



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
North Schuylkill School District		129545003
<b>Address 1</b>		
15 Academy Lane		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Ashland	Pennsylvania	17921
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Robert Ackell		rackell@northschuylkill.net
<b>Single Point of Contact Name</b>		
Kimberly Groody		
<b>Single Point of Contact Email</b>		
kgroody@northschuylkill.net		
<b>Single Point of Contact Phone Number</b>		
5708740466		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Ackell	Superintendent	North Schuylkill School District	rackell@northschuylkill.net
Kimberly Groody	Supervisor of Curriculum	North Schuylkill School District	kgroody@northschuylkill.net
Knute Brayford	Supervisor of Special Education	North Schuylkill School District	kbrayford@northschuylkill.net
Robert Amos	Business Manager	North Schuylkill School District	ramos@northschuylkill.net
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Mark Andrewcavage	Director of Technology	North Schuylkill School District	mandrewcavage@northschuylkill.net
James Gross	Athletic Director	North Schuylkill School District	jgross@northschuylkill.net
Tom Fletcher	Board Member	North Schuylkill School District	tfletcher@northschuylkill.net
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Maryanne Woodward	Other	North Schuylkill School District	mwoodward@northschuylkill.net
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Janel Babatsky	Administrator	North Schuylkill School District	jbabatsky@northschuylkill.net
Nick Sajone	Administrator	North Schuylkill School District	nsajone@northschuylkill.net

## LEA Profile

The North Schuylkill School District is located in the anthracite coal fields of Pennsylvania. The school district, located in Schuylkill and Columbia counties, encompasses 72.2 square miles of rolling hills and valleys. The district is an area of many contrasts. While it is best known for its anthracite resources and its past mining history, it is also a land of vast wooded acres and some of the most beautiful agricultural areas found in northeastern Pennsylvania.

Residents of the boroughs of Ashland, Frackville, Girardville, Gordon, and Ringtown, and a collection of small surrounding villages, are served by the district's K-6 elementary school and its 7-12 junior/senior high school.

## Mission and Vision

### **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.

### **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.

## Educational Values

### **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)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
The All Student Group did meet the proficient/advanced goal or target for Science at the elementary level.	The elementary percentage was 80.4% and the state goal is 54%.
Rigorous Course Study	currently 30.9% higher than the statewide average
The Percent of Students with Regular Attendance is Above the State Average at both the Elementary and JSHS Level.	Exceeds the state average. The Elem. School is 96.5% and the State Avg. is: 82.2%. At the JSHS it is 94.4% and the state avg. is 82.2%.
Academic Growth Expectations in English Language Arts/Literatures at the JSHS Level.	All Student Group Meets the Standard Demonstrating Growth with a 73.7 and the state average being 76%.
Academic Growth Expectations in Mathematics/Algebra 1 at the JSHS Level.	All Student Group Exceeds the Standard Demonstrating Growth with a 98.7 and state avg. of 76.2.

#### Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in Mathematics/Algebra 1-	All Student Group Did Not Meet Interim Goal/Improvement Target
The 4 Year graduation cohort did not meet the state average.	The JSHS percentage was 82.3% and the state goal as 86.7.
Career standards benchmark	All student groups did not meet the performance standard- currently 4.2% below the statewide average
Percent Proficient/Advanced in ELA	All Student Group Did Not Meet Interim Goal/Improvement Target

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

#### Strengths

<b>Indicator</b> PVAAS Growth Measure <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with Disabilities meet or exceeded the statewide goal increase in performance from the previous year in Science.
<b>Indicator</b> PVAAS Growth Measure <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b> Economically Disadvantaged students meet or exceeded the interim target increase from the previous year in ELA

Economically Disadvantaged Students	
<b>Indicator</b> Proficient or Advanced on State Assessments <b>Grade Level(s) and/or Student Group(s)</b> Hispanic Students - Elementary Level	<b>Comments/Notable Observations</b> Elementary Hispanic Students Met or Exceeded an increase in performance compared to the previous year.

### Challenges

<b>Indicator</b> Academic Achievement- PSSA ELA Number of proficient/advanced <b>Grade Level(s) and/or Student Group(s)</b> Students with disabilities	<b>Comments/Notable Observations</b> Students with disabilities do not meet the statewide goal for academic achievement- proficient/advanced on PSSAs in the area of ELA
<b>Indicator</b> Academic Achievement- PSSA Mathematics/Algebra I <b>Grade Level(s) and/or Student Group(s)</b> White Students	<b>Comments/Notable Observations</b> White student group does not meet the statewide goal for academic achievement- proficient/advanced on PSSA Mathematics/Algebra I

### 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.

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.

