

**Blue Mountain HS**

TSI non-Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Blue Mountain HS		129540803
<b>Address 1</b>		
1076 W Market St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Schuylkill Haven	PA	17972
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr David H Helsel		dhhelsel@bmsd.org
<b>Principal Name</b>		
Charles Eric Schaffer		
<b>Principal Email</b>		
ceschaeffer@bmsd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-366-0511		2306
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Charles Eric Schaffer		ceschaeffer@bmsd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Helsel	Chief School Administrator	Blue Mountain School District	dhhelsel@bmsd.org
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Marie Riegel	Board Member	Blue Mountain School District	mjriegel@bmsd.org

## Vision for Learning

### Vision for Learning

**MISSION** The Blue Mountain School District will provide a comprehensive educational program to inspire all students to reach their full potential. **VISION** The Blue Mountain School District envisions an educational system that: Provides a dynamic, rigorous curriculum that creates life-long learners. Promotes a proud climate of acceptance, continuous improvement, collaboration, perseverance, and character. Ensures the environment is safe, accommodating, and welcoming. The Blue Mountain School District Students Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Achievement: Math and ELA Combined	For school level performance, combined Proficient and Advanced for ELA for the 23-24 school year is 73.5% which is better than the state average of 53.9%. For school level performance, combined Proficient and Advanced for Math for the 23-24 school year is 46.9% which is better than the state average of 40.2%.
Growth: Math and ELA Combined	For school level performance, overall student growth score in Math increased from 50% in 22-23 to 85% in 23-24 school year.
Graduation Rate 4- and 5-Year Cohort Combined	For school level performance, overall graduation rate for 4-year cohort was 92.6% which is above the state average of 87.6% 5-year cohort graduation rate is 97.1% which is above the state average of 90%.

### Challenges

Indicator	Comments/Notable Observations
Achievement: Math and ELA Combined	For school level performance, overall Proficient and Advanced in Math was 76.1% in 21-22 and in 22-23 was 43.5%.
Growth: Math and ELA Combined	For school level performance, growth expectations for ELA was 79% in 22-23 and dropped to 75% in 23-24.
Graduation Rate 4- and 5-Year Cohort Combined	For school level performance, overall graduation rate for 4-year cohort for 22-23 was 94.6% and in 23-24 was 92.6% which is a decrease of 2%.

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

### Strengths

Indicator	Comments/Notable Observations
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<b>Achievement: Math and ELA Combined</b> <b>ESSA Student Subgroups</b> White	For the white subgroup, achievement was maintained in the area of ELA with only a 1.1% change. In 22-23, 75.3% were Proficient and Advanced and in 23-24, 74.2% were Proficient and Advanced. Additionally, both were well above the state average of 53.9% in the 23-24 school year. Percent of Proficient and Advanced in Math increased from 22-23 (43.5%) to 23-24 (48.3%). Additionally, both were well above the state average of 40.2% in the 23-24 school year.
<b>Indicator</b> Achievement: Math and ELA Combined <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> For the economically disadvantaged subgroup, the number of Proficient and Advanced in ELA grew substantially for 22-23 (47.2%) and 23-24 school year (58.9%). This is above the state average which is 53.9% in the 23-24 school year. For the economically disadvantaged subgroup, the number of Proficient and Advanced in Math grew from 26.9% in 22-23 to 33.3% in the 23-24 school year.
<b>Indicator</b> Achievement: Math and ELA Combined <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> For the students with disabilities subgroup, the number of Proficient and Advanced in ELA grew from 22.5% in 22-23 to 27.8% in 23-24.
<b>Indicator</b> Growth: Math and ELA Combined <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> For the white subgroup in ELA, we are at 76% for 23-24 which is above the state average of 75.4% in the 23-24 school year. For the white subgroup in Math, our growth measure increased astronomically from 50% in 22-23 to 87% in 23-24.
<b>Indicator</b> Growth: Math and ELA Combined <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> For the economically disadvantaged subgroup in ELA, we are at 79% for 23-24 which is above the state average of 75.4% in the 23-24 school year. For the economically disadvantaged subgroup in Math, our growth measure increased from 22-23 (50%) to 23-24 (66%).
<b>Indicator</b> Growth: Math and ELA Combined	<b>Comments/Notable Observations</b>

