

Shamokin Area Intermediate Sch

ATSI non-Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Shamokin Area School Intermediate		116496503
Address 1		
3000 W State Street		
Address 2		
City	State	Zip Code
Coal Township	Pennsylvania	17866
Chief School Administrator		Chief School Administrator Email
Chris J. Venna		cvenna@indians.k12.pa.us
Principal Name		
Jennifer Neary		
Principal Email		
jneary@indians.k12.pa.us		
Principal Phone Number		Principal Extension
15706485752		2712
School Improvement Facilitator Name		School Improvement Facilitator Email
Anthony Serafini		aserafini@csiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Sherry Glosek	Supervisor of Special Education	Shamokin Area School District	sgloseck@indians.k12.pa.us
Jennifer Neary	Principal	Shamokin Area Intermediate School	jneary@indians.k12.pa.us
Robert Ryder	Title One Remedial Reading Teacher	Shamokin Area Elementary School	rryder@indians.k12.pa.us
Jennifer Stoshack	5th Grade Intermediate Teacher	Shamokin Area Intermediate School	jstoshack@indians.k12.pa.us
Douglas Kase	6th Grade Intermediate Teacher	Shamokin Area Intermediate School	dkase@indians.k12.pa.us
Christa Carl	5th/6th Grade Life Skills Teacher	Shamokin Area Intermediate School	ccarl@indians.k12.pa.us
Anthony Carnuccio	Elementary & Intermediate School Assistant Principal	Shamokin Area Intermediate School	acarnuccio@indians.k12.pa.us
Laura Fetterman	Other	School Counselor	lfetterman@indians.k12.pa.us
Chris Venna	Chief School Administrator	Superintendent	cvenna@indians.k12.pa.us
Brian Persing	Board Member	President of School Board	b_persing@yahoo.com
Jessica Portzline	Community Member	Community	jessportz@yahoo.com
Lisa Firing	Community Member	Business	Lisp2399@gmail.com
Jennifer Waltman	Other	IU Facilitator	jwaltman@csiu.org
Anthony Serafini	Other	IU Facilitator	aserafini@csiu.org
Jessica Wolfgang	Parent	PTO	jabridy3@yahoo.com

Vision for Learning

Vision for Learning

All students attending Shamokin Area Elementary/Intermediate School will acquire the learning skills needed to communicate effectively and be respectful, productive, and responsible citizens in society. Each student will be prepared for success in the middle school and beyond. All staff will be role models and support students in reaching their fullest potential.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	True 5	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

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

Strengths

Indicator Future Ready Index Attendance Measure ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations According to the 2020-2021 Regular Attendance Data, the Students with Learning Disabilities group improved attendance by 4.2%.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups White	Comments/Notable Observations According to the 2021-2022 PVAAS Data, The white subgroup is meeting the annual growth expectations in ELA. The white subgroup is performing at 5 units above the all student group in ELA.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups Hispanic	Comments/Notable Observations According to the 2021-2022 PVAAS Data, The hispanic subgroup is meeting the annual growth expectations in ELA. The hispanic subgroup is performing at 15 units above the all student group in ELA.

Challenges

Indicator Future Ready Index Attendance	Comments/Notable Observations According to the 2021-2022 Future Ready Index Attendance measures, Black and Hispanic students were
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Measure ESSA Student Subgroups African-American/Black, Hispanic	18.3% below the all student group for regular attendance and 43.5% below the state average for regular attendance.
Indicator Proficient or Advanced on Pennsylvania State Assessments (ELA) ESSA Student Subgroups Hispanic, Students with Disabilities	Comments/Notable Observations According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 22.4% below the all student group and 33.6% below the state average in ELA. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7.9% below the all student group and 19.1% below the state average in ELA.
Indicator Proficient or Advanced on Pennsylvania State Assessments (Math) ESSA Student Subgroups Hispanic, Students with Disabilities	Comments/Notable Observations According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 12.7% below the all student group and 28.9% below the state average in Math. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7% below the all student group and 23.2% below the state average in Math.

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.

According to the 2020-2021 Regular Attendance Data, the Students with Learning Disabilities group improved attendance by 4.2%.
According to the 2021-2022 PVAAS Data, The white subgroup is meeting the annual growth expectations in ELA. The white subgroup is performing at 5 units above the all student group in ELA.
According to the 2021-2022 PVAAS Data, The hispanic subgroup is meeting the annual growth expectations in ELA. The hispanic subgroup is performing at 15 units above the all student group in ELA.