#### 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.

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





## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Future Ready PA Index	58.8% of our students are meeting expectations for either proficient or advanced, which is just about 3.5% under the statewide average of 62.1%. Our White students show that they are meeting the benchmark, but show a decrease in performance from the previous year. Our economically disadvantaged students show they are both meeting the benchmark and showing an increase in performance. On the other hand, our students with disabilities are showing both a decrease in performance and that they are not meeting the benchmark. Based on the PVAAS data available on the Future Ready PA Index, our students are exceeding the statewide average growth score. Statewide, the score is 75, compared to the NS score of 83. Both our White and students with disabilities subgroups are continuing to show that they are exceeding growth expectations, though their growth is slightly down from last year. Economically disadvantaged students are meeting the standard for growth, but not exceeding it, and are showing an improvement from the prior year
Study Island	Students in grades 4 through 8 give two Study Island benchmarks. Baseline was performed in September and the mid-year was performed in January. Overall, students showed less growth in all categories than the previous year.
eMetric KEYSTONES	The Spring 2022 Keystone data shows 27.4% of our students scoring proficient or advanced. The majority of our students all around are scoring basic or below basic compared to the scores from previous years.
PVAAS	PVAAS shows that all students at the JSHS are meeting the expectations for growth in Math.
PSSAs	Elementary students met the state goal for Science with their percentage of proficient and advanced being 80.4%.
DIBELS 8th Edition	Oral reading fluency and reading accuracy increased for students who are at or above benchmark in DIBELS 8th edition Letter and sound recognition, as well as, non-sense words have increased as well.

### English Language Arts Summary

#### Strengths

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.

#### Challenges

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

### Mathematics

Data	Comments/Notable Observations
PVAAS growth for grades 7-8 Math	is well above the state average by 22%

PVAAS growth for Algebra 1 Keystone	our growth is well above average
PVAAS NCE average for academic achievement	our academic achievement is below average
PA Future Ready Index	attendance data
PSSAs , CDTs (5-6th), .Acadience Math	As teachers use CDT data more and broke down the parts so it wasn't as long, the data seems to be more useful and beneficial

## Mathematics Summary

### Strengths

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.
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.

### Challenges

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 assessments.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Comparison of students performance in their current science class with scores from previous	as posted on CSIU. Data review indicates that students tend to remain consistent from year to year in terms of their success in science classes on the high school level starting in 9th grade and often carrying through advanced level courses. Comparatively "A"s in elementary and middle school science classes cannot be used as an indicator for high school success
Comparison of Current student success (tests/quizzes) with results from students in years past	Compilation of personal data ...trend suggests declining student effort and overall lower test results. Less material covered due to an increased need for remediation and more students failing to turn in assignments
PVASS Projection	Is a great resource for tracking student growth as well as providing teachers with a means of projecting current students performance on future standardized tests
e metric	Provides a variety of options for gathering and comparing student performance on standardized tests ranging from charts to graphs

## Science, Technology, and Engineering Education Summary

### Strengths

PSSA Science course focuses on content that is assessed
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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.

### Challenges

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

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Y.E.S. course completion.	Students in the YES course (Your Employability Skills) complete many activities that hit a variety of Career Standards.
Career Exploration course completion. and presenters from year to year	Students in Career Exploration variety of activities that hit a variety of Career Standards.
Career Portfolio filing/completion.	SMART Futures
Career evidence collected - Completing a variety of Career Standard Activities	Students are required to complete activities in each career standards.
Staff Perception Survey at Elementary - Career Evidence Collected from Career Speakers, Student Participation, etc.	The Staff Perception Survey is reviewed and the number of guest speakers in for community careers is compared year by year. The number of students participating in activities such as; "take your son/daughter to work day" is also compared. All while ensuring that the grade level career standards are met.
The NSSD partners with local business leaders and colleges	Co-op program prepares students for employment skills needed to be successful and exposes them to a variety of opportunities and possibilities
STEM and Robotics courses added	Expands on career path opportunities