<b>ESSA Student Subgroups</b> Students with Disabilities	For the students with disabilities subgroup in ELA, our growth measure increased from 72% in 22-23 to 75% in 23-24. For the students with disabilities subgroup in Math, our growth measure increased from 50% in 22-23 to 60% in 23-24.
<b>Indicator</b> Graduation Rate 4- and 5-Year Cohort Combined <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> For the white subgroup, Graduation Rate for 4-year cohort was 93.4% in 23-24 which is above the state average 87.6%. For the white subgroup, Graduation Rate for 5-year cohort was 96.2% in 23-24 which is above the state average 90%.
<b>Indicator</b> Graduation Rate 4- and 5-Year Cohort Combined <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> For the economically disadvantaged subgroup, Graduation Rate for 5-year cohort was 96.1% in 23-24 which is above the state average of 90%.
<b>Indicator</b> Graduation Rate 4- and 5-Year Cohort Combined <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> For the students with disabilities subgroup, Graduation Rate for 5-year cohort was 94.7% in 23-24 which is above the state average of 90%.
<b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> For the Hispanic subgroup, regular attendance is 78.8% which is above the state average.

### Challenges

<b>Indicator</b> Achievement: Math and ELA Combined <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> For the economically disadvantaged subgroup in Math, the number of Proficient and Advanced in 23-24 was 33.3% and this is below the state average of 40.2%
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Economically Disadvantaged	
<b>Indicator</b> Achievement: Math and ELA Combined <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> For the students with disabilities subgroup in ELA, the number of Proficient and Advanced in 23-24 was 27.8% and this is below the state average of 53.9%. For the students with disabilities subgroup in Math, the number of Proficient and Advanced decreased from 10.3% in 22-23 to 5.9% in 23-24.
<b>Indicator</b> Growth: Math and ELA Combined <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> For the white subgroup in ELA, we decreased from 78% in 22-to 76% in 23-24.
<b>Indicator</b> Growth: Math and ELA Combined <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> For the students with disabilities subgroup in ELA, although there was an increase from 22-23 to 23-24, we are at 75% which is still below the state average of 75.4%. For the students with disabilities subgroup in Math, although there was an increase from 22-23 to 23-24, we are at 60% which is still below the state average of 74.9%.
<b>Indicator</b> Graduation Rate 4- and 5-Year Cohort Combined <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> For the white subgroup, Graduation Rate for 4-year cohort was 94.2% in 22-23 and it decreased to 93.4% in 23-24.
<b>Indicator</b> Graduation Rate 4- and 5-Year Cohort Combined <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> For the economically disadvantaged subgroup, Graduation Rate for 4-year cohort was 90.2% in 22-23 and it decreased to 85.5% in 23-24. This is below the state average of 87.6% in 23-24.
<b>Indicator</b>	<b>Comments/Notable Observations</b>



Graduation Rate 4- and 5-Year Cohort Combined <b>ESSA Student Subgroups</b> Students with Disabilities	For the students with disabilities subgroup, Graduation Rate for 4-year cohort was 87.2% in 22-23 and it decreased to 74.4% in 23-24. This is below the state average of 87.6% in 23-24.
<b>Indicator</b> Growth: Math and ELA Combined <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> For the economically disadvantaged subgroup in Math, although our growth measure increased from 50% in 22-23 to 66% in 23-24, it is still below the state average of expected growth percentage which is 70%.

## 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.

For the economically disadvantaged subgroup, the number of Proficient and Advanced in ELA grew substantially from 47.2% in 22-23 to 58.9% in the 23-24 school year. This is above the state average which is 53.9% in the 23-24 school year. For the students with disabilities subgroup, the number of Proficient and Advanced in ELA grew from 22.5% in 22-23 to 27.8% in the 23-24 school year.
For the economically disadvantaged subgroup in ELA, our growth measure increased from 72% in 22-23 to 75% in the 23-24 school year.
Graduation Rate for 5-year cohort was 94.7% in 23-24 which is above the state average of 90%.

### 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.

For the economically disadvantaged subgroup in Math, the number of Proficient and Advanced in 23-24 was 33.3% and this is below the state average of 40.2%. For the students with disabilities subgroup in Math, the number of Proficient and Advanced decreased from 10.3% in 22-23 to 5.9% in 23-24. Obviously, these are also below the state average.
For the economically disadvantaged subgroup in Math, although our growth measure increased from 50 % in 22-23 to 66% in 23-24, it is still below the state average of expected growth percentage which is 70%. For the students with disabilities subgroup in Math, although

there was an increase from 22-23 to 23-24, we are at 60% which is still below the state average of expected growth percentage which is 74.9% and the growth state standard of 70%.