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.

According to the 2021-2022 Future Ready Index Attendance measures, Black and Hispanic students were 18.3% below the all student group for regular attendance and 43.5% below the state average for regular attendance.

According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 22.4% below the all student group and 33.6% below the state average in ELA. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7.9% below the all student group and 19.1% below the state average in ELA.

According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 12.7% below the all student group and 28.9% below the state average in Math. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7% below the all student group and 23.2% below the state average in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady	According to the iReady data, In grades 5-6 students went from 55% of students performing at 2 or more levels below their grade to 50% of students performing at 2 or more levels below their grade in ELA.

English Language Arts Summary

Strengths

According to the iReady data, in grades 5-6, students went from 18% of students performing on or above their grade to 25% of students performing on or above their grade in ELA.
According to the iReady data, in grades 5-6, students went from 55% of students performing at 2 or more levels below their grade to 50% of students performing at 2 or more levels below their grade in ELA.

Challenges

According to the iReady data, 75% of students are operating below grade level in ELA.

Mathematics

Data	Comments/Notable Observations
iReady	According to the iReady data, In grades 5-6 students went from 53% of students performing at 2 or more levels below their grade to 36% of students performing at 2 or more levels below their grade in Math.

Mathematics Summary

Strengths

According to the iReady data, In grades 5-6 students went from 53% of students performing at 2 or more levels below their grade to 36% of students performing at 2 or more levels below their grade in Math.
According to the iReady data, in grades 5-6, students went from 10% of students performing on or above their grade to 29% of students performing on or above their grade in Math.

Challenges

According to the iReady data, 70% of students are operating below grade level in Math.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Not Applicable	Not Applicable

Science, Technology, and Engineering Education Summary

Strengths

Students in Grades 5th and 6th received the Agriculture Science Lab enrichment program one time during the 2022-2023 school year., Students in 5th grade go to Camp Victory for a field trip. They engage in many science and nature activities. The 5th and 6th grade students have science class in their schedule daily.

Challenges

Previously the time designated for science was split between science and social studies, however, this year a time slot has been fully dedicated to science and one to social studies. The challenge is the time commitment to having two separate times dedicated in the schedule.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	The all student group exceeded the performance standard by 1.4% according to the 2021-2022 Future Ready Index Data Career Benchmarks Standard.

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

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.

The all student group exceeded the performance standard by 1.4% according to the 2021-2022 Future Ready Index Data.

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.

Due to Transient populations and New Students; not all students have completed the Smart Futures Program Requirements.
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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
i Ready	According to the 2022-2023 i Ready data, there was a 5% increase of 5th grade students with disabilities that were proficient or advanced in Math. According to the 2022-2023 i Ready data, there was an 8% of 6th grade students with disabilities that were proficient or advanced in Math. According to the 2022-2023 i Ready data, there was no increase of 5th grade students with disabilities that were proficient or advanced in ELA. According to the 2022-2023 i Ready data, there was a 4% of 6th grade students with disabilities that were proficient or advanced in ELA. (Not all students are added into the system for special education as of 4/21/23)

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	

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.

According to the 2022-2023 i Ready data, the 5th grade Hispanic subgroup of students performing on or above grade level increased by 11% in ELA.
According to the 2022-2023 i Ready dataThe 6th grade Hispanic subgroup of students performing on or above grade level increased by 9% in ELA.
According to the 2022-2023 i Ready data, the 5th grade Hispanic subgroup of students performing on or above grade level increased by 16% in Math.
According to the 2022-2023 i Ready dataThe 6th grade Hispanic subgroup of students performing on or above grade level increased by 23% in Math.

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.

According to the 2022-2023 i Ready data, the 5th and 6th grade Hispanic subgroup has a higher percentage of students who are performing at 2 or more grade levels below their grade level in ELA.
According to the 2022-2023 i Ready data, the 5th and 6th grade Hispanic subgroup has a higher percentage of students who are performing at 2 or more grade levels below their grade level in Math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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.
Implement evidence-based strategies to engage families to support learning.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Continuously monitor implementation of the school improvement plan and adjust as needed.

