

**NORTHERN POTTER JSHS**

763 Northern Potter Road

TSI Title 1 School Plan | 2021 - 2022

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**VISION FOR LEARNING**

Students will demonstrate achievement and growth in tested subject areas.

## STEERING COMMITTEE

Name	Position	Building/Group
Michael Grimes	School Board President	Northern Potter School District
Nate Jones	Superintendent	Northern Potter School District
Wendy Bailey	Jr./Senior High School Principal & Director of Special Education	Northern Potter Jr./Sr. High School
Kevin Roessner	Guidance Counselor	Northern Potter Jr./Sr. High School
Brian McCorkle	School Improvement Team Member & Math Teacher	Northern Potter Jr./Sr. High School
Courtney McCorkle	School Improvement Team Member & Special Education TeacherTeacher	Northern Potter Jr./Sr. High School
Georgie McCutcheon	School Improvement Team Member & ScienceTeacher	Northern Potter Jr./Sr. High School
Amanda Pomeroy	School Improvement Team Member, ELA Teacher, & Parent	Northern Potter Jr./Sr. High School
Brittany Bender	Social Studies Teacher & School Improvement Team Member	Northern Potter Jr./Sr. High School
Deb Hamilton	Parent & MS Teacher	Northern Potter Jr./Sr. High School
Anne Marie Cady	Community Representative & Parent	Northern Potter Jr./Sr. High School
Hannah Bailey	High School Student	Northern Potter Jr./Sr. High School
Emma Bailey	Middle School Student	Northern Potter Jr./Sr. High School

Name

Position

Building/Group

Marion Hamilton

Middle School Student

Northern Potter Jr./Sr. High School



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to utilize data to drive instruction within PLCs to identify and remediate/strengthen student achievement and growth.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
We need to provide more interventions for students through extra remediation and tutorial experiences.	Essential Practices 3: Provide Student-Centered Support Systems
We need to encourage and support regular attendance by providing a SAIP for chronic absences.	Regular Attendance Regular Attendance
We need to examine existing curriculum to ensure power standards are incorporated through PLC work.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy

Formation of Professional Learning Communities

**Measurable Goals**

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Conducting Benchmark Testing	Teachers will administer benchmark testing (CDTs) to determine current levels of student performance.
PLC Data Driven Intervention	Teachers will review and utilize CDT/past state assessment data within PLCs to target intervention to specific student groups.
Horizontal Curricular Alignment	Teacher need to review and align their curriculum to PA Common Core Standards striving for horizontal alignment.
Vertical Curricular Alignment	Within PLCs, teacher need to review, collaborate, align, and revise their curriculum to PA Common Core Standards striving for vertical alignment across grade levels.
Intervention Collaboration	The faculty needs to collaborate on multi-tiered supports for students and implement interventions.
SAIP Implementation	We will celebrate through recognition of students that have met attendance targets within the SAIP process
Improved Attendance Recognition	We will monitor and recognize the improvement of attendance by contacting families/students of the improvement.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Departmental/Grade Level/Data/Attendance PLCS need to be formed.	2021-08-25 - 2022-05-27	Wendy Bailey-Principal Department Chairperson	Time to collaborate

### Anticipated Outcome

Utilization of collaboration time to align curriculum and identify groups for intervention.

### Monitoring/Evaluation

Monthly faculty meetings

### Evidence-based Strategy

SAIP Team

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SAIP Implementation	We will celebrate through recognition of students that have met attendance targets within the SAIP process
Improved Attendance Recognition	We will monitor and recognize the improvement of attendance by contacting families/students of the improvement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of SAIP Team to assist in identifying students that are truant.	2021-08-25 - 2022-05-27	Wendy Bailey-Principal	Guides for developing plans Team is needed.

