

**NESHAMINY HS**

2001 Old Lincoln Hwy

TSI non-Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

The Neshaminy community builds futures by empowering each child to become a productive citizen and a lifelong learner. Children are the future. All people can learn. All people have worth. A quality education is a right.

## STEERING COMMITTEE

[illegible]

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Neshaminy High School will improve attendance for students with disabilities by implementing a more systematic approach to monitoring and intervening with attendance concerns.	Regular Attendance
Neshaminy High School will identify appropriate assessments and interventions to support literacy in our reading and language arts programs.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Attendance Accountability	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	By the end of the 2024 school year students identified with disabilities will regularly attend Neshaminy High School at a rate of 72% as measured by average daily attendance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Implement attendance monitoring system	2023-09-01 - 2024-06-30	Mr. Steve Garstka: Neshaminy High School Prinicpal	robocalls (via phone, text)
Implement SEL strategies	2023-09-01 - 2024-06-30	Stacy Potter: Instructional Coach	SEL programs exploration and piloted during 23-24 school year.
Strengthen family and community engagement	2023-09-01 - 2024-06-30	Rachel Murray: Supervisor of Special Education	outside agency resources for parent training

<b>Anticipated Outcome</b>			
Improved attendance evidenced by daily rates improving			

<b>Monitoring/Evaluation</b>			
Administration team/attendance secretaries: examining attendance data weekly			

<b>Evidence-based Strategy</b>			
Implement research based assessments and interventions to improve ELA Keystone scores			

<b>Measurable Goals</b>	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA/Reading	By June 30th 2024, 90% of all students will meet or exceed their individual growth targets as predicted for the end of the year assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Special Education Teachers k-12 will participate in structured literacy training	2023-09-01 - 2023-06-30	Assistant Superintendent of Elementary Education: Michelle Burkholder	AIM institute trainers
Utilize new research based assessments to develop legally defensible IEPs	2023-09-01 - 2023-06-30	Rachel Murray: Supervisor of Special Education	CORE reading assessments IREADY diagnostic IU Program and Training Specialist Support
<b>Anticipated Outcome</b>			
Improved ELA Keystone scores and IEP goal progress			
<b>Monitoring/Evaluation</b>			
Administration (Principals, Curriculum Supervisors, Special Education Supervisors): quarterly monitoring of IEP goal progress, annual Keystone score review.			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year students identified with disabilities will regularly attend Neshaminy High School at a rate of 72% as measured by average daily attendance. (Attendance )	Attendance Accountability	Implement attendance monitoring system	09/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30th 2024, 90% of all students will meet or exceed their individual growth targets as predicted for the end of the year assessment. (ELA/Reading )	Implement research based assessments and interventions to improve ELA Keystone scores	Special Education Teachers k-12 will participate in structured literacy training	09/01/2023 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30th 2024, 90% of all students will meet or exceed their individual growth targets as predicted for the end of the year assessment. (ELA/Reading )	Implement research based assessments and interventions to improve ELA Keystone scores	Utilize new research based assessments to develop legally defensible IEPs	09/01/2023 - 06/30/2023



## 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).**

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Proficient or Advanced on Pennsylvania State Assessments: English/Language Arts

Proficient or Advanced on Pennsylvania State Assessments: Math

Consistent Achieve 3000 use and growth

Overall school data regarding career readiness close to the state average

n/a

Consistent assessment via GMADE

Achieve 3000 data shows Lexile growth throughout the 2022-2023 school year

Career Standards Benchmark for students with disabilities is close to building wide percentage

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically \*

### Challenges

Regular attendance for students with disabilities

Achievement: Math and LEA combined for students with disabilities

Differentiated reading/language arts instruction to support structured literacy

Student attendance is affecting ability to complete career readiness and achievement across ELA/Math

Improve reading/writing skills to be able to access grade level content

Use of consistent math interventions and assessments for students with disabilities

COVID closures, hybrid schedules and lenient attendance policies affected regular attendance for students with disabilities

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

Foster a culture of high expectations for success for all students,

### Strengths

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Provide frequent, timely, and systematic feedback and support on instructional practices

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### Challenges

educators, families, and community members

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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### Most Notable Observations/Patterns