For the students with disabilities subgroup, the Graduation Rate for the 4-year cohort was 87.2% in 22-23 and it decreased to 74.4% in 23-24. This is below the state average of 87.6% in 23-24.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
The average summary score of local assessment data for students in grade 10 English during the 2023-2024 school year was 84%.	The overall average English score for grade 10 English students was higher than the average of the non-white subgroup, students with disabilities, and economically disadvantaged subgroups.
Students with disabilities who took the spring Literature Keystone Exam during the 2023-2024 school year scored an average of 82.26% in a summary of their English local assessment data.. Students without disabilities scored an average of 84.74%.	The difference in the averages of those with disabilities and those without disabilities only differs by 2.48%.
Economically disadvantaged students who took the spring Literature Keystone Exam during the 2023-2024 school year scored an average of 74.06% in a summary of their English local assessment data. Students who were not economically disadvantaged scored an average of 87.44%.	The difference in the averages of those who were economically disadvantaged was significantly lower than those who were not economically disadvantaged, 13.38%
White students who took the spring Literature Keystone Exam during the 2023-2024 school year scored an average of 85.54% in a summary of their English local assessment data. Non-white students scored an average of 74.03%	The difference between white and non-white student assessment averages in English was significant at 11.51%.

### English Language Arts Summary

#### Strengths

White students achieved at an above average rate on local assessments in English at 85.54% during the 2023-2024 school year.
Overall students scores on local assessments in English was 83.8% during the 2023-2024 school year..
Students with disabilities performed only 2.48% lower on English local assessments than students without disabilities during the 2023-2024 school year. This is a negligible difference.

#### Challenges

Economically disadvantaged students performed significantly lower on their English local assessments than their non-economically disadvantaged counterparts. The difference was very significant at 13.38%.
Non-white students performed significantly lower on English local assessments than white students during the 2023-2024 school year. The difference was very significant at 11.51%.

## Mathematics

Data	Comments/Notable Observations
The average summary score of local assessment data for students who took the Algebra 1 spring Keystone Exam was 83.7%	The overall average of local assessment data for students taking the spring Algebra 1 Keystone Exam was higher than all subgroup scores.
Students with disabilities who took the spring Algebra Keystone Exam during the 2023-2024 school year scored an average of 82.84% in a summary of their Mathematics local assessment data.. Students without disabilities scored an average of 84%.	The difference in the averages of local assessments is merely 1.16%.
Economically disadvantaged students who took the spring Algebra Keystone Exam during the 2023-2024 school year scored an average of 80.06% in a summary of their mathematics local assessment data. Students who were not economically disadvantaged scored an average of 86.96%.	Economically disadvantaged students scored 6.9% lower than those who were not economically disadvantaged in a summary of their Mathematics local assessments. This is a moderate difference, but illustrates a disparity in achievement.
White students who took the spring Algebra 1 Keystone Exam during the 2023-2024 school year scored an average of 85.56% in a summary of their Mathematics local assessment data. Non-white students scored an average of 74.1%	The difference in achievement for white and non-white students is significant in mathematics, 11.46%.

## Mathematics Summary

### Strengths

White students achieved at an above average rate on local assessments in mathematics at 85.54% during the 2023-2024 school year.
Overall students scores on local assessments in Mathematics was 83.7% during the 2023-2024 school year.
Students with disabilities performed only 1.16% lower on mathematics local assessments than students without disabilities during the 2023-2024 school year. This is a negligible difference.

