

Profile and Plan Essentials

School		AUN/Branch
Warrior Run JSHS		116498003
Address 1		
4800 Susquehanna Trail		
Address 2		
City	State	Zip Code
Turbotville	PA	17772
Chief School Administrator		Chief School Administrator Email
Dr Thor R Edmiston		tedmiston@wrsd.org
Principal Name		
Casey Magargle		
Principal Email		
cmagargle@wrsd.org		
Principal Phone Number		Principal Extension
5706495166		3000
School Improvement Facilitator Name		School Improvement Facilitator Email
Theresa Bartholomew		tbartholomew@wrsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Casey Magargle	Principal	Warrior Run Jr/Sr High School	cmagargle@wrsd.org
Ryan Carper	Principal	Warrior Run Jr/Sr High School	rcarper@wrsd.org
Jess Delany	Teacher	Warrior Run Jr/Sr High School	jdelany@wrsd.org
Nicole Morgan	Special Education Teacher	Warrior Run Jr/Sr High School	nmorgan@wrsd.org
Tam Hoffman	Parent	Warrior Run School District	thoffman@wrsd.org
Chris Emory	Teacher	Warrior Run Jr/Sr High School	cemory@wrsd.org
Clarissa Paige	Parent	Warrior Run Jr/Sr High School	clarissa@clarissapaige.com
Bill Ramsey	Community Member	Warrior Run School District	wrramsey0713@comcast.net
JJ Lyons	Board Member	Warrior Run School District	jlyons@wrsd.org
Thor Edmiston	District Level Leaders	Warrior Run School District	tedmiston@wrsd.org
Theresa Bartholomew	District Level Leaders	Warrior Run School District	tbartholomew@wrsd.org
Amanda Velte	District Level Leaders	Warrior Run School District	avelte@wrsd.org
Sarah Gehrum	Student	Warrior Run School District	25sgehrum@wrsd.org

Vision for Learning

Vision for Learning

This is on the agenda to discuss with building leadership at the February 26, 2025 PLC meeting.

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	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
98.5% of students have met career standards benchmark	
the Cohort graduation rate is 96%	
37% of students take advantage of industry-based learning	26% of students earn an industry-based credential

Challenges

Indicator	Comments/Notable Observations
74% of students are not chronically absent, which is below the state average	
Students did not meet the interim target in ELA, math, or science	54% in ELA, 19% in math, and 55% in science

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

Strengths

Indicator Economically disadvantaged and students with disabilities outperformed their grade level peers (74% and 86% vs. 68%) on ELA measures for growth ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations This may be a result of the block scheduling for student support as well as the co-teaching model
Indicator Students with disabilities outperformed their grade level peers (76% to 56%) on math growth assessment measures ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This may be a result of the block scheduling for student support as well as the co-teaching model
Indicator All student groups met the growth target for science and are above the state average (85% to 75%) ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Historically our science department has adapted their instruction well to the needs of students

Challenges

Indicator Economically disadvantaged students and students with disabilities were more than 10 percent behind their grade level peers for achievement on ELA measures ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The gap was too wide for some students to overcome with growth
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Indicator Economically disadvantaged students and students with disabilities were 8 percent behind their grade level peers for achievement on science measures ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The gap was too wide for some students to overcome with growth
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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.

98.5% of students have met career standards benchmark
the Cohort graduation rate is 96%
Economically disadvantaged and students with disabilities outperformed their grade level peers (74% and 86% vs. 68%) on ELA measures for growth
All student groups met the growth target for science and are above the state average (85% to 75%)

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.

Economically disadvantaged students and students with disabilities were more than 10 percent behind their grade level peers for achievement on ELA measures
Economically disadvantaged students and students with disabilities were 8 percent behind their grade level peers for achievement on science measures

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL diagnostic snapshot	Benchmark
Attendance	Number of unexcused absences
Report card grades	Number of students failing for the year, credit recovery through summer school
Behavior and discipline incidence reports	Referral distribution across categories
PSSA scores	Percent proficient and advanced
Keystone exams	Percent proficient and advanced

English Language Arts Summary

Strengths

Teacher access and training on data review
PLC meetings

Challenges

8th grade ELA scores on PSSA
Keystone Literature is below the state average for proficiency

Mathematics

Data	Comments/Notable Observations
IXL diagnostic snapshot	Benchmark
Attendance	Number of unexcused absences
Report card grades	Number of students failing for the year, credit recovery through summer school
Behavior and incident referrals	Referral distribution across categories
Math PSSA scores	Percent proficient and advanced
Algebra I Keystone scores	Percent proficient and advanced

