHS Teacher	North Schuylkill School District
Taia Carpency	JSHS Teacher	North Schuylkill School District
Leah Briggs	JSHS Teacher	North Schuylkill School District
Janelle Staudenmeier	Elementary Teacher	North Schuylkill School District
Caroline Schuster	Elementary Teacher	North Schuylkill School District
Danielle Koutch	Elementary Secretary	North Schuylkill School District
Denise Brayford	Parent	North Schuylkill School District
Barbara Wilkinson	Community Member	North Schuylkill School District
Nancy Nestor	Education Specialist	North Schuylkill School District
Maryanne Woodward	Other	North Schuylkill School District
Luke Stefanisko	Student	North Schuylkill School District
Janel Babatsky	Administrator	North Schuylkill School District
Nick Sajone	Administrator	North Schuylkill School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Common Assessments need to be implemented across the district and reinforced at the secondary level.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Stakeholders need to work as a team to provide support for students to be successful	Essential Practices 3: Provide Student-Centered Support Systems
Strategies that focus on individual groups of students to meet their specific needs.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Continue to be educated on the new PA STEELS standards	STEM

ACTION PLAN AND STEPS

Evidence-based Strategy	
Learning Focused Strategies	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Common Assessments	The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2

Goal Nickname	Measurable Goal Statement (Smart Goal)
that include DOK 2 and 3 questions	and 3 questions.
Researched Based Strategies During Instruction	The North Schuylkill School District will incorporate 90% of the selected LFS strategies , researched based strategies and resources into daily lesson plans and instruction in order to meet individual needs of students and address academic gaps within the district.
PA STEELS Standards	The North Schuylkill School District will align 100% of the current science key concepts, skills, and assessments to the new PA STEELS standards using the resources provided.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administration will select 1 to 2 Learning Focused strategies to be a focus each marking period.	2024-03-01 - 2026-03-27	educational Leadership Team	Danielson Framework, PAETEP, DSP, Frameworks for Educators, List of strategies and Lesson Plan Goals.

Anticipated Outcome
All teachers will be incorporating at least 2 Learning Focused strategies each marking period.

Monitoring/Evaluation
Educational Leadership Team, Teachers, Evaluations and walk through observations, at least 1 time during the year.



Evidence-based Strategy

SHIELD Support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

SHIELD Support Meetings The JSHS within the North Schuylkill School District will have 100% continuity of SHIELD Support Meetings that include data and other support resources for students to succeed.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Modify SHIELD Teams to include more data review and additional supports for students to be successful at the JSHS before students can fail. Observe other SHIELD Teams at the elementary level so that they include smooth transitions and are similar in goals.

2024-03-01 -
2026-02-27

Psychologist,
Principal,
Assistant
Principal,
JSHS Dean

Data, Flow Chart,
Accommodation
Resources,

Anticipated Outcome

Data teams that use data to make instructional decisions that in turn support students to be successful.

Monitoring/Evaluation

Educational Leadership Team will monitor this process monthly by ensuring that data is being used to make informed decisions within the SHIELD process. A CDT, eMetric, and PVAAS refresher will also be available for administrators.

Evidence-based Strategy

Common Assessments that Include DOK Levels

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Common Assessments that include DOK 2 and 3 questions	The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will meet in small groups with administration from NS and IU29 to dissect assessments and to included more advanced DOK Levels within grade level and subject area assessments.	2024-01-08 - 2025-01-08	Curriculum	DOK Resources and Classroom Assessments
Teachers will continue to update and revise classroom assessments to include more level 2 and 3 questions within their assessments. They will complete this during Act 80 and Teacher In-service days.	2025-08-08 - 2026-12-08	Curriculum	PDE SAS Assessments, DOK Resources

Anticipated Outcome

Classroom assessments will be adjusted to include more Level 2 and level 3 questioning.

Monitoring/Evaluation

Discussions about assessments during formal observations and also during curriculum map reviews with the Educational Leadership team.

Evidence-based Strategy

Incorporate PA STEELS Standards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PA STEELS Standards	The North Schuylkill School District will align 100% of the current science key concepts, skills, and assessments to the new PA STEELS standards using the resources provided.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Attend Professional Development on the new PA STEEL Standards	2023-10-09 - 2024-01-08	Curriculum	PDE SAS, PA STEELS Hub, etc.
Teachers will continue to update their curriculum maps to include the revised NGSS standards we have been using to align with the PA STEEL standards.	2024-01-08 - 2026-08-21	Curriculum, Principals	PDE SAS, PA STEEL Hub, Curriculum Corner, and Mystery Science Website on Discovery Education.

Anticipated Outcome

Teachers will be confident with incorporating the new PA STEEL Standards, as well as resources within their Science Curriculum.

