East Hills MS

TSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
East Hills Middle School		120481002
Address 1		
2005 Chester Road		
Address 2		
City	**State**	**Zip Code**
Bethlehem	Pennsylvania	18017
Chief School Administrator		**Chief School Administrator Email**
Dr. Jack Silva		jsilva@basdschools.org
Principal Name		
David Horvath		
Principal Email		
dhorvath@basdschools.org		
Principal Phone Number		**Principal Extension**
6108670541		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Maureen Leeson		mleeson@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Horvath	Principal	East Hills Middle School	dhorvath@basdschools.org
Regina Braun	Principal	East Hills Middle School	rbraun@basdschools.org
Garrett Podhyski	Principal	East Hills Middle School	gpodhyski@basdschools.org
Victoria Bartkus	Education Specialist	East Hills Middle School	vbartkus@basdschools.org
Sandra Thomas	Teacher	East Hills Middle School	sthomas@basdschools.org
Kimberly Harper	District Level Leaders	BASD Education Center	kharper@basdschools.org
Maureen Leeson	District Level Leaders	BASD Education Center	mleeson@basdschools.org
Dr. Jack Silva	Chief School Administrator	BASD Education Center	jsilva@basdschools.org
Jose Sanchez	District Level Leaders	BASD Education Center	jsanchez@basdschools.org
Heather Stamm	Teacher	East Hills Middle School	hstamm@basdschools.org
Leah Pokiniewski	Teacher	East Hills Middle School	lpokiniewski@basdschools.org
Bernadette Enriquez	Community Member	East Hills MS Community Member	benriquez825@gmail.com
Charles Johnson	Parent	East Hills MS Parent	

Vision for Learning

Vision for Learning

East Hills Middle School, in partnership with district and community stakeholders, is committed to providing a supportive environment for students to attain knowledge, skills, and attitudes needed to succeed in a technologically demanding and culturally diverse society.

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 | **False** 5 | **True** 6 |
| **True** 7 | **True** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 | |

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments-ELA	With the exception of our Asian population, all groups increased in performance from the previous year.
Participation on the Math PSSA	All groups besides Asian and Black improved performance from previous year.
Career Readiness	All student groups exceeded performance goal.
Attendance	Attendance in 23-24 was 93%; and in 24-25 it is 94.11%

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments- ELA	Our Percent Proficient or Advanced is lower than the statewide average.
Math Achievement	Our performance in all student groups is below the statewide average. Also, the Black and Asian population are lower than the year before.
Science Achievement	Black and ELL students remained the same, all other student groups are lower than the year before.
Attendance	Hispanic Attendance is 74.7%. and EL is 65.63% compared to our overall 94% attendance for the overall student population.
English Language Proficiency	Hispanic(16%), Economically Disadvantaged(15.39%), and English Learner(17.24%).

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

Strengths

Indicator Achievement-Proficient or Advanced on Pennsylvania State Assessments - ELA **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All groups went up with the exception of Asian.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Achievement-Proficient or Advanced on Pennsylvania State Assessments - ELA **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All Student Group category went up from 44.4% to 46.5%. The only subgroup that went down was Asian.

Challenges

Indicator Achievement- Percent of Proficient or Advanced on Pennsylvania State Assessments **ESSA Student Subgroups** Asian (not Hispanic)	**Comments/Notable Observations** The Asian subgroup went down. Asian 74.3% to 65.7%
Indicator ELA did not meet the standard demonstrating growth **ESSA Student Subgroups** Combined Ethnicity, Hispanic	**Comments/Notable Observations** Hispanic and Combined Ethnicity did not meet statewide goal of increased performance.
Indicator Math did not meet statewide average. **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All groups did not meet statewide average.

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.

Our Percent Proficient or Advanced is higher than the statewide average in ELA.
Our student groups percent proficient or advanced is higher than the statewide average in ELA.
Our science academic growth score was much higher that the statewide growth score

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.

These subgroups' achievement scores are trending down even though they are a different cohort of students.
The majority of our subgroups' achievement scores are trending downward in our ELA statewide assessments.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Benchmark Testing	In all grade levels, the percentage of students in the intensive category grew from BOY to EOY.
WIDA	District goal: 50% of ELs will make gains of > 0.6 on the WIDA Access for ELs 2.0 composite score. Our percent with growth of 0.1 to 0.5 is 30.3%.

English Language Arts Summary

Strengths

Literacy teachers
Intervention Block
Teacher capacity- grade level material, Keys To Literacy trained

Challenges

Student practice should include more "paper and pencil" opportunities to increase annotation and attention to the text.
More analytical attention to Social Studies and Science texts delivered by content teachers.