### Challenges

Economically disadvantaged students performed significantly lower on their Mathematics local assessments than their non-economically disadvantaged counterparts. The difference was significant at 6.9%.
Non-white students performed significantly lower on mathematics local assessments than white students during the 2023-2024 school year. The difference was very significant at 11.46%.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The average summary score of local assessment data for students who took the Biology spring Keystone Exam was 82.15%	The overall average of local assessment data for students taking the spring Biology 1 Keystone Exam was higher than all subgroup scores.
Students with disabilities who took the spring Biology Keystone Exam during the 2023-2024 school year scored an average of 79.4% in a summary of their science local assessment data.. Students without disabilities scored an average of 82.84%.	The difference in the averages of local assessments is merely 3.44%
Economically disadvantaged students who took the spring Biology Keystone Exam during the 2023-2024 school year scored an average of 77.56% in a summary of their science local assessment data. Students who were not economically disadvantaged scored an average of 84.45%.	Economically disadvantaged students scored 6.89% lower than those who were not economically disadvantaged in a summary of their Mathematics local assessments. This is a moderate difference, but illustrates a disparity in achievement.
White students who took the spring Biology Keystone Exam during the 2023-2024 school year scored an average of 82.85% in a summary of their science local assessment data. Non-white students scored an average of 73.36%	The difference in achievement for white and non-white students is significant in science, 9.49%.

## Science, Technology, and Engineering Education Summary

### Strengths

White students achieved at an above average rate on local assessments in science at 82.85% during the 2023-2024 school year.
Overall students scores on local assessments in science was 82.15% during the 2023-2024 school year.
Students with disabilities performed only 3.44% lower on science local assessments than students without disabilities during the 2023-2024 school year. This is a negligible difference.

### Challenges

Economically disadvantaged students performed significantly lower on their science local assessments than their non-economically disadvantaged counterparts. The difference was significant at 6.89%.
Non-white students performed significantly lower on science local assessments than white students during the 2023-2024 school year. The difference was very significant at 9.49%.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
190 of 197 members of the class of 2023 completed 16 required Career Readiness Indicator activities in the Smart Futures Program. Of the 7 who did not meet the benchmark: 4 were economically disadvantaged; 4 were students with disabilities; 1 was black; 1 was Hispanic	Grade 11 started the year using Naviance and switched to Smart Futures. Data was lost due to this switch.
21 members of the junior class in 2024 did not complete all required Career Readiness Indicator activities in Smart Futures. Of those students: 5 were economically disadvantaged; 13 were students with special needs; 1 was black; 2 were Hispanic; 4 withdrew; Seniors of the class of 2024 were 100% complete with their Smart Futures Activities.	The junior class in 2023 were able to complete their required activities before graduation. Implementation of Smart Futures was successful.
9 students in the Junior class in 2025 did not complete all Career Readiness Indicator activities in Smart Futures. Of those students: 5 were economically disadvantaged; 3 were students with disabilities; 2 withdrew; Seniors of the class of 2025 are still in progress. Less than 10 students have required activities to complete.	Counselors and homeroom teachers will meet with Juniors who did not complete the required Smart Futures Activities.

### 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.

Blue Mountain High School Seamlessly transitioned from Naviance to Smart Futures with no impact on graduation in 2023.
Well over 90% of Blue Mountain High School Seniors graduate with valuable job and community service experience. They are well-prepared to continue their education and/or join the workforce.

#### 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.

Economically disadvantaged students are one of the two highest subgroups who are not completing their Career Readiness Indicator activities in Smart Futures.
Students with disabilities are one of the two highest subgroups who are not completing their Career Readiness Indicator activities in Smart Futures.



## 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
When looking at students with IEPs who took the Literature Keystone trigger course, the average percentage of their local assessments for the school year was 82.26%. Non-IEP students who took the Literature Keystone trigger course, the average percentage of their local assessments for the school year was 84.74%.	Students with IEP's are achieving nearly the same results as those without IEP's. The difference is 2.48%
When looking at students with IEPs who took the Algebra Keystone trigger course, the average percentage of their local assessments for the school year was 82.84%. Non-IEP students who took the Algebra Keystone trigger course, the average percentage of their local assessments for the school year was 84%.	Students with IEP's are achieving nearly the same results as those without IEP's. The difference is 1.16%
When looking at students with IEPs who took the Biology Keystone trigger course, the average percentage of their local assessments for the school year was 79.4%. Non-IEP students who took the Biology Keystone trigger course, the average percentage of their local assessments for the school year was 82.84%.	Students with IEP's are achieving nearly the same results as those without IEP's. The difference is 3.44%

### 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.

When students are given accommodations through their IEP, they are able to achieve at a comparable level in English as that of their peers, with a difference of 2.48%
When students are given accommodations through their IEP, they are able to achieve at a comparable level in mathematics as that of their peers, with a difference of 1.16%.
When students are given accommodations through their IEP, they are able to achieve at a comparable level in science as that of their peers, with a difference of 3.44%.

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.