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
According to the 2020-2021 Regular Attendance Data, the Students with Learning Disabilities group improved attendance by 4.2%.	False
According to the 2021-2022 PVAAS Data, The white subgroup is meeting the annual growth expectations in ELA. The white subgroup is performing at 5 units above the all student group in ELA.	True
According to the 2021-2022 PVAAS Data, The hispanic subgroup is meeting the annual growth expectations in ELA. The hispanic subgroup is performing at 15 units above the all student group in ELA.	True
According to the iReady data, in grades 5-6, students went from 18% of students performing on or above their grade to 25% of students performing on or above their grade in ELA.	True
According to the iReady data, in grades 5-6, students went from 55% of students performing at 2 or more levels below their grade to 50% of students performing at 2 or more levels below their grade in ELA.	False
Align curricular materials and lesson plans to the PA Standards.	True
According to the 2022-2023 i Ready data, the 5th grade Hispanic subgroup of students performing on or above grade level increased by 11% in ELA.	True
According to the 2022-2023 i Ready dataThe 6th grade Hispanic subgroup of students performing on or above grade level increased by 9% in ELA.	True
According to the iReady data, In grades 5-6 students went from 53% of students performing at 2 or more levels below their grade to 36% of students performing at 2 or more levels below their grade in Math.	True
According to the iReady data, in grades 5-6, students went from 10% of students performing on or above their grade to 29% of students performing on or above their grade in Math.	True
The all student group exceeded the performance standard by 1.4% according to the 2021-2022 Future Ready Index Data.	True
According to the 2022-2023 i Ready data, the 5th grade Hispanic subgroup of students performing on or above grade level increased by 16% in Math.	True
According to the 2022-2023 i Ready dataThe 6th grade Hispanic subgroup of students performing on or above grade level increased by 23% in Math.	True
Foster a culture of high expectations for success for all students, educators, families, and community	True

members.	
Students in Grades 5th and 6th received the Agriculture Science Lab enrichment program one time during the 2022-2023 school year., Students in 5th grade go to Camp Victory for a field trip. They engage in many science and nature activities. The 5th and 6th grade students have science class in their schedule daily.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
Implement evidence-based strategies to engage families to support learning.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
According to the 2021-2022 Future Ready Index Attendance measures, Black and Hispanic students were 18.3% below the all student group for regular attendance and 43.5% below the state average for regular attendance.	True
According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 22.4% below the all student group and 33.6% below the state average in ELA. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7.9% below the all student group and 19.1% below the state average in ELA.	True
According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 12.7% below the all student group and 28.9% below the state average in Math. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7% below the all student group and 23.2% below the state average in Math.	True
According to the iReady data, 75% of students are operating below grade level in ELA.	True
According to the iReady data, 70% of students are operating below grade level in Math.	True
According to the 2022-2023 i Ready data, the 5th and 6th grade Hispanic subgroup has a higher percentage of students who are performing at 2 or more grade levels below their grade level in ELA.	False
According to the 2022-2023 i Ready data, the 5th and 6th grade Hispanic subgroup has a higher percentage of students who are performing at 2 or more grade levels below their grade level in Math.	False
Due to Transient populations and New Students; not all students have completed the Smart Futures Program Requirements.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and	False

needs of the school community.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	True
Previously the time designated for science was split between science and social studies, however, this year a time slot has been fully dedicated to science and one to social studies. The challenge is the time commitment to having two separate times dedicated in the schedule.	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 most notable patterns and observations are that the Economically Disadvantaged and Students with Disabilities are affected by Regular Attendance, Behavioral Concerns, and Lack of Social/Emotional Supports. Due to Covid-19, many of the challenges we have faced were more apparent. We continued to follow the plan from the 2020-2021 school year to improve in-person attendance. Attendance from 2019-2020 improved to 69.6% from 66.3% in 2018-2019. Regular attendance dropped to 57.0% during the 2020-2021 school year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Implement a multi-tiered system of supports for academics and behavior.	Factors--- High Learning Deficits Attendance Attitudes Behaviors Parenting Styles Lack of Parent/Home Support Leadership conflicts Behaviors and attitudes Parents or Home Support High Learning Deficits Transient Causes--- – Lack of Learning support staff or services LS are not trained in intervention programs they are using No admin check-ups Lack of foundational skills Lack of value for education	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Factors--- High Learning Deficits Attendance Attitudes Behaviors Parenting Styles Lack of Parent/Home Support Leadership conflicts Behaviors and attitudes Parents or Home Support High Learning Deficits Transient Causes--- – Lack of Learning support staff or services LS are not trained in intervention programs they are using No admin check-ups Lack of foundational skills Lack of value for education	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	Factors--- High Learning Deficits Attendance Attitudes Behaviors Parenting Styles Lack of Parent/Home Support Leadership conflicts Behaviors and attitudes Parents or Home Support High Learning Deficits Transient Causes--- – Lack of Learning support staff or services LS are not trained in intervention programs they are using No admin check-ups Lack of foundational skills Lack of value for education	False
According to the 2021-2022 Future Ready Index Attendance measures, Black and Hispanic students were 18.3% below the all student group for regular attendance and 43.5% below the state average for regular attendance.		False
According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 22.4% below the all student group and 33.6% below the state average in ELA. According to		False