Mathematics Summary

Strengths

Cohort gain on 7th grade PSSA

Challenges

Algebra I Keystone scores

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Pre and post assessments	We used to use the CDTs, however the data is not as accurate as teacher-created materials
Attendance	Number of unexcused absences
Report card grades	Number of students failing for the year, credit recovery through summer school

Behavior and incident data	Referral distribution across categories
8th grade science PSSA	Percent proficient and advanced
Biology Keystones	Percent proficient and advanced

Science, Technology, and Engineering Education Summary

Strengths

Scheduling to prioritize instructional time based on student need
Teacher data analysis

Challenges

8th grade science scores have dipped

Related Academics

Career Readiness

Data	Comments/Notable Observations
Meetings with counselors	Student to counselor ratio is 250:1
SMART Futures portfolios	Evidence collection is 90% or above for all students
Career readiness classes	Futures 7, Career Readiness I, Career Readiness II
Senior exit interviews	During the March inservice day

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Enrollment in Education CTE	12 students in the 24/25 school year

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Course offerings	We offer a variety of electives for students
Student projects	These content areas have a focus on student projects
Student performances	These content areas also have a focus on student performance

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)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Civics assessment	100% of students take this per year
AP course offerings	We have three offerings
Participation in local government	Students serve as board reps during board meetings

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.

We are working toward approval for an early childhood FCS CTE program
We continue to maintain and develop our Chapter 339 plan for career development

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.

Scheduling to prioritize student course requests

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
IEP goals	
IXL diagnostic snapshots	
Progress monitoring	
Attendance	
Behavior plans	In collaboration with special ed department
Report card grades	Progress reports, 24/7 access to grades through the SIS
Transition plans	Transition clinics
Social emotional wellness screeners	PASS and PHQ-9

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
IXL diagnostic snapshots	Benchmark
Attendance	
Behavior and incidence referrals	
Report card grades	Progress reports, 24/7 access to grades through the SIS
Social emotional wellness screeners	PASS and PHQ-9

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.
Coordinated transition services and collaboration among departments

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.

Retrain on MTSS processes

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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	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?

Focus on instructional improvement

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?

Cultural challenges due to changes in the district

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
the Cohort graduation rate is 96%	False
98.5% of students have met career standards benchmark	False
Economically disadvantaged and students with disabilities outperformed their grade level peers (74% and 86% vs. 68%) on ELA measures for growth	False
All student groups met the growth target for science and are above the state average (85% to 75%)	False
Teacher access and training on data review	False
PLC meetings	True
Coordinated transition services and collaboration among departments	False
Scheduling to prioritize instructional time based on student need	False
Teacher data analysis	False
We are working toward approval for an early childhood FCS CTE program	False
We continue to maintain and develop our Chapter 339 plan for career development	True
Focus on instructional improvement	False
Cohort gain on 7th grade PSSA	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
Economically disadvantaged students and students with disabilities were more than 10 percent behind their grade level peers for achievement on ELA measures	False
Economically disadvantaged students and students with disabilities were 8 percent behind their grade level peers for achievement on science measures	False
8th grade ELA scores on PSSA	True
Keystone Literature is below the state average for proficiency	True
Algebra I Keystone scores	True
Retrain on MTSS processes	True
8th grade science scores have dipped	True
Scheduling to prioritize student course requests	False
Cultural challenges due to changes in the district	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.

We have developed comprehensive in house systems that support the individual needs of the students, but the implementation of these has changed due to merging buildings and changes in staff. We will work to further realign these processes and procedures in order to support students, and then in turn increase state assessment scores.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Algebra I Keystone scores		True
8th grade ELA scores on PSSA		True
Retrain on MTSS processes		False
8th grade science scores have dipped		False
Keystone Literature is below the state average for proficiency		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
PLC meetings	All staff participate in morning meetings which include grade level team meetings, department meetings, building leadership, PBIS, advanced tiers, etc.
We continue to maintain and develop our Chapter 339 plan for career development	Our counseling department works hard to maintain career portfolio evidence for students in alignment with the Chapter 339 plan

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In order to improve state assessment scores, the MTSS systems of support for academics needs retraining and realignment
	In order to improve state assessment scores, the MTSS systems of support for academics needs retraining and realignment

Goal Setting

Priority: In order to improve state assessment scores, the MTSS systems of support for academics needs retraining and realignment