While students with disabilities are achieving at a comparable level as their peers in English, they are not showing growth on the Keystone Literature exam. Combined growth between Literature and Algebra was -4.82%.
While students with disabilities are achieving at a comparable level as their peers in mathematics, they are not showing growth on the Keystone Algebra exam. Combined growth between Literature and Algebra was -4.82%.



## 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	Emerging
Identify and address individual student learning needs	Operational
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	Emerging
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
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	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?

Although the district would like to improve the graduation rate for students with IEPs, a strength is that the district promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
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The district met with local businesses and community organizations and this collaboration led to partnerships that resulted in curricular changes and the development of a tiered internship program to enhance our work force development program.
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All submitted lesson plans are required to clearly demonstrate alignment to PA standards.
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### 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?

A challenge is to use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. The analysis of this data will increase student achievement and growth.
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By implementing a multi-tiered system of supports for academics and behavior, the district will improve academic achievement and growth as well as graduation rates.
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By using systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, the district will improve academic achievement and growth.
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## 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
For the economically disadvantaged subgroup, the number of Proficient and Advanced in ELA grew substantially from 47.2% in 22-23 to 58.9% in the 23-24 school year. This is above the state average which is 53.9% in the 23-24 school year. For the students with disabilities subgroup, the number of Proficient and Advanced in ELA grew from 22.5% in 22-23 to 27.8% in the 23-24 school year.	False
For the economically disadvantaged subgroup in ELA, our growth measure increased from 72% in 22-23 to 75% in the 23-24 school year.	False
Graduation Rate for 5-year cohort was 94.7% in 23-24 which is above the state average of 90%.	True
White students achieved at an above average rate on local assessments in English at 85.54% during the 2023-2024 school year.	False
Overall students scores on local assessments in English was 83.8% during the 2023-2024 school year..	False
Students with disabilities performed only 2.48% lower on English local assessments than students without disabilities during the 2023-2024 school year. This is a negligible difference.	False
White students achieved at an above average rate on local assessments in mathematics at 85.54% during the 2023-2024 school year.	False
Overall students scores on local assessments in Mathematics was 83.7% during the 2023-2024 school year.	False
Students with disabilities performed only 1.16% lower on mathematics local assessments than students without disabilities during the 2023-2024 school year. This is a negligible difference.	False
White students achieved at an above average rate on local assessments in science at 82.85% during the 2023-2024 school year.	False
Overall students scores on local assessments in science was 82.15% during the 2023-2024 school year.	False
Students with disabilities performed only 3.44% lower on science local assessments than students without disabilities during the 2023-2024 school year. This is a negligible difference.	False
Blue Mountain High School Seamlessly transitioned from Naviance to Smart Futures with no impact on graduation in 2023.	False
Well over 90% of Blue Mountain High School Seniors graduate with valuable job and community service experience. They are well-prepared to continue their education and/or join the workforce.	False

When students are given accommodations through their IEP, they are able to achieve at a comparable level in English as that of their peers, with a difference of 2.48%	False
When students are given accommodations through their IEP, they are able to achieve at a comparable level in mathematics as that of their peers, with a difference of 1.16%.	False
When students are given accommodations through their IEP, they are able to achieve at a comparable level in science as that of their peers, with a difference of 3.44%.	False
Although the district would like to improve the graduation rate for students with IEPs, a strength is that the district promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
The district met with local businesses and community organizations and this collaboration led to partnerships that resulted in curricular changes and the development of a tiered internship program to enhance our work force development program.	True
All submitted lesson plans are required to clearly demonstrate alignment to PA standards.	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
For the economically disadvantaged subgroup in Math, the number of Proficient and Advanced in 23-24 was 33.3% and this is below the state average of 40.2%. For the students with disabilities subgroup in Math, the number of Proficient and Advanced decreased from 10.3% in 22-23 to 5.9% in 23-24. Obviously, these are also below the state average.	True
For the economically disadvantaged subgroup in Math, although our growth measure increased from 50 % in 22-23 to 66% in 23-24, it is still below the state average of expected growth percentage which is 70%. For the students with disabilities subgroup in Math, although there was an increase from 22-23 to 23-24, we are at 60% which is still below the state average of expected growth percentage which is 74.9% and the growth state standard of 70%.	False
For the students with disabilities subgroup, the Graduation Rate for the 4-year cohort was 87.2% in 22-23 and it decreased to 74.4% in 23-24. This is below the state average of 87.6% in 23-24.	True
Economically disadvantaged students performed significantly lower on their English local assessments than their non-economically disadvantaged counterparts. The difference was very significant at 13.38%.	False