Monitoring/Evaluation

Educational Leadership Team will discuss at monthly admin. meetings the resources available on the Curriculum Corner newsletter, updated Standards, and feedback from the Mystery Science website on Discovery Learning.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions. (Common Assessments that include DOK 2 and 3 questions)	Common Assessments that Include DOK Levels	Teachers will continue to update and revise classroom assessments to include more level 2 and 3 questions within their assessments. They will complete this during Act 80 and Teacher In-service days.	08/08/2025 - 12/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The North Schuylkill School District will align 100% of the current science key concepts, skills, and assessments to the new PA STEELS standards using the resources provided. (PA STEELS Standards)	Incorporate PA STEELS Standards	Attend Professional Development on the new PA STEEL Standards	10/09/2023 - 01/08/2024

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students with Disabilities meet or exceeded the statewide goal increase in performance from the previous year in Science.

Economically Disadvantaged students meet or exceeded the interim target increase from the previous year in ELA

Hispanic Students at the Elementary Level Met or Exceeded an increase in performance compared to the previous year.

Regular attendance is well above the on-track standard

Study Island benchmarks are showing slow but consistent growth for our students.

Our elementary college and career ready target are on track.

PSSA Science course focuses on content that is assessed

7th and 8th grade student growth on PVAAS is an average of 4 and 3.9 respectively, which is in the dark blue category.

Student growth for Keystone Algebra 1 is in the dark blue category.

Challenges

Students with disabilities do not meet the statewide goal for academic achievement- proficient/advanced on PSSAs in the area of ELA

White student group does not meet the statewide goal for academic achievement- proficient/advanced on PSSA Mathematics/Algebra I

Overall, we are not meeting the needs of our students and 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.

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

Our percent proficient or advanced on mathematics/algebra, according to Future Ready PA, is 24.2% which is 11.5% below the statewide average.

Our percent of advanced students decreased on the PSSA

Strengths

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 98.7, which is 22.4 points above state average growth.

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

PVAAS projections assist with knowing students strengths and weaknesses when differentiating instruction and meeting individual needs during small group direct instruction - NSE.

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

CDT Data- Local assessment data show significant correlation on growth on PSSA ELA exams for students with disabilities indicating that students are not meeting or exceeding the PA standard for growth

Pearson Benchmark Data- Local assessment data shows a significant correlation that students with disabilities are not 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

Challenges

assessments.

Our highest group of students is not meeting the expectations for growth per PVAAS.

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

Developing common assessments at the secondary level

Implementation of data driving instruction

NSE - Increase % of advanced student scores

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 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.

Strengths

show a significant correlation on academic growth. Local assessment data indicates that this student group is not meeting/exceeding the state standard for growth.

Pearson Benchmark Data- Students considered economically disadvantaged are not meeting the statewide growth measures. Students show more growth measures on local assessments more than state assessments.

3 Title 1 Reading and 3 Title 1 Math-serving more students and subject areas

SHIELD program-closely monitor student data and target interventions to improve achievement K-6

Special Education Services

Professional Development

Whole Child Approach-art, music, physical education

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.

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

Challenges

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

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 exams for students with disabilities indicating that the students are not performing at the proficient or advanced level.

CDT data – Students considered economically disadvantaged-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.

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

SHIELD for 7-12

Full time or additional social worker

Strengths

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

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, 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

Students have another outlet to excel other than academics.

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

Challenges

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

Pearson Benchmark Data- Local assessment data shows a significant correlation that students with disabilities 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.

PSSA Proficient and Advanced numbers need to increase

STEM

Most Notable Observations/Patterns

The underlying concept of the gaps within the district is affecting students meeting academic growth, as well as, academic achievement. The incorporation of research based strategies, individualized, differentiated, and small group/targeted instruction is a need and focus for this plan.

Challenges	Discussion Point	Priority for Planning
Students with disabilities do not meet the statewide goal for academic achievement- proficient/advanced on PSSAs in the area of ELA		
SHIELD for 7-12	There needs to be a transition and continuation from the K-6 building	✓
Our percent of advanced students decreased on the PSSA assessments.		
Overall, we are not meeting the needs of our students and performance is decreasing per the Future Ready PA Index.	Growth and Achievement was down from prior years.	
Ensure effective, standards-aligned curriculum and assessment		
PSSA Proficient and Advanced numbers need to increase	Overall increase in growth and achievement needs to be a focus	✓
Science standards are changing making it a challenging to ensure that students are assessed appropriately	Continue to stay up to date on the PA STEELS	✓
Developing common assessments at the secondary level	We have been in discussion over a few years and now need to begin implementation.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Learning Focused Strategies

Action Steps	Anticipated Start/Completion Date	
Administration will select 1 to 2 Learning Focused strategies to be a focus each marking period.	03/01/2024 - 03/27/2026	
Monitoring/Evaluation	Anticipated Output	
Educational Leadership Team, Teachers, Evaluations and walk through observations, at least 1 time during the year.	All teachers will be incorporating at least 2 Learning Focused strategies each marking period.	
Material/Resources/Supports Needed	PD Step	Comm Step
Danielson Framework, PAETEP, DSP, Frameworks for Educators, List of strategies and Lesson Plan Goals.	no	no

Action Plan: SHIELD Support

Action Steps	Anticipated Start/Completion Date
Modify SHIELD Teams to include more data review and additional supports for students to be successful at the JSHS before students can fail. Observe other SHIELD Teams at the elementary level so that they include smooth transitions and are similar in goals.	03/01/2024 - 02/27/2026

Monitoring/Evaluation	Anticipated Output
Educational Leadership Team will monitor this process monthly by ensuring that data is being used to make informed decisions within the SHIELD process. A CDT, eMetric, and PVAAS refresher will also be available for administrators.	Data teams that use data to make instructional decisions that in turn support students to be successful.

