

Susquehanna Twp HS

TSI non-Title 1 School Plan | 2026 – 2027

Profile and Plan Essentials

School		AUN/Branch
Susquehanna Twp HS		115228303
Address 1		
3500 Elmerton Ave		
Address 2		
City	State	Zip Code
Harrisburg	PA	17109
Chief School Administrator		Chief School Administrator Email
Dr Tamara C Willis		twillis@hannasd.org
Principal Name		
Dr. David Archer		
Principal Email		
darcher@hannasd.org		
Principal Phone Number		Principal Extension
717-657-5117		40139
School Improvement Facilitator Name		School Improvement Facilitator Email
Ami Healy		ahealy@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
DAVID L ARCHER	Principal	Susquehanna Township High School	darcher@hannasd.org
Victoria Sanks	Principal	Susquehanna Township HS	vsanks@hannasd.org
Jessica Shreffler	Principal	Susquehanna Township HS	jshreffler@hannasd.org
Mercedes Roland	Parent	Community	mroland@hannasd.org
Kenneth Stone	Paraprofessional	Paraprofessional	kstone@hannasd.org
Lance Deane	Other	Athletic Director	ldeane@hannasd.org
Christine Rose-Brooks	Teacher	Teacher	mrosebrooks@hannasd.org
Bethany Peters	Other	Student Services	bpeters@hannasd.org

Vision for Learning

Vision for Learning

Susquehanna Township High School will be a safe, inclusive, and academically challenging learning community where every learner is known, valued, supported, and empowered to succeed. Through high-quality Tier 1 instruction, meaningful relationships, collaborative problem-solving, and evidence-based decision-making, we will remove barriers and respond intentionally to the academic, behavioral, and social-emotional needs of every learner. We believe in our collective capacity to make a difference. Together, we will create equitable opportunities for learners to grow, develop their unique strengths, take ownership of their learning, and graduate prepared to pursue their goals with confidence, character, and purpose.

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA proficiency remains a significant challenge. Only 31.1% of learners scored proficient or advanced on the state assessment, compared with the statewide average of 49.9%, and only 42% of learners performed at or above grade level on the local MAP Reading assessment.		False
Although learners are demonstrating strong year-to-year growth, overall mathematics proficiency remains low. The school must strengthen the connection between growth, mastery of grade-level standards, and performance on state and local assessments.		True
STHS had a low amount of learners scored at the advanced level in mathematics, compared with the statewide average of 16.3%. English Learners and students with disabilities had no learners scoring advanced, demonstrating a need to provide greater access to enrichment, complex problem-solving, and advanced learning opportunities.		True
The school will continue developing a consistent system of common assessments across science teachers, courses, and class sections. Shared assessment windows, scoring criteria, and proficiency expectations are needed to ensure that results are reliable and comparable.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The school successfully administered the NWEA MAP Reading assessment during the fall, winter, and spring assessment windows. This consistent assessment schedule provides multiple opportunities to monitor learner progress, identify needs, and adjust instruction throughout the year.	
The school administers NWEA MAP assessments during multiple assessment windows and uses common assessments, benchmark data, Lexile levels, classroom evidence, and data conversations to monitor progress. These structures provide a strong foundation for differentiated instruction, intervention planning, and learner goal setting.	

