

## **NORTH SCHUYLKILL JSHS**

15 Academy Lane Route 61

TSI non-Title 1 School Plan | 2023 - 2024

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### **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.

## STEERING COMMITTEE

Name	Position	Building/Group
Robert Ackell	Chief School Administrator	North Schuylkill School District
Ken Roseberry	Principal	North Schuylkill High School
Knute Brayford	District Level Leaders	North Schuylkill School District
Kimberly Groody	District Level Leaders	North Schuylkill School District
Nick Sajone	Principal	North Schuylkill High School
Amy Mazeikas	Teacher	North Schuylkill High School
Deneen Reese	District Level Leaders	North Schuylkill School District
Christine Greblich	Teacher	North Schuylkill School District
Charles Hepler	Board Member	North Schuylkill School District
Denise Brayford	Parent	North Schuylkill School District
Edward Tarantelli	Community Member	District Magistrate
Jaxon Chowansky	Student	North Schuylkill School District
Keegan Curry	Student	North Schuylkill School District

**Name**

**Position**

**Building/Group**

Sharon Nolter

Paraprofessional

North Schuylkill School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The District is providing transitions services under Chapter 14 regulations	Graduation rate
The Child Study Team will use the Early Warning System to identify at risk students with disabilities before dropping out.	Graduation rate

## ACTION PLAN AND STEPS

Evidence-based Strategy
Law

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
21	The District will provide these services to any student who meets the criteria after their graduation date.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review all graduation plans on individual basis The plan and its implementation shall be regularly monitored as required under ESSA §§ 1114(b)(3)	2023-08-23 - 2024-05-29	Knute Brayford	None

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review all graduation plans on individual basis	2023-08-23 - 2024-05-29	Knute Brayford	None

**Anticipated Outcome**  
None

**Monitoring/Evaluation**  
IEP Team



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will provide these services to any student who meets the criteria after their graduation date. (21)	Law	Review all graduation plans on individual basis	08/23/2023 - 05/29/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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

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Chief School Administrator

Robert J Ackell

2023-07-11

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School Improvement Facilitator Signature

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Building Principal Signature

Ken O. Roseberry

2023-07-12

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Standard Growth in Mathematics

Attendance

Attendance

Vocab Acquisition and Use (Reading)

Craft and Structure (Reading)

Number Systems

Functions

Physical Science

Reading Fiction

Biological Principles

Economically Disadvantaged 93.8%

All Student Groups (Mathematics)

Organize programmatic, human, and fiscal capital resources

### Challenges

Student with Disabilities' Four-Year Cohort Graduation Rate

Hispanic and Student with Disabilities' Career Standards Benchmark

Proficient or Advanced on Pennsylvania State Assessments

Proficient or Advanced on Pennsylvania State Assessments

Text Dependent Analysis

Types of Writing

Ratios and Prop

Geometry

Nature of Science

Reading Nonfiction

Data Analysis

Chemical Basis of Life

### Strengths

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

Student with Disabilities 82.5%

Student with Disabilities (Four-Year Cohort Graduation Rate)

Align curricular materials and lesson plans to the PA Standards

Implement a multi-tiered system of supports for academics and behavior

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### Most Notable Observations/Patterns

Graduation Rate

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### Challenges

### Discussion Point

### Priority for Planning

Student with Disabilities' Four-Year Cohort Graduation Rate

Students with disabilities staying in school until the age of 21 at an increasing rate

✓

Student with Disabilities (Four-Year Cohort Graduation Rate)

Students with disabilities are dropping out of school

✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Law

Action Steps	Anticipated Start/Completion Date
Review all graduation plans on individual basis The plan and its implementation shall be regularly monitored as required under ESSA §§ 1114(b)(3)	08/23/2023 - 05/29/2024

Monitoring/Evaluation	Anticipated Output
IEP Team	None

Material/Resources/Supports Needed	PD Step
None	no



**Action Steps****Anticipated Start/Completion Date**

Review all graduation plans on individual basis

08/23/2023 - 05/29/2024

**Monitoring/Evaluation****Anticipated Output**

IEP Team

None

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

None

yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will provide these services to any student who meets the criteria after their graduation date. (21)	Law	Review all graduation plans on individual basis	08/23/2023 - 05/29/2024

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Early Warning Training	Admin Team	CSIU Early Warning System

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
If team is using the Early Warning System	09/01/2023 - 05/31/2024	CSIU

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Early Warning System	Updates	Admin Meeting	Administration Team	1 year

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