**Anticipated Outcome**

Improved attendance and recognition of improvement

**Monitoring/Evaluation**

Weekly attendance checks SAIP implementation

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will administer benchmark testing (CDTs) to determine current levels of student performance. (Conducting Benchmark Testing)	Formation of Professional Learning Communities	Departmental/Grade Level/Data/Attendance PLCS need to be formed.	08/25/2021 - 05/27/2022
Teachers will review and utilize CDT/past state assessment data within PLCs to target intervention to specific student groups. (PLC Data Driven Intervention)			
Teacher need to review and align their curriculum to PA Common Core Standards striving for horizontal alignment. (Horizontal Curricular Alignment)			
Within PLCs, teacher need to review, collaborate, align, and revise their curriculum to PA Common Core Standards striving for vertical alignment across grade levels. (Vertical Curricular Alignment)			
The faculty needs to collaborate on multi-tiered supports for students and implement interventions. (Intervention Collaboration)			
We will celebrate through recognition of students that have met attendance targets within the SAIP process (SAIP Implementation)			
We will monitor and recognize the improvement of attendance by contacting families/students of the improvement. (Improved Attendance Recognition)			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will celebrate through recognition of students that have met attendance targets within the SAIP process (SAIP Implementation)	SAIP Team	Development of SAIP Team to assist in identifying students that are truant.	08/25/2021 - 05/27/2022
We will monitor and recognize the improvement of attendance by contacting families/students of the improvement. (Improved Attendance Recognition)			

## 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.

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School Board Minutes or Affirmation Statement

2021-09-13

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

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Superintendent/Chief Executive Officer

Nate Jones

2021-09-13

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School Improvement Facilitator Signature

Wendy J. Bailey

2021-09-13

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Building Principal Signature

Wendy J. Bailey

2021-09-13

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

College and Career Measures: Industry Based Learning

College and Career Measures: High School Graduation Rate 4-Year Cohort

College and Career Measures: Rigorous Courses of Study

State Performance Measures: ELA/Literature & Science Proficient or Advanced on PA State Assessments

CTC provides opportunities for students to learn a trade before graduation.

Co-op work opportunities encourages students to stay in school while having an opportunity to work.

Continue career inventories

Utilizing CDTs to measure achievement and growth over time within student groups.

Formative Assessment training has been completed.

Professional Learning Communities have been created.

### Challenges

On Track Measures: Regular Attendance

State Performance Measures: Mathematics/Algebra Proficient or Advanced on PA State Assessments

State Performance Measures: Mathematics/Algebra Meeting Annual Academic Growth Expectations

State Performance Measures: ELA/Literature Meeting Annual Academic Growth Expectations

Improved attendance

Complete student portfolios

Improved student attendance

Curriculum Alignment (vertical & horizontal)

Scheduling-longer periods in the middle school for Reading & Writing

Utilize a Student Performance Spreadsheet to identify "on the bubble" students within PLCs.

## Strengths

Remediation Period (iPeriod) has been scheduled each day.

Utilizing CDTs to measure achievement and growth over time within student groups.

Formative Assessment training has been completed.

Professional Learning Communities have been created.

Remediation Period (iPeriod) has been scheduled each day.

Utilizing CDTs to measure achievement and growth over time within student groups.

Formative Assessment training has been completed.

Professional Learning Communities have been created.

Remediation Period (iPeriod) has been scheduled each day.

Inclusive practices are in place and students are supported within the classes.

Students are in the LRE for the majority of their day.

Progress Monitoring is completed on students with IEPs.

Foster Quality Professional Learning- The staff has completed many different professional learning opportunities across the state

## Challenges

Improved student attendance

Scheduling-longer periods in the middle school for Math

Curriculum Alignment (vertical & horizontal)

Utilize a Student Performance Spreadsheet to identify "on the bubble" students within PLCs.

Improved student attendance

Curriculum Alignment (vertical & horizontal)

Utilize a Student Performance Spreadsheet to identify "on the bubble" students.

Need to offer more advanced science courses and better rotation of courses

Improve school attendance

Improve participation in completing benchmark assessments (CDTs)

Focus on Continuous Improvement of Instruction-all areas

Provide Student Centered Support Systems- Implement an evidence-based system of schoolwide positive behavior interventions and supports \* Implement a multi-tiered system of

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**Strengths**

and the country.

Provide Student Centered Support Systems- Promote and sustain a positive school environment.

Provide Student Centered Support Systems-Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Empower Leadership-Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Empower Leadership-Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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**Most Notable Observations/Patterns**

More instructional time in tested subject areas Use data to drive instruction More PLC time is needed

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**Challenges**

supports for academics and behavior \* Implement evidence-based strategies to engage families to support learning \*

Empower Leadership- Foster a culture of high expectations for success for all students, educators, families, and community members \* Collectively shape the vision for continuous improvement of teaching and learning \*