Provide Student-Centered Support Systems, the school demonstrates Operational to Exemplary implementation of practices that create a safe, welcoming, and inclusive learning environment. SOAR expectations, PBIS structures, restorative approaches, and consistent behavioral supports help students feel known, valued, respected, and ready to learn.	
the school demonstrates Operational implementation of an academic, behavioral, attendance, and social-emotional MTSS. Staff members use multiple sources of evidence to identify individual student needs, coordinate supports, monitor progress, and respond before students experience continued academic or behavioral difficulty.	
Focus on Continuous Improvement of Instruction, the school demonstrates Operational implementation of instructional walkthroughs, coaching, collaborative planning, and feedback. These structures focus on what students are learning and experiencing, including clarity of learning, active engagement, checks for understanding, accessible instruction, and timely responses to student needs.	
Empower Leadership, administrators, teacher leaders, counselors, interventionists, and support staff share responsibility for student success. Leadership teams use evidence rather than assumptions, focus on factors within the school's influence, and coordinate instructional and student-support decisions across departments and programs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Despite strong year-to-year growth in mathematics, only 14.3% of learners demonstrated proficiency on the state assessment. The school will prioritize rigorous, standards-aligned Tier 1 instruction, frequent checks for understanding, timely intervention, and consistent use of state and local assessment data to help every learner translate academic growth into mastery of grade-level mathematics standards.
	STHS will increase equitable access to advanced mathematics learning, particularly for English Learners and students with disabilities. The school will embed enrichment, complex problem-solving, mathematical reasoning, and advanced learning opportunities within Tier 1 instruction so that more learners are prepared to demonstrate advanced achievement on state and local assessments.
	STHS will develop and implement a consistent, standards-aligned system of common science assessments across teachers, courses, and class sections. Shared assessment windows, scoring criteria, and proficiency expectations will provide reliable and comparable evidence of student learning, promote instructional consistency, and support timely responses to individual learner needs.

Goal Setting

Priority: Despite strong year-to-year growth in mathematics, only 14.3% of learners demonstrated proficiency on the state assessment. The school will prioritize rigorous, standards-aligned Tier 1 instruction, frequent checks for understanding, timely intervention, and consistent use of state and local assessment data to help every learner translate academic growth into mastery of grade-level mathematics standards.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, STHS will increase the percentage of learners scoring proficient or advanced in mathematics from 14.3% to at least 17.3%, as measured by the Pennsylvania State Assessment and aligned local benchmark assessments. Mathematics teams will administer common standards-aligned assessments each quarter, analyze results by standard and student group, and provide timely intervention or enrichment based on individual learner needs.			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline performance through a common standards-aligned mathematics assessment. At least 15% of learners will demonstrate proficiency on priority standards. Teachers will analyze results by standard and student group and develop targeted instructional responses.	At least 15.5% of learners will demonstrate proficiency on the cumulative mathematics benchmark. Mathematics teams will monitor the effectiveness of interventions and provide reteaching, scaffolding, or enrichment based on individual progress.	At least 16% of learners will demonstrate proficiency on the cumulative mathematics benchmark. Students not on track will receive targeted support before the state assessment, while students demonstrating mastery will engage in enrichment and complex problem-solving.	At least 17.3% of learners will score proficient or advanced on the state mathematics assessment or aligned end-of-year benchmark. Results will be disaggregated by student group to evaluate progress, achievement gaps, and the effectiveness of Tier 1 instruction and interventions.

Priority: STHS will increase equitable access to advanced mathematics learning, particularly for English Learners and students with disabilities. The school will embed enrichment, complex problem-solving, mathematical reasoning, and advanced learning opportunities within Tier 1 instruction so that more learners are prepared to demonstrate advanced achievement on state and local assessments.

Outcome Category
English Language Growth and Attainment
Measurable Goal Statement (Smart Goal)
By June 2027, STHS will increase the percentage of English Learners meeting English Language Growth and Attainment expectations from 14.3% to at least 19%, as measured by WIDA ACCESS and aligned

language-development progress measures. English language development and content-area teachers will use individual proficiency data to establish language goals, provide explicit academic-language instruction and scaffolds, and monitor each learner's progress at least quarterly.			
Measurable Goal Nickname (35 Character Max)			
EL Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish an individual language-development baseline and growth goal for every English Learner using prior ACCESS results, classroom evidence, and an aligned progress measure. At least 14.3% of English Learners will be projected to meet annual growth or attainment expectations.	At least 15.3% of English Learners will be on track to meet annual growth or attainment expectations. Language-development and content-area teachers will review progress and adjust academic vocabulary instruction, scaffolds, grouping, and targeted supports.	At least 17.3% of English Learners will be on track to meet annual growth or attainment expectations. Students not meeting interim targets will receive intensified language-development support based on their individual proficiency levels and demonstrated needs.	At least 19.3% of English Learners will meet English Language Growth or Attainment expectations, as measured by WIDA ACCESS and aligned end-of-year evidence. Results will be analyzed by proficiency level, grade, course, and additional student characteristics to evaluate the effectiveness of supports and determine next steps.