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

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

### Partnering Institution

Lehigh Carbon Community College

### Agreement Type

Dual Credit

### Program/Course Area

General course in all core areas that would be required for specific field

### Uploaded Files

Dual Enrollment Agreement - LCCC - Lehigh Carbon Community College (1).pdf

### Partnering Institution

- Bloomsburg University/Commonwealth

### Agreement Type

Dual Credit

### Program/Course Area

General course in all core areas that would be required for specific field

### Uploaded Files

Bloomsburg University ACE Program MOU 8-15-2018 (1) (1).pdf

### Partnering Institution

Penn State University

### Agreement Type

Dual Credit

### Program/Course Area

General course in all core areas that would be required for specific field

### Uploaded Files

PSU Signed 3-23 Board Meeting (1).docx

### 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.

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

#### 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.

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.
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





## 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
CDT Data	Local assessment data shows significant correlation on performance on PSSA ELA exams for students with disabilities of more than 30% indicating that the students are not performing at the proficient or advanced level
CDT Data	Local assessment data show significant correlation on growth on PSSA ELA exams for students with disabilities not 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 greater than 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
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
PSSA Data	Students did not meet the interim goal/improvement target in ELA and Math and did not score the state standard of proficient/advanced scores.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT data	Students considered economically disadvantaged- 49.6%- 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
CDT data	Students considered economically disadvantaged- 68% ELA, 87% Math, 65% Science-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	Students considered economically disadvantaged are not meeting the statewide performance measures in the area of Math and Science.

Benchmark Data	There is a strong correlation in performance between state and local assessments
Pearson Benchmark Data	Students considered economically disadvantaged are not meeting the statewide growth measures in the areas of Math, ELA, and Science. Students are not meeting growth measures on local assessment as well
PSSA Data	Students did not meet the interim goal/improvement target in ELA and Math. They did meet the standard for demonstrating growth in Math, and Science.

### 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.

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 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.

### 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.

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.
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

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Gifted, Co-Taught, Itinerant, Supplemental, Autistic Support, Emotional Support, Life Skills Support, Behavioral Support Staff
Title I Program	3 Title 1 Reading teachers K-6, 3 Title 1 Math teachers 2-6
Student Services	ESAP, SHIELD, Schuylkill Achieve After School Program, Social Work, Guidance, Peer Helpers, Big Brothers/Big Sisters
K-12 Guidance Plan (339 Plan)	1 Counselor K-6, 3 Counselors 7-12, College and Career Readiness Information
Technology Plan	Smart boards, Chrome Books, Chrome book carts, teacher lap tops, STEM lab
English Language Development Programs	contract with IU #29

## Strengths

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

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

## 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.

Guidance Counselor K-6, need additional counselors to meet student needs
SHIELD for 7-12
Full time or additional social worker
STEM

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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, 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

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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

## 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
Students with Disabilities meet or exceeded the statewide goal increase in performance from the previous year in Science.	False
Economically Disadvantaged students meet or exceeded the interim target increase from the previous year in ELA	False
Regular attendance is well above the on-track standard	True
Study Island benchmarks are showing slow but consistent growth for our students.	False
Our elementary college and career ready target are on track.	False
	False
7th and 8th grade student growth on PVAAS is an average of 4 and 3.9 respectively, which is in the dark blue category.	False
Student growth for Keystone Algebra 1 is in the dark blue category.	False
PSSA Science course focuses on content that is assessed	False
Incorporation of study island into the curriculum assists teachers with assessing students on the standards	True
PVAAS projections assist with knowing students strengths and weaknesses when differentiating instruction and meeting individual needs during small group direct instruction - NSE.	True
Hispanic Students at the Elementary Level Met or Exceeded an increase in performance compared to the previous year.	False
Students are achieving above the State NCE average for academic achievement in 8th grade.	False
Our academic growth score for mathematics/algebra, according to Future Ready PA, is 98.7, which is 22.4 points above state average growth.	True
Career readiness as a related academic area correlates to the mission of any LEA.	False
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.	False
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	False
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.	False
CDT data -- Students considered economically disadvantaged show a significant correlation on academic growth. Local assessment data indicates that this student group is not meeting/exceeding the state standard for growth.	False
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.	False
3 Title 1 Reading and 3 Title 1 Math-serving more students and subject areas	False
SHIELD program-closely monitor student data and target interventions to improve achievement K-6	True



