Northeast MS
TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Northeast Middle School		120481002/3462

Address 1		
1170 Fernwood Street		

Address 2		

City	**State**	**Zip Code**
Bethlehem	PA	18018

Chief School Administrator		**Chief School Administrator Email**
Dr. Jack Silva		jsilva@basdschools.org

Principal Name		
Dr. Theodoro Quinones		

Principal Email		
tquinones@basdschools.org		

Principal Phone Number		**Principal Extension**
6108688581		

School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mary Kovalchick		mkovalchick@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Theo Quinones	Principal	Administration	tquinones@basdschools.org
Julie Braido	Teacher	Team Leader	jbraido@basdschools.org
Laura Maderas	Teacher	Team Leader	lmaderas@basdschools.org
Elisa Vanderstel	Teacher	Team Leader	evanderstel@basdschools.org
Michael Corrigan	Teacher	Team Leader	mcorrigan@basdschools.org
Courtney Minotti	Teacher	Team Leader	cminotti@basdschools.org
Lisa Fredrick	Teacher	Math Content leader	lnfredrick@basdschools.org
Dan Terry	Principal	Administration	dterry@basdschools.org
Eliza Sukanick	Community Member	CIS coordinator	esukanick@basdschools.org
Ann Marie Roy	Parent	PTO representative	anmarieroy@gmail.com
Nicole Padron	Parent	PTO representative	nicolepadron@hotmail.com
Jack Silva	Chief School Administrator	Bethlehem Area School District	jsilva@basdschools.org
Maureen Leeson	District Level Leaders	Bethlehem Area School District	mleeson@basdschools.org
Mary Kovalchick	District Level Leaders	Bethlehem Area School District	mkovalchick@basdschools.org

Vision for Learning

Vision for Learning

Northeast PROUD is built on Pride, Respect, Opportunity, Unity, and Dedication for All and by All. The Northeast mission is to have all students develop as resourceful and collaborative community members. We aspire to this goal by incorporating high expectations and appropriate support. We will accomplish this mission with the cooperation of our families, our community partners, our staff and our students.

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
Growth in All student group in Math PSSA	10.7% to 12.9%
All student group grew in Science PSSA	32.3% - 35.2%

Challenges

Indicator	Comments/Notable Observations
All Student Group Did Not Meet Interim Goal/Improvement Target in ELA	34.6% proficient or advanced on PSSA
All Student Group Did Not Meet Interim Goal/Improvement Target in Math	12.9% proficient or advanced on PSSA
All Student Group Did Not Meet Interim Goal/Improvement Target in Science	35.2% proficient or advanced on PSSA

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

Strengths

Indicator Black students grew in Math PSSA **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 3.9% - 5.7%
Indicator White students grew in PSSA Math **ESSA Student Subgroups** White	**Comments/Notable Observations** 23.7% - 29.4%

Challenges

Indicator All Student Group Did Not Meet Interim Goal/Improvement Target and decreased PSSA score **ESSA Student Subgroups**	**Comments/Notable Observations** In ELA 28.9% to 27.1% In Science 28.0% to 21.9 %

African-American/Black	
Indicator All Student Group Did Not Meet Interim Goal/Improvement Target and decreased PSSA score **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** In ELA 34.7% to 26.6% In Math 6.2% to 5.7%
Indicator All Student Group Did Not Meet Interim Goal/Improvement Target and decreased PSSA score **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** In ELA 33.2% to 28.1%

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.

Growth in All student group in Math PSSA
White students grew in PSSA Math

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.

All Student Group Did Not Meet Interim Goal/Improvement Target in ELA
All Student Group Did Not Meet Interim Goal/Improvement Target in Math
All Student Group Did Not Meet Interim Goal/Improvement Target in Science

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadence	Live Data available with website. Assessments given 3 times a year.

English Language Arts Summary

Strengths

6th grade EOY scores has 65% students scoring at, or well above benchmark

Challenges

6th grade regressed based on at grade level proficiency. 74%to 65%
Stagnate growth in 7th grade, 36% to 34%, and 8th grade 28% to 27%.

Mathematics

Data	Comments/Notable Observations
IXL	Math Data is benchmarked 3 times a year.

Mathematics Summary

Strengths

Schoolwide assessment is consistant.

Challenges

We regressed when comparing EOY on or above grade level 2023 26% to 2024 17%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
School wide performance measures	Grade level common skill based evaluations.

Science, Technology, and Engineering Education Summary

Strengths

PD ongoing for curriculum implementation

Challenges

Ability to compare growth of student achievement in and across grade level.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	The career inventory and research available through Naviance gave students direction and guidance on what careers they wanted to research further.
Google Forms/Spreadsheets	Allowed for teacher/student conferencing to begin the conversation about careers.
Career Cafes	Students are invited to a Career Cafe to speak with an individual in a career they wish to pursue.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Career Cafes	Allowed students to meet individuals to explore various careers of interest.
Vo-Tech Visit	Provided a hand-on visit to a Vo-Tech facility to ensure all students had information regarding various technical programs.
Naviance	The use of the Naviance program allows guidance counselors to begin the conversation and guide students through the career exploration process.