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Challenges	Discussion Point	Priority for Planning
On Track Measures: Regular Attendance	Rural location, Covid closure, lack of family support in education	
State Performance Measures: Mathematics/Algebra Proficient or Advanced on PA State Assessments		
State Performance Measures: Mathematics/Algebra Meeting Annual Academic Growth Expectations		
State Performance Measures: ELA/Literature Meeting Annual Academic Growth Expectations		
Scheduling-longer periods in the middle school for Math		
Focus on Continuous Improvement of Instruction-all areas	All areas need improving in this category.	
Provide Student Centered Support Systems- Implement an evidence-based system of schoolwide positive behavior interventions and supports * Implement a multi-tiered system of supports for academics and behavior * Implement evidence-based strategies to engage families to support learning *	SWPBIS is needed throughout the whole building.	
Empower Leadership- Foster a culture of high expectations for success for all students, educators, families, and community members * Collectively shape the vision for continuous improvement of teaching and learning *		

**Challenges****Discussion Point****Priority for Planning**

Curriculum Alignment (vertical & horizontal)

Vertical alignment must be a priority.

Scheduling-longer periods in the middle school for Reading & Writing

Utilize a Student Performance Spreadsheet to identify "on the bubble" students within PLCs.

Improve participation in completing benchmark assessments (CDTs)



## ADDENDUM B: ACTION PLAN

### Action Plan: Formation of Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
Departmental/Grade Level/Data/Attendance PLCS need to be formed.	08/25/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Monthly faculty meetings	Utilization of collaboration time to align curriculum and identify groups for intervention.

Material/Resources/Supports Needed	PD Step
Time to collaborate	yes

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**Action Plan: SAIP Team**

Action Steps	Anticipated Start/Completion Date
Development of SAIP Team to assist in identifying students that are truant.	08/25/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Weekly attendance checks SAIP implementation	Improved attendance and recognition of improvement
Material/Resources/Supports Needed	PD Step
Guides for developing plans Team is needed.	yes

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**ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will administer benchmark testing (CDTs) to determine current levels of student performance. (Conducting Benchmark Testing)	Formation of Professional Learning Communities	Departmental/Grade Level/Data/Attendance PLCS need to be formed.	08/25/2021
Teachers will review and utilize CDT/past state assessment data within PLCs to target intervention to specific student groups. (PLC Data Driven Intervention)			-
Teacher need to review and align their curriculum to PA Common Core Standards striving for horizontal alignment. (Horizontal Curricular Alignment)			05/27/2022
Within PLCs, teacher need to review, collaborate, align, and revise their curriculum to PA Common Core Standards striving for vertical alignment across grade levels. (Vertical Curricular Alignment)			
The faculty needs to collaborate on multi-tiered supports for students and implement interventions. (Intervention Collaboration)			
We will celebrate through recognition of students that have met attendance targets within the SAIP process (SAIP Implementation)			
We will monitor and recognize the improvement of attendance by contacting families/students of the improvement. (Improved Attendance Recognition)			
We will celebrate through recognition of students that have met attendance targets within the SAIP process (SAIP Implementation)	SAIP Team	Development of SAIP Team to assist in identifying students that are truant.	08/25/2021
We will monitor and recognize the improvement of attendance by contacting families/students of the improvement. (Improved Attendance Recognition)			-
			05/27/2022

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLC Formation	All staff	Tested Subject Areas, Intervention, Attendance, Data driven decision making

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful formation of PLCs	08/25/2021 - 05/27/2022	Wendy Bailey-Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
SAIP Creation and Implementation	SAIP Team	How to identify and track truant students How to devise a plan

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Creation and implementation of the SAIP

08/25/2021 - 05/27/2022

Wendy Bailey-Principal

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

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

4c: Communicating with Families

Teaching Diverse Learners in an Inclusive Setting

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
After approval of plan by the school board, the plan will be posted to the district webpage and review during a future parent night.	Intervention and targeted support for tested subject areas.	School website Board meeting minutes	All district stakeholders	Approval of plan at September School Board meeting Posted on the website after approval at September board meeting



## Northern Potter Jr./Sr. High School

745 Northern Potter Road Ulysses, PA 16948

### Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Northern Potter School District reviewed and approved the plan(s) at the following Board Meeting, held on **September 13, 2021**. The plan was approved by a vote of **7 (yes)** and **0 (no)**.

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s)

*List school name and plan type on the next page.*



Affirmed on this 13th day of September, 2021

By:  (Signature of Board President)

Michael G. Gentry (Print Name)

Northern Potter Board of Education

<u>School Name</u>	<u>Plan Type</u>
Northern Potter Jr./Sr. High School	TSl-Title I

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I