Mathematics

Data	Comments/Notable Observations
IXL Benchmark	From BOY-EOY benchmark, 55% of sixth grade students grew 100 points or more 49% of seventh grade students grew 100 points or more 59% of eighth grade students grew 100 points or more

Mathematics Summary

Strengths

Intervention opportunity in Charger Block
Math coach visits and interaction
IXL used as diagnostic and formative assessments
Individual Scoreboarding of IXL growth monthly.

Challenges

Students needing ELA in Intervention block do not get into Math intervention.
Time of ELL teachers and language guides in the math classrooms.
Lack of paper pencil analysis of word problems periodically and systematically.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Unit assessments	Unit assessments are modified based on student needs and choice.

Science, Technology, and Engineering Education Summary

Strengths

Literacy teachers come to Science and Social Studies classes and model KTL (Keys to Literacy) strategies as they fit with Science concepts and understanding.
Discovery Tech book offers scaffolding and ELL supplements to assist with our learners.

Challenges

Time for ELL support teachers and language guides in science classrooms.
Common assessments to allow for comparison across students and classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	student touchpoints about careers and paths

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.

Naviance delivered by guidance and homeroom teachers
100% of students recorded the required number of responses in Naviance for our school.
Leader in Me lessons supporting goals and future
Visits to vo-tech to investigate possible opportunities for high school.

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.

Transience and updating of missing data in Naviance is a challenge.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Acadience	6th- 88% maintained At or Above Benchmark 7th- 81% maintained At or Above Benchmark 8th- 80% maintained At or Above Benchmark
IXL	
WIDA (data)	District goal: 50% of ELs will make gains of > 0.6 on the WIDA Access for ELs 2.0 composite score. Our percent with growth of 0.1 to 0.5 is 30.3%.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

Literacy Teachers
Literacy Coaches
Literacy content meetings monthly
Intervention Block

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.

Middle of year registrations
Time with support in the regular classrooms

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

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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Exemplary
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	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
Our Percent Proficient or Advanced is higher than the statewide average in ELA.	False
Our student groups percent proficient or advanced is higher than the statewide average in ELA.	False
Literacy teachers	True
Intervention Block	True
Teacher capacity- grade level material, Keys To Literacy trained	True
Our science academic growth score was much higher that the statewide growth score	False
Intervention opportunity in Charger Block	False
Math coach visits and interaction	False
IXL used as diagnostic and formative assessments	True
Literacy teachers come to Science and Social Studies classes and model KTL (Keys to Literacy) strategies as they fit with Science concepts and understanding.	True
Discovery Tech book offers scaffolding and ELL supplements to assist with our learners.	False
Leader in Me lessons supporting goals and future	False
Visits to vo-tech to investigate possible opportunities for high school.	False
Individual Scoreboarding of IXL growth monthly.	False
Individual Scoreboarding of IXL growth monthly.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Naviance delivered by guidance and homeroom teachers	False
100% of students recorded the required number of responses in Naviance for our school.	False
Literacy Teachers	False
Literacy Coaches	False
Literacy content meetings monthly	False
Intervention Block	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that	False

better serve students, staff, and the school	

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
These subgroups' achievement scores are trending down even though they are a different cohort of students.	False
The majority of our subgroups' achievement scores are trending downward in our ELA statewide assessments.	True
Students needing ELA in Intervention block do not get into Math intervention.	False
Time of ELL teachers and language guides in the math classrooms.	False
Student practice should include more "paper and pencil" opportunities to increase annotation and attention to the text.	True
Time for ELL support teachers and language guides in science classrooms.	False
Transience and updating of missing data in Naviance is a challenge.	False
Middle of year registrations	True
Time with support in the regular classrooms	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
More analytical attention to Social Studies and Science texts delivered by content teachers.	False
Lack of paper pencil analysis of word problems periodically and systematically.	False
Common assessments to allow for comparison across students and classes.	False
More analytical attention to Social Studies and Science texts delivered by content teachers.	False
Lack of paper pencil analysis of word problems periodically and systematically.	False
Common assessments to allow for comparison across students and classes.	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.