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.

Providing a career exploration program that was data-driven and student centered.
Involving the community in our career exploration program.
Initiating the Naviance program in middle school to begin exploring careers. Information added to Naviance will travel with student so their career path can be documented and planned as they go through 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.

Finding time in the academic schedule to provide career exploration programs.
Providing career speakers in all vocations.

Equity Considerations

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

Data	Comments/Notable Observations
2023 ELA/Literature PSSA	English Learners decreased in their proficiency level in ELA/Literature from the prior year.
2023 ELA/Literature PVAAS	English Learners decreased their growth in ELA/Literature from the prior year, but still met or exceeded the interim target.
2023 Mathematics/Algebra PSSA	English Learners are not meeting statewide goal/interim target in mathematics/algebra.
2023 Mathematics/Algebra PVAAS	English Learners increased in performance in Mathematics/Algebra and met or exceeded statewide goal.

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

Data	Comments/Notable Observations
2023 ELA/Literature PSSA	Students with Disabilities decreased in their proficiency level in ELA/Literature from the prior year.
2023 ELA/Literature PVAAS	Student with Disabilities increased and exceeded the standards measuring growth in ELA/Literature.
2023 Mathematics/Algebra PSSA	Students with disabilities decreased in their performance from the prior year and did not meet the statewide goal/interim target.
2023 Mathematics/Algebra PVAAS	Students with disabilities increased in their performance from the previous year and met or exceeded the statewide goal.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2023 ELA/Literature PSSA	Economically Disadvantaged students decreased their proficiency from prior years in ELA/Literature and did not meet statewide goal/interim target.
2023 ELA/Literature PVAAS	Economically Disadvantaged students met or exceeded statewide goal for growth in ELA/Literature.
2023 Mathematics/Algebra	Economically Disadvantaged students increased their proficiency levels in Mathematics/Algebra from the prior

PSSA	year.
2023 Mathematics/Algebra PVAAS	Economically Disadvantaged students increased their growth in Mathematics/Algebra from the prior year and met or exceeded the statewide goal.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students increased their performance and proficiency in ELA/Literature from the prior year.
Hispanic	Hispanic students decreased their performance and proficiency in ELA/Literature from the prior year.
White	White students decreased their performance and proficiency in ELA/Literature from the prior year.

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.

Black student met the standard demonstrating growth measure in ELA 77.0
English Learners (77.0) and Students with disabilities (71) met the PVASS standard for growth for 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.

No subgroup met the PSSA statewide goal nor average.

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

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?

Our school leadership team provides a culture that empowers educators to become leaders both within the school and the district.
As a Community School several services and additional personnel are available for our students and their families.
There are frequent professional development opportunities for staff to grow and learn from each other.
Current and relevant curriculum has recently been purchased that is engaging to students and aligned to state standards.

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?

ELA and mathematics data is provided to teachers, but additional measures to instruct teachers how to analyze the data would help them make instructional decisions.
An increased focus on how individual students learn best would allow teachers to provide alternative modes of assessment to help students express what they learned.
Provide time to reflect on instructional practices by including students in the instructional process.

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
Growth in All student group in Math PSSA	True
White students grew in PSSA Math	True
6th grade EOY scores has 65% students scoring at, or well above benchmark	True
Schoolwide assessment is consistant.	False
Providing a career exploration program that was data-driven and student centered.	True
Involving the community in our career exploration program.	True
Initiating the Naviance program in middle school to begin exploring careers. Information added to Naviance will travel with student so their career path can be documented and planned as they go through high school.	True
Our school leadership team provides a culture that empowers educators to become leaders both within the school and the district.	True
As a Community School several services and additional personnel are available for our students and their families.	True
There are frequent professional development opportunities for staff to grow and learn from each other.	True
Current and relevant curriculum has recently been purchased that is engaging to students and aligned to state standards.	True
PD ongoing for curriculum implementation	False
Black student met the standard demonstrating growth measure in ELA 77.0	False
English Learners (77.0) and Students with disabilities (71) met the PVASS standard for growth for Math	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
All Student Group Did Not Meet Interim Goal/Improvement Target in ELA	True
All Student Group Did Not Meet Interim Goal/Improvement Target in Math	True
All Student Group Did Not Meet Interim Goal/Improvement Target in Science	False
6th grade regressed based on at grade level proficiency. 74%to 65%	False
Finding time in the academic schedule to provide career exploration programs.	True