Special Education Services	False
Professional Development	True
Whole Child Approach-art, music, physical education	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Students have another outlet to excel other than academics.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
By doing hands on projects, students are better able to understand the material They are also able to show individual creativity.	False
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	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Students with disabilities do not meet the statewide goal for academic achievement- proficient/advanced on PSSAs in the area of ELA	True
White student group does not meet the statewide goal for academic achievement- proficient/advanced on PSSA Mathematics/Algebra I	False
According to PVAAS, students who enter our junior/senior high school from our elementary school are achieving below the State NCE average for achievement	False
Overall, we are not meeting the needs of our students and performance is decreasing per the Future Ready PA Index.	True
8th grade students are not showing consistent growth at the local assessment level. Growth that is shown tends to be in small increments.	False
Our percent of advanced students decreased on the PSSA assessments.	True
Science standards are changing making it a challenging to ensure that students are assessed appropriately	True
Developing common assessments at the secondary level	True
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	False

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.	False
Our percent proficient or advanced on mathematics/algebra, according to Future Ready PA, is 24.2% which is 11.5% below the statewide average.	False
Our highest group of students is not meeting the expectations for growth per PVAAS.	False
Implementation of data driving instruction	False
NSE - Increase % of advanced student scores	False
Student's seeing art as non-essential or un-important to their learning is also a challenge.	False
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	False
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.	False
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.	False
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.	False
Guidance Counselor K-6, need additional counselors to meet student needs	False
SHIELD for 7-12	True
Full time or additional social worker	False
PSSA Proficient and Advanced numbers need to increase	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Ensure effective, standards-aligned curriculum and assessment	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
STEM	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.

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.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities do not meet the statewide goal for academic achievement-proficient/advanced on PSSAs in the area of ELA		False
SHIELD for 7-12	There needs to be a transition and continuation from the K-6 building	True
Our percent of advanced students decreased on the PSSA assessments.		False
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.	False
Ensure effective, standards-aligned curriculum and assessment		False
PSSA Proficient and Advanced numbers need to increase	Overall increase in growth and achievement needs to be a focus	True
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	True
Developing common assessments at the secondary level	We have been in discussion over a few years and now need to begin implementation.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular attendance is well above the on-track standard	Students are attending
Incorporation of study island into the curriculum assists teachers with assessing students on the standards	Provides teachers with sample test question strategies needed to meet the higher leveled questions
PVAAS projections assist with knowing students strengths and weaknesses when differentiating instruction and meeting individual needs during small group direct instruction - NSE.	
SHIELD program-closely monitor student data and target interventions to improve achievement K-6	Child study team has improved and has become more reliable over the past few years as a source of intervention.
Professional Development	Continue to focus on what was gained through our LFS strategies for improvement
Our academic growth score for mathematics/algebra, according to Future Ready PA, is 98.7, which is 22.4 points above state average growth.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Stakeholders need to work as a team to provide support for students to be successful

	Strategies that focus on individual groups of students to meet their specific needs.
	Continue to be educated on the new PA STEELS standards
	Common Assessments need to be implemented across the district and reinforced at the secondary level.

## Goal Setting

Priority: Common Assessments need to be implemented across the district and reinforced at the secondary level.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Common Assessments that include DOK 2 and 3 questions		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
During Observations (Formal and Walkthrough Observations) ask to see an assessment for the content being taught. Document and take note of overall DOK Level and standards matching instruction on 50% of assessments observed.	Teachers will bring content area assessments to faculty meetings and use this time to revise DOK Levels and Standards that are focused. The goal is to have 75% of the assessments with updated DOK and Standard focused questions included.	The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions.

Priority: Stakeholders need to work as a team to provide support for students to be successful

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
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.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
SHIELD Support Meetings		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The JSHS will align goals of 75% of SHIELD meetings to support students in being successful and reducing failing grades.	The JSHS will align goals of 90% of SHIELD meetings to support students in being successful and reducing failing grades	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.

Priority: Strategies that focus on individual groups of students to meet their specific needs.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
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.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Researched Based Strategies During Instruction		

Target Year 1	Target Year 2	Target Year 3
Incorporate 50% of the selected areas to focus on within daily lesson plans and instruction.	During the 24-25 school year, continue to incorporate 75% of the selected areas that administration will focus on in the researched based model.	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.