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
ELA PSSA scores in 7th and 8th grade and the Literature Keystone scores will be at or above the state average			
Measurable Goal Nickname (35 Character Max)			
State Assessments ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Set systems of support for students for the year and communicate to faculty and staff	Review beginning of year benchmark data during PLC meetings and review example assessments	Review middle of year benchmark data during PLC meetings and review example assessments	Review end of year benchmark data during PLC meetings and review example assessments; remediate prior to testing

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Math PSSA scores in 7th and 8th grade and the Algebra I Keystone scores will be at or above the state average			
Measurable Goal Nickname (35 Character Max)			
State Assessments Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Set systems of support for students for the year and communicate to faculty and staff	Review beginning of year benchmark data during PLC meetings and review example assessments	Review middle of year benchmark data during PLC meetings and review example assessments	Review end of year benchmark data during PLC meetings and review example assessments; remediate prior to testing

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
Science PSSA scores in 8th grade will be at or above the state average			
Measurable Goal Nickname (35 Character Max)			
State assessments science			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Set systems of support for students for the year and communicate to faculty and staff	Review beginning of year benchmark data during PLC meetings and review example assessments	Review middle of year benchmark data during PLC meetings and review example assessments	Review end of year benchmark data during PLC meetings and review example assessments; remediate prior to testing

Priority: In order to improve state assessment scores, the MTSS systems of support for academics needs retraining and realignment

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Students with a disability or students who are economically disadvantaged will score within 10% proficiency of their grade level peers			

Measurable Goal Nickname (35 Character Max)			
MTSS for student subgroups			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Review PVAAS results and Future Ready PA data and develop remediation plans	Provide accommodations and remediations to students based on IEP or 504	Review effectiveness based on the middle of year benchmarks	Remediate prior to the state assessments based on benchmark results

Action Plan

Measurable Goals

State Assessments ELA	State Assessments Math
State assessments science	MTSS for student subgroups

Action Plan For: Assessment Literacy

Measurable Goals:
• ELA PSSA scores in 7th and 8th grade and the Literature Keystone scores will be at or above the state average • Science PSSA scores in 8th grade will be at or above the state average • Math PSSA scores in 7th and 8th grade and the Algebra I Keystone scores will be at or above the state average

Action Step		Anticipated Start/Completion Date	
Conduct professional development on assessment literacy		2025-08-18	2025-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum and Instruction	Funding for speaker	Yes	
Action Step		Anticipated Start/Completion Date	
Review data with teachers		2025-08-25	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal	PLC meeting time, assessment results	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will develop a remediation plan for their students that they will implement and monitor through use of benchmark results throughout the year; this will be part of their supervision and evaluation as well as their SPM if appropriate	Benchmark results

Action Plan For: MTSS for all students

Measurable Goals:
• ELA PSSA scores in 7th and 8th grade and the Literature Keystone scores will be at or above the state average • Students with a disability or students who are economically disadvantaged will score within 10% proficiency of their grade level peers • Science PSSA scores in 8th grade will be at or above the state average • Math PSSA scores in 7th and 8th grade and the Algebra I Keystone scores will be at or above the state average

Action Step		Anticipated Start/Completion Date	
Review the results of the PA Future Ready Index student subgroups during PLC meetings		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals		No	
Action Step		Anticipated Start/Completion Date	
Conduct training on MTSS for all staff		2025-11-06	2026-02-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Student Support Services	Funding for training	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All staff will implement the MTSS model through PLC meetings	Benchmark results three times per year

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
Assessment Literacy	Conduct professional development on assessment literacy
Assessment Literacy	Review data with teachers
MTSS for all students	Conduct training on MTSS for all staff

MTSS for All Students

Action Step		
• Conduct training on MTSS for all staff		
Audience		
7-12 teachers		
Topics to be Included		
What is MTSSWhat does it look like at tier 1What does it look like at tier 2What does it look like at tier 3Why do we use it?		
Evidence of Learning		
Teacher reflection completed via survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Support Services	2025-08-18	2026-02-16

Learning Format

Type of Activities	Frequency
Inservice day	1x during the year
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 3d: Using Assessment in Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Every 12 days
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Assessment Literacy

Action Step		
- Conduct professional development on assessment literacy - Review data with teachers		
Audience		
7-12 educators		
Topics to be Included		
Why do we assessTypes of assessmentHow to use the data from assessment to inform instructionAdapted and modified learning plansConnecting assessment plans to SPMs		
Evidence of Learning		
Reflection in a teacher survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction	2025-08-18	2026-02-16

Learning Format

Type of Activities	Frequency
Inservice day	2x per year
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Every 12 days
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Thor R. Edmiston	2025-02-20
Building Principal Signature	Date
School Improvement Facilitator Signature	Date
Theresa Bartholomew	2025-02-20