Providing career speakers in all vocations.	True
ELA and mathematics data is provided to teachers, but additional measures to instruct teachers how to analyze the data would help them make instructional decisions.	True
An increased focus on how individual students learn best would allow teachers to provide alternative modes of assessment to help students express what they learned.	True
Provide time to reflect on instructional practices by including students in the instructional process.	True
Stagnate growth in 7th grade, 36% to 34%, and 8th grade 28% to 27%.	False
We regressed when comparing EOY on or above grade level 2023 26% to 2024 17%.	False
Ability to compare growth of student achievement in and across grade level.	False
No subgroup met the PSSA statewide goal nor average.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Finding time in the academic schedule to provide career exploration programs.		False
Providing career speakers in all vocations.		False
ELA and mathematics data is provided to teachers, but additional measures to instruct teachers how to analyze the data would help them make instructional decisions.	Lack of consistent structured team time.	True
An increased focus on how individual students learn best would allow teachers to provide alternative modes of assessment to help students express what they learned.		False
Provide time to reflect on instructional practices by including students in the instructional process.		False
All Student Group Did Not Meet Interim Goal/Improvement Target in ELA	Focus on best instructional practices with coaching and support.	True
All Student Group Did Not Meet Interim Goal/Improvement Target in Math	Focus on best instructional practices with coaching and support.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Providing a career exploration program that was data-driven and student centered.	
Involving the community in our career exploration program.	
Initiating the Naviance program in middle school to begin exploring careers. Information added to Naviance will travel with student so their career path can be documented and planned as they go through high school.	
Our school leadership team provides a culture that empowers educators to become leaders both within the school and the district.	Build on the strengths in the staff to learn and grow from each other.
As a Community School several services and additional personnel are available for our students and their families.	Continue with this program to provide supports for our families.
There are frequent professional development opportunities for staff to grow and learn from each other.	
Current and relevant curriculum has recently been purchased that is engaging to students and aligned to state standards.	
Growth in All student group in Math PSSA	
White students grew in PSSA Math	
6th grade EOY scores has 65% students scoring at, or well above benchmark	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Scheduled Team and content meeting are focused on analyze school data to make instructional decisions
	Focus on best instructional practices with coaching and support.
	Focus on best instructional practices with coaching and support.

Goal Setting

Priority: Scheduled Team and content meeting are focused on analyze school data to make instructional decisions

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Teacher will participate in content specific professional development focused on using assessment data to make instructional planning decisions. We will be by content members once per quarter. Data will be compared to year long goals established in the beginning of the year based on district curriculum.			
Measurable Goal Nickname (35 Character Max)			
Informed Instructional Planning			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Data evaluation will be a scheduled part of team meetings	Teachers will identify trends in data and make instructional plans	Team will evaluate plans and make modifications based on student outcomes.	Team will review data to evaluate instructional practices.

Priority: Focus on best instructional practices with coaching and support.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will implement best instructional practices.			
Measurable Goal Nickname (35 Character Max)			
Informed Instructional practices			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
75% of teachers implement informed instruction with fidelity	80% of teachers implement informed instruction with fidelity	85% of teachers implement informed instruction with fidelity	90% of teachers implement informed instruction with fidelity

Priority: Focus on best instructional practices with coaching and support.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Teachers will interact with instructional coaches for self reflection based on data evaluation.			
Measurable Goal Nickname (35 Character Max)			
Instructional improvement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Every ELA and math teacher will have a scheduled coaching session with district content coach	Teachers will implement the plan changes in their instructional practices	Teachers and coaches will reflect on individual plans and achievement.	Content teams will share professional stories of instructional practices.

Action Plan

Measurable Goals

Informed Instructional Planning	Informed Instructional practices
Instructional improvement	

Action Plan For: Data informed instructional practices

Measurable Goals:
• Teacher will participate in content specific professional development focused on using assessment data to make instructional planning decisions. We will be by content members once per quarter. Data will be compared to year long goals established in the beginning of the year based on district curriculum.

Action Step	Anticipated Start/Completion Date	
Teacher will use Data; PSSA, IXL, Acadience, implement instructional practices based on identified student needs	2024-10-10	2025-01-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Toni Derrington/ AP	PSSA, IXL, Acadience DATA/content coaches	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will be able to use data to make informed instructional decisions	Toni Derrinton, Dan Terry, Theo Quinones /Biweekly, team meeting review of data and observations

Expenditure Tables

School Improvement Set Aside Grant
True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation
False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Data informed instructional practices	Reading Specialist Salaries (Sherman, Minotti)	185927
Instruction	• Data informed instructional practices	Reading Specialist Benefits (Sherman, Minotti)	83164
Instruction	• Data informed instructional practices	Math Teacher Salaries (Frederick, Vanderstel)	168748
Instruction	• Data informed instructional practices	Math Teacher Benefits (Frederick, Vanderstel)	78881
Total Expenditures			516720

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data informed instructional practices	Teacher will use Data; PSSA, IXL, Acadience, implement instructional practices based on identified student needs

Data informed instructional practices

Action Step
• Teacher will use Data; PSSA, IXL, Acadience, implement instructional practices based on identified student needs
Audience
Core instructional team teachers
Topics to be Included
Review of Data, interpreting data, creating informed plans
Evidence of Learning
Content teachers will implement differentiated lessons addressing identified student needs.

Lead Person/Position	Anticipated Start	Anticipated Completion
Toni Derrington/AP	2024-09-17	2025-04-17

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly
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**
Theodoro Quinones	2024-07-17
School Improvement Facilitator Signature	**Date**