Priority: Continue to be educated on the new PA STEELS standards

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
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.			
Measurable Goal Nickname (35 Character Max)			
PA STEELS Standards			
Target Year 1	Target Year 2	Target Year 3	
Revise 50% of content and grade level assessments within the curriculum maps to reflect key concepts of the PA STEELS Standards with the current standards for each grade level.	Revise 75% content and grade level assessments to reflect the skills and concepts that will be a focus on state assessments and measuring the skills of the 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 Plan

### Measurable Goals

Common Assessments that include DOK 2 and 3 questions	SHIELD Support Meetings
Researched Based Strategies During Instruction	PA STEELS Standards

### Action Plan For: Learning Focused Strategies

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions.</li> <li>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.</li> <li>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.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Administration will select 1 to 2 Learning Focused strategies to be a focus each marking period.		2024-03-01	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
educational Leadership Team	Danielson Framework, PAETEP, DSP, Frameworks for Educators, List of strategies and Lesson Plan Goals.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers will be incorporating at least 2 Learning Focused strategies each marking period.	Educational Leadership Team, Teachers, Evaluations and walk through observations, at least 1 time during the year.

### Action Plan For: SHIELD Support

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>

Action Step		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		2024-03-01	2026-02-



can fail. Observe other SHIELD Teams at the elementary level so that they include smooth transitions and are similar in goals.			27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Psychologist, Principal, Assistant Principal, JSHS Dean	Data, Flow Chart, Accommodation Resources,	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Data teams that use data to make instructional decisions that in turn support students to be successful.	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.

### Action Plan For: Common Assessments that Include DOK Levels

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The North Schuylkill School District will have at least 85% of classroom assessments revised to include DOK 2 and 3 questions.</li> </ul>

Action Step		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.		2024-01-08	2025-01-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum	DOK Resources and Classroom Assessments	No	No
Action Step		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.		2025-08-08	2026-12-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum	PDE SAS Assessments, DOK Resources	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Classroom assessments will be adjusted to include more Level 2 and level 3 questioning.	Discussions about assessments during formal observations and also during curriculum map reviews with the Educational Leadership team.

## Action Plan For: Incorporate PA STEELS Standards

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Attend Professional Development on the new PA STEEL Standards		2023-10-09	2024-01-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum	PDE SAS, PA STEELS Hub, etc.	Yes	No
Action Step		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.		2024-01-08	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum, Principals	PDE SAS, PA STEEL Hub, Curriculum Corner, and Mystery Science Website on Discovery Education.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will be confident with incorporating the new PA STEEL Standards, as well as resources within their Science Curriculum.	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.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
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.
Incorporate PA STEELS Standards	Attend Professional Development on the new PA STEEL Standards

### Researched Based Strategies - LFS Mini Books

Action Step		
<ul style="list-style-type: none"><li>Administration will select 1 to 2 Learning Focused strategies to be a focus each marking period.</li></ul>		
Audience		
All Classroom Teachers and Principals		
Topics to be Included		
Lesson Plans, Essential Questions, Standards, Activating Strategy		
Evidence of Learning		
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.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2023-08-15	2025-06-01

### Learning Format

Type of Activities	Frequency
Book study	Monthly Faculty Meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"><li>1c: Setting Instructional Outcomes</li><li>1e: Designing Coherent Instruction</li><li>1f: Designing Student Assessments</li><li>3c: Engaging Students in Learning</li></ul>	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

### Common Assessments that Include DOK 2 and 3 Questions

Action Step
<ul style="list-style-type: none"><li>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.</li></ul>
Audience

All Teachers K-12		
<b>Topics to be Included</b>		
PDE SAS, DOK Resources		
<b>Evidence of Learning</b>		
Meaningful Assessments that include Level 2 and 3 DOK Levels within questions.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Curriculum Director and IU Personnel	2023-12-01	2026-05-08

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	During selected Common Planning Time
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

Communications Activities

PA STEELS Standards					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"><li>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.</li></ul>	Teachers and Stakeholders	PA STEEL Standards, PDE SAS PA STEELS Hub, etc.	Director of Curriculum	08/19/2024	08/17/2026
Communications					
Type of Communication			Frequency		
Letter			Yearly		
Posting on district website			Yearly		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>Comprehensive Plan Affirmation Statement 12-6-2023.pdf</li></ul>

Chief School Administrator	Date
Robert J. Ackell	2024-07-01