Material/Resources/Supports Needed	PD Step	Comm Step
Data, Flow Chart, Accommodation Resources,	no	no

Action Plan: Common Assessments that Include DOK Levels

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in small groups with administration from NS and IU29 to dissect assessments and to included more advanced DOK Levels within grade level and subject area assessments.

01/08/2024 - 01/08/2025

Monitoring/Evaluation**Anticipated Output**

Discussions about assessments during formal observations and also during curriculum map reviews with the Educational Leadership team.

Classroom assessments will be adjusted to include more Level 2 and level 3 questioning.

Material/Resources/Supports Needed**PD Step****Comm Step**

DOK Resources and Classroom Assessments

no

no



Action Steps**Anticipated Start/Completion Date**

Teachers will continue to update and revise classroom assessments to include more level 2 and 3 questions within their assessments. They will complete this during Act 80 and Teacher In-service days.

08/08/2025 - 12/08/2026

Monitoring/Evaluation**Anticipated Output**

Discussions about assessments during formal observations and also during curriculum map reviews with the Educational Leadership team.

Classroom assessments will be adjusted to include more Level 2 and level 3 questioning.

Material/Resources/Supports Needed**PD Step****Comm Step**

PDE SAS Assessments, DOK Resources

yes

Action Plan: Incorporate PA STEELS Standards

Action Steps**Anticipated Start/Completion Date**

Attend Professional Development on the new PA STEEL Standards

10/09/2023 - 01/08/2024

Monitoring/Evaluation**Anticipated Output**

Educational Leadership Team will discuss at monthly admin. meetings the resources available on the Curriculum Corner newsletter, updated Standards, and and feedback from the Mystery Science website on Discovery Learning.

Teachers will be confident with incorporating the new PA STEEL Standards, as well as resources within their Science Curriculum.

Material/Resources/Supports Needed**PD Step****Comm Step**

PDE SAS, PA STEELS Hub, etc.

yes

no



Action Steps**Anticipated Start/Completion Date**

Teachers will continue to update their curriculum maps to include the revised NGSS standards we have been using to align with the PA STEEL standards.

01/08/2024 - 08/21/2026

Monitoring/Evaluation**Anticipated Output**

Educational Leadership Team will discuss at monthly admin. meetings the resources available on the Curriculum Corner newsletter, updated Standards, and and feedback from the Mystery Science website on Discovery Learning.

Teachers will be confident with incorporating the new PA STEEL Standards, as well as resources within their Science Curriculum.

Material/Resources/Supports Needed**PD Step****Comm Step**

PDE SAS, PA STEEL Hub, Curriculum Corner, and Mystery Science Website on Discovery Education.

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions. (Common Assessments that include DOK 2 and 3 questions)</p>	<p>Common Assessments that Include DOK Levels</p>	<p>Teachers will continue to update and revise classroom assessments to include more level 2 and 3 questions within their assessments. They will complete this during Act 80 and Teacher In-service days.</p>	<p>08/08/2025 - 12/08/2026</p>
<p>The North Schuylkill School District will align 100% of the current science key concepts, skills, and assessments to the new PA STEELS standards using the resources provided. (PA STEELS Standards)</p>	<p>Incorporate PA STEELS Standards</p>	<p>Attend Professional Development on the new PA STEEL Standards</p>	<p>10/09/2023 - 01/08/2024</p>



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Researched Based Strategies - LFS Mini Books	All Classroom Teachers and Principals	Lesson Plans, Essential Questions, Standards, Activating Strategy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
When Lesson Plans include meaningful pieces of evidence that the teacher understands the researched based strategies discussed during faculty meetings and using the LFS mini books.	08/15/2023 - 06/01/2025	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	



Professional Development Step	Audience	Topics of Prof. Dev
Common Assessments that Include DOK 2 and 3 Questions	All Teachers K-12	PDE SAS, DOK Resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Meaningful Assessments that include Level 2 and 3 DOK Levels within questions.	12/01/2023 - 05/08/2026	Curriculum Director and IU Personnel

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
During the September Educational Leadership Meeting, set up the 1st date to observe with psychologists. As a team, observe and reflect on the first SHIELD Meeting and then on the first PBIS meeting.	Educational Leadership Team	Goals of SHIELD and PBIS, Steps in Process, Supports and Resources in place.

Anticipated Timeframe	Frequency	Delivery Method
09/05/2023 - 05/31/2024	Monthly	Brief Email

Lead Person/Position
Principal/Assistant Principal

Communication Step**Audience****Topics/Message of Communication**

Instructional Strategies

Educational Leadership Teacher
and TeachersLesson Plans, Essential Questions, Strategic
Goals, Strategies Resources**Anticipated Timeframe****Frequency****Delivery Method**

08/28/2023 - 05/26/2024

Monthly

Brief

Lead Person/Position

Educational Leadership Team



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