the 2021-2022 Future Ready Index Data, The Hispanic Students were 7.9% below the all student group and 19.1% below the state average in ELA.		
According to the 2021-2022 Future Ready Index Data, The Students with disabilities was 12.7% below the all student group and 28.9% below the state average in Math. According to the 2021-2022 Future Ready Index Data, The Hispanic Students were 7% below the all student group and 23.2% below the state average in Math.		False
According to the iReady data, 75% of students are operating below grade level in ELA.		False
According to the iReady data, 70% of students are operating below grade level in Math.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
According to the 2022-2023 i Ready data, the 5th grade Hispanic subgroup of students performing on or above grade level increased by 11% in ELA.	This subgroups is preforming lower in other buildings in the district. This is a postitive for the intermediate school.
According to the 2022-2023 i Ready dataThe 6th grade Hispanic subgroup of students performing on or above grade level increased by 9% in ELA.	This subgroups is preforming lower in other buildings in the district. This is a postitive for the intermediate school.
According to the 2022-2023 i Ready data, the 5th grade Hispanic subgroup of students performing on or above grade level increased by 16% in Math.	This subgroups is preforming lower in other buildings in the district. This is a postitive for the intermediate school.
The all student group exceeded the performance standard by 1.4% according to the 2021-2022 Future Ready Index Data.	The students in the intermediate have exceeded the state standard for completing career benchmarks.
Align curricular materials and lesson plans to the PA Standards.	We have Wonders, ECRI and new math series Envision are PA state standards aligned.
Foster a culture of high expectations for success for all students, educators, families, and community members.	SEL curriculum, 7 Mindsets, is helping when done with fidelity.
According to the 2021-2022 PVAAS Data, The white subgroup is meeting the annual growth expectations in ELA. The white subgroup is performing at 5 units above the all student group in ELA.	This subgroups shows the largest margin of growth.

According to the 2021-2022 PVAAS Data, The hispanic subgroup is meeting the annual growth expectations in ELA. The hispanic subgroup is performing at 15 units above the all student group in ELA.	
According to the iReady data, in grades 5-6, students went from 18% of students performing on or above their grade to 25% of students performing on or above their grade in ELA.	
According to the iReady data, In grades 5-6 students went from 53% of students performing at 2 or more levels below their grade to 36% of students performing at 2 or more levels below their grade in Math.	
According to the iReady data, in grades 5-6, students went from 10% of students performing on or above their grade to 29% of students performing on or above their grade in Math.	
According to the 2022-2023 i Ready dataThe 6th grade Hispanic subgroup of students performing on or above grade level increased by 23% in Math.	This subgroups is preforming lower in other buildings in the district. This is a postitive for the intermediate school.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement a multi-tiered system of supports for academics and behavior.
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Goal Setting

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

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Data team meetings to complete the ATSI plan for the next school year will occur on a monthly basis to review school and grade level data to complete the school-wide plan for Shamokin Elementary School at 100% completion with CSIU assistance for school board review.			
Measurable Goal Nickname (35 Character Max)			
ATSI PLANNING			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Review data as it becomes available. Adjust current plan and submit to board for any new approval if necessary. Ensure all action plans for the beginning of the year are in place.	Administer school surveys and start completing PA Essential Learning Practices worksheets as we continue to review data.	Complete data review if possible. Conduct focus groups in February. Begin to the Go section of the plan.	The completed plan will be submitted to administration for board approval prior to June 30th.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
After taking each iReady Reading diagnostic assessment (3-4 times per year), the Shamokin Intermediate students will decrease the number of students scoring 2 or more grade levels below by 6% for the year of 2022-2023.			
Measurable Goal Nickname (35 Character Max)			
i Ready Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will complete the first iReady Diagnostic Baseline Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 2nd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 3rd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 6% cumulatively for the 2023-2024 school year.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
After taking each iReady Math diagnostic assessment (3-4 times per year), the Shamokin Intermediate students will decrease the number of students scoring 2 or more grade levels below by 6% for the year of 2022-2023. (Focus on IEP subgroup)			
Measurable Goal Nickname (35 Character Max)			
i Ready Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will complete the first iReady Diagnostic Baseline Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 2nd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 3% on the 3rd iReady Diagnostic Assessment.	All students will decrease the number of students scoring 2 or more grade levels below by 6% cumulatively for the 2023-2024 school year.