Priority: STHS will develop and implement a consistent, standards-aligned system of common science assessments across teachers, courses, and class sections. Shared assessment windows, scoring criteria, and proficiency expectations will provide reliable and comparable evidence of student learning, promote instructional consistency, and support timely responses to individual learner needs.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of STHS science courses will implement a standards-aligned common assessment system that includes shared priority standards, assessment windows, scoring criteria, and proficiency expectations. Science teams will administer at least four common assessments, analyze results by standard and student group within 10 instructional days, and provide timely reteaching, intervention, or enrichment, with at least 60% of learners demonstrating proficiency on assessed priority standards by the end of the year.			
Measurable Goal Nickname (35 Character Max)			
Common Science Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Science teams will identify priority standards, establish shared proficiency expectations and scoring criteria, and develop a common	All identified science courses will administer at least two common assessments. Teachers will score assessments using shared criteria,	All identified science courses will administer at least three common assessments and review evidence of	All identified science courses will complete at least four common assessment cycles. Teacher and admin

assessment calendar. All identified courses will administer a common baseline assessment and analyze results by standard and student group.	analyze results within 10 instructional days, and provide targeted reteaching or enrichment.	student progress across teachers and class sections.	will work together to ensure that data is used to improve instruction for learners.
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Action Plan

Measurable Goals

Math Proficiency Growth	EL Growth and Attainment
Common Science Assessments	

Action Plan For: Standards-Aligned Math Data Cycles

Measurable Goals:
By June 2027, STHS will increase the percentage of learners scoring proficient or advanced in mathematics from 14.3% to at least 17.3%, as measured by the Pennsylvania State Assessment and aligned local benchmark assessments. Mathematics teams will administer common standards-aligned assessments each quarter, analyze results by standard and student group, and provide timely intervention or enrichment based on individual learner needs.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers use explicit standards-aligned instruction, common formative assessments, collaborative data analysis, flexible grouping, reteaching, intervention, and enrichment to move learners from growth to proficiency.		2026-09-07	2027-05-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Archer	Professional Development, support from admin and district level	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Mathematics teams will identify priority grade-level standards, establish common proficiency expectations, and create a shared pacing and quarterly assessment calendar for each assessed course.		2026-09-08	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Department Chair, Math Teachers	PA Standards, curriculum map, assessments, planning time	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Mathematics teachers will receive professional development on explicit standards-aligned instruction, mathematical discourse, multiple representations, complex problem-solving, checks for understanding, and responsive instructional practices.		2026-09-30	2026-11-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Department Chair, Math Teachers	PA Standards, curriculum map, assessments, planning time	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will administer a common baseline assessment and analyze results by learner, standard, course, teacher, and student group. Every learner will establish an individual mathematics growth and proficiency goal.		2027-01-01	2027-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Department Chair, Math Teachers	PA Standards, curriculum map, assessments, planning time Common Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will administer the midyear common benchmark and analyze results within 10 instructional days. Teams will compare results with baseline data and revise instruction, grouping, intervention, and enrichment plans.		2027-01-01	2027-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Department Chair, Math Teachers	PA Standards, curriculum map, assessments, planning time Common Assessment	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Mathematics teams will implement quarterly standards-aligned assessment and response cycles. Outputs will include common assessments, shared proficiency criteria, student data reports and use this to create intervention groups used to support learners	Administrators and mathematics teacher leaders will review common assessment results, PLC agendas, intervention records, and student work each quarter. Walkthroughs will monitor standards alignment, checks for understanding, student reasoning, differentiation, and instructional responses.