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Challenges	Discussion Point	Priority for Planning
Regular attendance for students with disabilities	-Insufficient centralized procedure to alert families of student absences - COVID-19 data from 20-21 -Inconsistent consequences for non-attendees	✓
Student attendance is affecting ability to complete career readiness and achievement across ELA/Math		
Differentiated reading/language arts instruction to support structured literacy	-Lack of assessment and intervention to support students with reading disabilities -Lack of training in structured literacy instruction -Concern with personnel to support students with disabilities in regular education classes	✓
Use of consistent math interventions and assessments for students with disabilities		

# ADDENDUM B: ACTION PLAN

## Action Plan: Attendance Accountability

Action Steps	Anticipated Start/Completion Date
Implement attendance monitoring system	09/01/2023 - 06/30/2024
Monitoring/Evaluation	Anticipated Output
Administration team/attendance secretaries: examining attendance data weekly	Improved attendance evidenced by daily rates improving
Material/Resources/Supports Needed	PD Step
robocalls (via phone, text)	yes

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Action Steps	Anticipated Start/Completion Date
Implement SEL strategies	09/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Administration team/attendance secretaries: examining attendance data weekly	Improved attendance evidenced by daily rates improving

Material/Resources/Supports Needed	PD Step
SEL programs exploration and piloted during 23-24 school year.	no

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Action Steps	Anticipated Start/Completion Date
Strengthen family and community engagement	09/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Administration team/attendance secretaries: examining attendance data weekly	Improved attendance evidenced by daily rates improving

Material/Resources/Supports Needed	PD Step
outside agency resources for parent training	no

**Action Plan: Implement research based assessments and interventions to improve ELA Keystone scores**



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

Special Education Teachers k-12 will participate in structured literacy training

09/01/2023 - 06/30/2023

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

Administration (Principals, Curriculum Supervisors, Special Education Supervisors): quarterly monitoring of IEP goal progress, annual Keystone score review.

Improved ELA Keystone scores and IEP goal progress

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

AIM institute trainers

yes

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Action Steps	Anticipated Start/Completion Date
Utilize new research based assessments to develop legally defensible IEPs	09/01/2023 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Administration (Principals, Curriculum Supervisors, Special Education Supervisors): quarterly monitoring of IEP goal progress, annual Keystone score review.	Improved ELA Keystone scores and IEP goal progress

Material/Resources/Supports Needed	PD Step
CORE reading assessments IREADY diagnostic IU Program and Training Specialist Support	yes

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## **ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year students identified with disabilities will regularly attend Neshaminy High School at a rate of 72% as measured by average daily attendance. (Attendance )	Attendance Accountability	Implement attendance monitoring system	09/01/2023 - 06/30/2024
By June 30th 2024, 90% of all students will meet or exceed their individual growth targets as predicted for the end of the year assessment. (ELA/Reading )	Implement research based assessments and interventions to improve ELA Keystone scores	Special Education Teachers k-12 will participate in structured literacy training	09/01/2023 - 06/30/2023
By June 30th 2024, 90% of all students will meet or exceed their individual growth targets as predicted for the end of the year assessment. (ELA/Reading )	Implement research based assessments and interventions to improve ELA Keystone scores	Utilize new research based assessments to develop legally defensible IEPs	09/01/2023 - 06/30/2023

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Faculty meeting review of attendance systems and policies	All staff at NHS	Review of how attendance will be monitored via automated system Teacher responsibilities for reporting attendance Special Education case managers responsibilities for addressing attendance via the IEP	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
More accurate reporting of attendance Increased documentation of attendance interventions and plans via IEPs		09/01/2023 - 06/30/2024	NHS adminstration
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Indicator 13 Effective Practices in Transition Training	

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Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy AIM trainings	Special Education Teachers	Professional learning for special education teachers focused on structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading: -phonemic awareness -phonics - vocabulary -fluency -comprehension

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved instruction in areas of structured literacy and IEP goal progress	09/01/2023 - 06/20/2024	Assistant Superintendent of Elementary Education: Michelle Burkholder

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Exploration of research based assessments for ELA	Special education teachers	-training in iReady diagnostic to be implemented - training and review of CORE reading assessment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
improved IEP goal data improved IEP present levels	09/01/2023 - 11/30/2023	Rachel Murray

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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