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

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Shamokin Area Intermediate School will implement School-Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2023.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students discipline referrals will decrease by 2% more than the first quarter of 2022-2023	All students discipline referrals will decrease by 2% more than the second quarter of 2022-2023	All students discipline referrals will decrease by 2% more than the first quarter of 2022-2023	All students discipline referrals will decrease by 6% cumulatively for the year more than 2022-2023 or last reported year in FRI.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The new Math program, Envision, will be 100% implemented by the end of the 2023-2024 school year in grades K-5 to support foundational skills for math in grades 6-12.			
Measurable Goal Nickname (35 Character Max)			

Envision			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 90% regular education classroom teachers will be trained in the Envision Math program.	By the end of quarter 2, 100% regular education classroom teachers and support staff will be putting the Envision Math components in place to start implementing small group instruction.	By the end of quarter 3, teachers who instruct math will be implementing 80% Envision Math small group instruction and working on differentiation of instruction using data compiled through classroom observations, iReady data, and other data sources.	The Envision Math program is 100% implemented with fidelity.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2024. (Focus on IEP subgroup)			
Measurable Goal Nickname (35 Character Max)			
ATTEND			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students attendance will increase by 2% more than the first quarter of 2022-2023	All students attendance will increase by 2% more than the 2nd quarter of 2022-2023	All students attendance will increase by 2% more than the 3rd quarter of 2022-2023	All students attendance will increase by 6% cumulatively for the year more than 2022-2023 or last reported year in FRI.

Action Plan

Measurable Goals

ATSI PLANNING	i Ready Math
i Ready Reading	Envision
ATTEND	PBIS
PBIS	

Action Plan For: Attendance Challenges

Measurable Goals:
Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2024. (Focus on IEP subgroup)

Action Step		Anticipated Start/Completion Date	
Implement Attendance Challenges		2023-08-22	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Improvement Committee	Monthly SIS Attendance Reports, flyers, rewards	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Positive Responses for surveys, increase in attendance	At least one time per month, the Special Education Director or administrative designee will review SIS Attendance Reports, PVAAS Roster Verification information, and or other student attendance-related data sources to identify students who may be in need of additional support.

Action Plan For: Updating Math Programs and Curriculum

Measurable Goals:
The new Math program, Envision, will be 100% implemented by the end of the 2023-2024 school year in grades K-5 to support foundational skills for math in grades 6-12.

Action Step	Anticipated Start/Completion
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		Date	
Math Series Training for Staff (select grade levels)		2022-08-22	2023-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Coordinator, Principal	schedule and materials for Math series review	Yes	
Action Step		Anticipated Start/Completion Date	
Envision Math Implementation		2023-08-14	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Coordinator, Principal	Envision Math materials, schedules, additional support from company	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student scores on iReady and in the classroom, decrease in all students and IEP students 2 or more grade level below	At least once a month, the curriculum coordinator and or Principal will consult available assessment data including but not limited to iReady (K-6), anecdotal student information derived from conferencing to determine, and other curriculum-based measures to determine which students are in need of additional support.

Action Plan For: School Wide Planning

Measurable Goals:
Data team meetings to complete the ATSI plan for the next school year will occur on a monthly basis to review school and grade level data to complete the school-wide plan for Shamokin Elementary School at 100% completion with CSIU assistance for school board review.