Action Plan For: Integrated Language Development and Progress Monitoring

Measurable Goals:			
By June 2027, STHS will increase the percentage of English Learners meeting English Language Growth and Attainment expectations from 14.3% to at least 19%, as measured by WIDA ACCESS and aligned language-development progress measures. English language development and content-area teachers will use individual proficiency data to establish language goals, provide explicit academic-language instruction and scaffolds, and monitor each learner's progress at least quarterly.			
Action Step		Anticipated Start Date	Anticipated Completion Date
Review prior ACCESS results by reading, writing, listening, and speaking. Establish an individual language goal for every English Learner. Ensure content teachers use language objectives and appropriate scaffolds.		2026-08-27	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin and ELL Teacher and Supports	ACCESS profiles, learner goals, lesson plans, walkthroughs, and baseline language samples	Yes	
Action Step		Anticipated Start Date	Anticipated Completion Date
Review progress toward individual goals. Examine student speaking, writing, reading, and listening evidence. Adjust vocabulary instruction, scaffolds, grouping, and service delivery for learners not on track.		2026-11-01	2027-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin and ELL Teacher and Supports	Student work, progress measures, teacher collaboration logs, service records, and course performance	No	
Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze midyear language-development evidence and ACCESS preparation data. Intensify support in specific language domains and conduct individual student conferences. Communicate progress to families in an accessible format.		2027-01-15	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin and ELL Teacher and Supports	Interim language results, student conference forms, intervention records, and family communication logs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze ACCESS and end-of-year evidence by learner, proficiency level, grade, course, and additional student characteristics. Evaluate instructional supports and identify priorities for the following year.		2027-03-30	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin and ELL Teacher and Supports	ACCESS results, growth reports, student work portfolios, and program evaluation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2027, 100% of English Learners will have an individualized language-development goal and receive integrated language supports across content areas. Teachers will consistently use language objectives, academic vocabulary, structured student discourse, and scaffolded reading and writing. The percentage of English Learners meeting English Language Growth or Attainment expectations will increase	EL teachers, content-area teachers, counselors, instructional leaders, and administrators will review implementation and learner progress at least quarterly. Monitoring will include ACCESS domain scores, interim language measures, student work, course performance, learner goals, service records, collaboration logs, and classroom walkthroughs. Results will be reviewed by learner, proficiency level, grade, course, and language domain. Learners not meeting quarterly targets will receive adjusted scaffolds, intensified language instruction, or additional academic support.

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
Standards-Aligned Math Data Cycles	Teachers use explicit standards-aligned instruction, common formative assessments, collaborative data analysis, flexible grouping, reteaching, intervention, and enrichment to move learners from growth to proficiency.
Standards-Aligned Math Data Cycles	Mathematics teams will identify priority grade-level standards, establish common proficiency expectations, and create a shared pacing and quarterly assessment calendar for each assessed course.
Integrated Language Development and Progress Monitoring	Review prior ACCESS results by reading, writing, listening, and speaking. Establish an individual language goal for every English Learner. Ensure content teachers use language objectives and appropriate scaffolds.

Mathematics Data Cycle Learning Lab

Action Step		
Teachers use explicit standards-aligned instruction, common formative assessments, collaborative data analysis, flexible grouping, reteaching, intervention, and enrichment to move learners from growth to proficiency.		
Audience		
Teaching Staff		
Topics to be Included		
During the first-quarter professional development session, mathematics teachers will receive training on identifying priority standards, developing common formative assessments, establishing shared proficiency criteria, and using item-level data to plan instruction.		
Evidence of Learning		
Evidence of teacher learning will include teachers' ability to apply the professional development content to their planning, instruction, assessment, and response to student needs. Teachers will produce standards-aligned lessons, common assessments, shared scoring criteria, data analyses, student-specific instructional plans, and reflections explaining how their practices affected student learning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
David Archer, Victora Sanks, Mrs. Stoneking	2026-08-27	2026-12-30

Learning Format

Type of Activities	Frequency
Other	During monthly department meetings, teachers will collaboratively create assessments, analyze student work, identify misconceptions, and plan flexible grouping, reteaching, intervention, reassessment, and enrichment. Administrators and mathematics leaders will review implementation during weekly leadership meetings and provide walkthrough feedback and coaching.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	