Economically disadvantaged students are one of the two highest subgroups who are not completing their Career Readiness Indicator activities in Smart Futures.	False
Students with disabilities are one of the two highest subgroups who are not completing their Career Readiness Indicator activities in Smart Futures.	False
Non-white students performed significantly lower on English local assessments than white students during the 2023-2024 school year. The difference was very significant at 11.51%.	False
Economically disadvantaged students performed significantly lower on their Mathematics local assessments than their non-economically disadvantaged counterparts. The difference was significant at 6.9%.	False
Non-white students performed significantly lower on mathematics local assessments than white students during the 2023-2024 school year. The difference was very significant at 11.46%.	False
Economically disadvantaged students performed significantly lower on their science local assessments than their non-economically disadvantaged counterparts. The difference was significant at 6.89%.	False
Non-white students performed significantly lower on science local assessments than white students during the 2023-2024 school year. The difference was very significant at 9.49%.	False
While students with disabilities are achieving at a comparable level as their peers in English, they are not showing growth on the Keystone Literature exam. Combined growth between Literature and Algebra was - 4.82%.	False
While students with disabilities are achieving at a comparable level as their peers in mathematics, they are not showing growth on the Keystone Algebra exam. Combined growth between Literature and Algebra was - 4.82%.	False
A challenge is to use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. The analysis of this data will increase student achievement and growth.	False
By implementing a multi-tiered system of supports for academics and behavior, the district will improve academic achievement and growth as well as graduation rates.	False
By using systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, the district will improve academic achievement and growth.	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
For the economically disadvantaged subgroup in Math, the number of Proficient and Advanced in 23-24 was 33.3% and this is below the state average of 40.2%. For the students with disabilities subgroup in Math, the number of Proficient and Advanced decreased from 10.3% in 22-23 to 5.9% in 23-24. Obviously, these are also below the state average.	There was a sudden and unexpected change in staffing, resulting in numerous class and coverage changes.	True
For the students with disabilities subgroup, the Graduation Rate for the 4-year cohort was 87.2% in 22-23 and it decreased to 74.4% in 23-24. This is below the state average of 87.6% in 23-24.	3 students who were attributed as non-graduates in our students with disabilities subgroup were attributed incorrectly.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Graduation Rate for 5-year cohort was 94.7% in 23-24 which is above the state average of 90%.	While some students are not graduating with their cohort, the district is successfully putting supports in place so that students can graduate via a 5-year track.
Although the district would like to improve the graduation rate for students with IEPs, a strength is that the district promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Blue Mountain High School offers numerous programs such as clubs, sports, and extra-curriculars where every student has the opportunity to be a part of the high school community.
The district met with local businesses and community organizations and this collaboration led to partnerships that resulted in curricular changes and the development of a tiered internship program to enhance our work force development program.	Juniors and seniors have the opportunity to enroll in a two-level (general and honors) internship program where they received valuable experience in their desired field while earning credits toward graduation.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	If Blue Mountain High School creates a data-driven mathematics course in place of Algebra 2, then teachers can target areas of student need by anchor and then the students will demonstrate growth and increase proficiency on the Algebra Keystone Exam.
	If Blue Mountain High School ensures that students with disabilities are satisfying an Act 158 Pathway as early as possible, then the likelihood of students graduating with their cohort increases, and the 4-year graduation cohort rate will increase.

## Goal Setting

**Priority: If Blue Mountain High School creates a data-driven mathematics course in place of Algebra 2, then teachers can target areas of student need by anchor and then the students will demonstrate growth and increase proficiency on the Algebra Keystone Exam.**

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
30% of students enrolled in the Algebra Concepts course will demonstrate significant growth on their Algebra Keystone Exam by the end of the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Algebra Keystone/CDT			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of students enrolled in the Algebra Concepts course will complete the Full CDT by September 30.	CDT data will reflect an increase of 1 standard error from the baseline scores by 10% of students by December 30.	CDT data will reflect an increase of one standard error from the baseline scores by 20% of students by March 30.	30% of students enrolled in the Algebra Concepts course will demonstrate significant growth on their Algebra Keystone Exam by the end of the 2025-2026 school year.