Action Step		Anticipated Start/Completion Date	
Monthly Data Team Meetings for Review of Data and Current ATSI Plan		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data reports from various sources, plan requirements, access to PDE suite and Future	No	

	Ready Comprehensive Planning System		
Action Step		Anticipated Start/Completion Date	
Monthly Grade Level Data Collection Meetings		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data reports from various sources, plan requirements, access to PDE suite and Future Ready Comprehensive Planning System	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase scores and growth in student I-Ready scores and PSSA scores, increased Acadience student scores K-2	Data Team and Grade level staff will review student I-Ready scores and PSSA scores. Acadience student scores K-2 will be benchmarked three times a year. Below and Well Below Benchmark students will be progress monitored as needed.

Action Plan For: i-Ready Diagnostic and Individualized Learning Paths Math and Reading

Measurable Goals:
- After taking each iReady Reading diagnostic assessment (3-4 times per year), the Shamokin Intermediate students will decrease the number of students scoring 2 or more grade levels below by 6% for the year of 2022-2023. - After taking each iReady Math diagnostic assessment (3-4 times per year), the Shamokin Intermediate students will decrease the number of students scoring 2 or more grade levels below by 6% for the year of 2022-2023. (Focus on IEP subgroup)

Action Step		Anticipated Start/Completion Date	
iReady Individualized Learning Paths are created from diagnostic tests taken by students for Math and Reading. The students will be using iReady learning paths for 40 minutes per week.		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anthony Carnuccio, Assistant Principal	Computers, web-based subscription, incentive trackers	No	
Action Step		Anticipated	

		Start/Completion Date	
Teachers will conference with students about diagnostic scores following each diagnostic test to communicate the importance of these diagnostics through thoughtful conversations about their strengths and needs.		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anthony Carnuccio, Assistant Principal	Computers, web-based subscription, incentive trackers	No	
Action Step		Anticipated Start/Completion Date	
Small group instruction in Math and Reading based on all relevant data including iReady scores will further work on students' needs at their level. The new math series Envision has a small group component built in. The teacher and remedial reading teachers have a multi-tiered structure used for ECRI and Wonders that facilitates small-group instruction.		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Computers, web-based subscription, incentive trackers, math series and training, ECRI and Wonders materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increase in student scores on iReady and in the classroom, decrease in IEP students 2 or more grade level below	Data Team and Grade level staff will review student I-Ready scores and curriculum-based assessments at least one time a month to determine which students require additional support.

Action Plan For: Social and Emotional Learning Program

Measurable Goals:
- Shamokin Area Intermediate School will implement school climate initiatives to achieve a 6% increase in attendance by June 2024. (Focus on IEP subgroup) - Shamokin Area Intermediate School will implement School-Wide Positive Behavior initiatives to achieve a 6% decrease in disciplinary referrals by June 2023.

Action Step		Anticipated Start/Completion Date	
Continuation of the Seven Mindsets SEL program		2023-08-14	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sherry Glosek, Special Education Director	Access to Seven Mindset Curriculum Materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increase in SEL awareness, increase in attendance, decrease in discipline referrals, increased positive feedback from PA school climate, decrease in loss of instructional time due to student behaviors and absenteeism.	PA school cliimate survey once per school year by Sherry Glosek , SIS attendance records monthly by school improvement committee, principal

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Updating Math Programs and Curriculum	Math Series Training for Staff (select grade levels)

Envision Math On-Site Visit

Action Step		
• Math Series Training for Staff (select grade levels)		
Audience		
Elementary and Intermediate Teachers from selected grade levels were chosen to see the program at Hempfield		
Topics to be Included		
Envision Math and small group instruction		
Evidence of Learning		
Use of information to help with implementation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-03-22	2023-03-22

Learning Format

Type of Activities	Frequency
Classroom/school visitation	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Envision Math Online Training

Action Step	
• Math Series Training for Staff (select grade levels)	
Audience	
All regular and special education teachers	
Topics to be Included	
Envision Math program	
Evidence of Learning	

Fully implemented program by end of 2023-2024		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2023-04-14	2024-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Throughout the year support ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Staff Refresher Training on PBIS Procedures

Audience		
all staff and faculty		
Topics to be Included		
The teachers will use the strategies, plans, and interventions recommended by the PBIS plan.		
Evidence of Learning		
Use of the lessons in classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Committee	2023-08-14	2023-09-30

Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
Shamokin Area - Board Affirmation Statement.pdf

Chief School Administrator	Date
Chris J. Venna	2023-09-19
Building Principal Signature	Date
Jennifer Neary	2023-09-22
School Improvement Facilitator Signature	Date
Anthony Serafini	2023-09-20