Transient students, support in all classes and using data from our first year with online testing are considerable challenges.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The majority of our subgroups' achievement scores are trending downward in our ELA statewide assessments.	Percent Proficient/Advanced in English Language Arts/Literature did not meet goal or improvement target or growth target in math or ELA testing.	True
Student practice should include more "paper and pencil" opportunities to increase annotation and attention to the text.	We have concern that students will have a different performance on the online modalities.	True
Middle of year registrations		False
Time with support in the regular classrooms	Staffing availability in core classes is not 100%.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Literacy teachers	These teachers will continue to come into classes with the KTL strategies. ALL teachers will be trained this year about KTL strategies.
Intervention Block	Small groups of ELL students will continue to meet with an ELL teacher 5 out of 6 days.
Teacher capacity- grade level material, Keys To Literacy trained	ALL teachers will be trained this year about KTL strategies.
Literacy teachers come to Science and Social Studies classes and model KTL (Keys to Literacy) strategies as they fit with Science concepts and understanding.	These teachers will continue to come into classes with the KTL strategies.
IXL used as diagnostic and formative assessments	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students will demonstrate increasing growth on school and district assessments.
	Continue to work with students with vocabulary and online modalities so that students can use stamina and best practices into their test taking.

Goal Setting

Priority: Continue to work with students with vocabulary and online modalities so that students can use stamina and best practices into their test taking.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of 25-26 school year, students needing intensive and strategic literacy support will decrease by 10% as measured by Acadience benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Instruction Reading Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
baseline	3.5% of students in Intensive move to strategic, at benchmark or above benchmark.	7% of students in Intensive move to strategic, at benchmark or above benchmark.	10% of students in Intensive move to strategic, at benchmark or above benchmark.

Priority: Students will demonstrate increasing growth on school and district assessments.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of 25-26 school year, students needing intensive and strategic literacy support will decrease by 10% as measured by Acadience benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Acadience Benchmark goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
baseline	3.5% of students in Intensive move to strategic, at benchmark or above benchmark.	7% of students in Intensive move to strategic, at benchmark or above benchmark.	10% of students in Intensive move to strategic, at benchmark or above benchmark.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
By the end of 25-26 school year, 95% of all students will make 100 points growth on the IXL diagnostic benchmark.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Growth goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
baseline	33% of all students will make 100 points growth on the IXL diagnostic benchmark	66% of all students will make 100 points growth on the IXL diagnostic benchmark	95% of all students will make 100 points growth on the IXL diagnostic benchmark

Action Plan

Measurable Goals

Instruction Reading Goal	Acadience Benchmark goal
Mathematics Growth goal	

Action Plan For: Teacher use of district determined curriculum with fidelity (all content areas).

Measurable Goals:
• By the end of 25-26 school year, students needing intensive and strategic literacy support will decrease by 10% as measured by Acadience benchmark assessments.   • By the end of 25-26 school year, students needing intensive and strategic literacy support will decrease by 10% as measured by Acadience benchmark assessments.

Action Step		**Anticipated Start/Completion Date**	
Teachers will continue to be trained in Keys to Literacy throughout the year.		2025-08-25	2026-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kim Harper- Supervisor of Literacy	KTL curriculum, coaches and trainers	Yes	
Action Step		**Anticipated Start/Completion Date**	
Use walkthroughs and feedback, coach observations, collaboration and common assessments to align teacher use of district assigned curriculum.		2025-08-25	2026-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
EHMS Administration Team R. Amato/STEM supervisor K.Harper/Literacy supervisor J. Anthes/Social Studies supervisor	District Curriculum, Common Scope and Sequence document, common assessments(as available),	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Growth in the Acadience benchmarking tool.	Braun, BOY/MOY/EOY, data collection from ALO.

Action Plan For: Consistent practice and score boarding using the IXL tool 40 minutes weekly..

Measurable Goals:
• By the end of 25-26 school year, 95% of all students will make 100 points growth on the IXL diagnostic benchmark.

Action Step	Anticipated Start/Completion Date	
Monitor the use of student led data collection(packet), monthly score boarding, and weekly (40 mim) practice using IXL tool,	2025-08-25	2026-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
EHMS Admin team R. Amato-STEM supervisor Heather Newhard/Michelle Volkert-district math coaches	IXL tool for use data, student data collection packet, student score boarding	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
IXL scores to improve for 95% of our students by 100 points.	EHMS Admin team, bi-quarterly, IXL reportx

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
Teacher use of district determined curriculum with fidelity (all content areas).	Teachers will continue to be trained in Keys to Literacy throughout the year.

Keys to Literacy Training and coaching.

Action Step		
• Teachers will continue to be trained in Keys to Literacy throughout the year.		
Audience		
Administrators and all core content teachers.		
Topics to be Included		
Keys to Literacy: comprehension, vocabulary and writing.		
Evidence of Learning		
Strategies being used in classroom activities across all core content classrooms.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Kim Harper- Supervisor of Literacy	2025-08-25	2026-06-08

Learning Format

Type of Activities	Frequency
Workshop(s)	At minimum, three days per year focused PD and coaching two days.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**