**Priority: If Blue Mountain High School ensures that students with disabilities are satisfying an Act 158 Pathway as early as possible, then the likelihood of students graduating with their cohort increases, and the 4-year graduation cohort rate will increase.**

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
All students with disabilities will complete 100% of their transition plan toward their Act 158 Graduation Pathway.			
Measurable Goal Nickname (35 Character Max)			
Transition/Graduation Plan			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students with disabilities will complete 25% of their transition plan toward their Act 158 Graduation Pathway.	All students with disabilities will complete 50% of their transition plan toward their Act 158 Graduation Pathway.	All students with disabilities will complete 75% of their transition plan toward their Act 158 Graduation Pathway.	All students with disabilities will complete 100% of their transition plan toward their Act 158 Graduation Pathway.



## Action Plan

### Measurable Goals

Algebra Keystone/CDT	Transition/Graduation Plan
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### Action Plan For: CDT

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>30% of students enrolled in the Algebra Concepts course will demonstrate significant growth on their Algebra Keystone Exam by the end of the 2025-2026 school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide CDT professional development training to staff on administration and data analysis.		2025-08-18	2025-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IU 29 consultant.	CDT access; laptop/computer access	Yes	
Action Step		Anticipated Start/Completion Date	
Teacher will give the CDT 3 times during the school year.		2025-09-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra Concepts Teachers	CDT, laptop	No	
Action Step		Anticipated Start/Completion Date	
Teachers will review and analyze CDT data upon test completion. They will adjust instruction as needed.		2025-09-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra Concepts Teachers	CDT reports, laptop	No	
Action Step		Anticipated Start/Completion Date	
Students enrolled in the Algebra Concepts course will retake the Algebra Keystone Exam.		2026-05-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselors, Monitoring teachers	Keystone Exam, laptops	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased proficiency and growth on the Algebra Keystone Exam for students with disabilities.	People: Administration, teachers, counselors Frequency: Quarterly Method: Analyze CDT reports and Keystone Exam scores

### Action Plan For: Transition Outcome Plan

Measurable Goals:
<ul style="list-style-type: none"> <li>All students with disabilities will complete 100% of their transition plan toward their Act 158 Graduation Pathway.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Create Outcome plan at annual IEP meetings of students with disabilities in grades 8-10.		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IEP Case Manager	District-Created Transition Outcome tool, IEP	Yes	
Action Step		Anticipated Start/Completion Date	
Annual review and revision of the transition outcome plan.		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Case manager, school counselor, transition coordinator.	District-Created Transition Outcome tool, IEP	No	
Action Step		Anticipated Start/Completion Date	
Complete activities and courses on the transition outcome plan or make adjustments to the outcome plan.		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Case manager, school counselor, transition coordinator.	District-Created Transition Outcome tool, IEP	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Transition outcome plans will be completed for all students with disabilities, keeping them on track to graduate with their cohort.	People: Case manager, school counselor, transition coordinator Frequency: Annually, any IEP revision Method: Review of the Transition Outcome tool data
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**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
CDT	Provide CDT professional development training to staff on administration and data analysis.
Transition Outcome Plan	Create Outcome plan at annual IEP meetings of students with disabilities in grades 8-10.

### CDT Professional Development Training

Action Step		
<ul style="list-style-type: none"><li>Provide CDT professional development training to staff on administration and data analysis.</li></ul>		
Audience		
Teachers of Algebra Concepts course		
Topics to be Included		
Administration of CDT and Data Analysis		
Evidence of Learning		
CDT successfully administered, reports created, instruction adjusted		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU 29 Staff	2025-08-18	2025-08-22

### Learning Format

Type of Activities	Frequency
Inservice day	1 time; additional time as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"><li>1e: Designing Coherent Instruction</li><li>1f: Designing Student Assessments</li></ul>	
This Step Meets the Requirements of State Required Trainings	

### Transition Outcome Plan

Action Step
<ul style="list-style-type: none"><li>Create Outcome plan at annual IEP meetings of students with disabilities in grades 8-10.</li></ul>
Audience
Special Education teachers
Topics to be Included

Utilization and application of Transition Outcome Plan tool		
<b>Evidence of Learning</b>		
Completion of Transition Outcome Plan tool for all students with disabilities and monitoring of student progress.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Pupil Services	2025-08-18	2025-08-22

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	1 time; as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>