POCONO MOUNTAIN WEST JHS

180 Panther Lane

ATSI Title 1 School Plan | 2023 - 2024

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VISION FOR LEARNING

The West Junior High School is committed to creating a safe and nurturing community that offers every student the opportunity to become lifelong learners, outstanding citizens, and to achieve academic excellence through a standards-based curriculum that is delivered rigorously to promote academic achievement, growth, and student involvement.

STEERING COMMITTEE

Name	Position	Building/Group
Ann Marie Vaughn	Principal	WJHS
Walter Pawlowski	Principal	WJHS
John Reifer	Special Education Supervisor	WJHS
Rebecca Mecca	Teacher	WJHS
Melissa Guenst	Teacher	WJHS
Amy Catalano	District Level Leaders	Pocono Mountain School District
Dianna Marrazo	Teacher	WJHS
Amy Buffington	District Level Leaders	Pocono Mountain School District
Christina Mann	Parent	WJHS
Thomas Mann	Parent	WJHS
James Feuerstein	Community Member	Pocono Mountain School District
Cheryll Feuerstein	Community Member	Pocono Mountain School District
Kaylee Masotti	Student	WJHS

Name	Position	Building/Group
Caio DosSantos	Student	WJHS
Jacqueline Finno-Ludka	Teacher	WJHS
Kristopher Ludka	Teacher	WJHS
Ashley Meinking	Teacher	WJHS
Mary Vaughn	Teacher	WJHS
Jamilyn Husted	Teacher	WJHS
Tammy Flannery	Teacher	WJHS
Stacy Kulics	District Level Leaders	Pocono Mountain School District
Dr. Elizabeth Robison	Chief School Administrator	Superintendent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
WJHS needs to improve upon student achievement in the area of ELA.	English Language Arts
WJHS needs to improve upon student achievement in the area of Math.	Mathematics
WJHS needs to improve upon student proficiency in the area of ELA for English Language Learners.	English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy
MTSS Framework

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By the end of the 2023-2024 school year, all students will demonstrate improved academic growth as evidenced by an average increase of at least 10% on their lexile level through LevelSet data of Achieve 3000.
Math	By the end of the 2023-2024 school year, all students will demonstrate improved academic growth as evidenced by an average increase of at least 10% on their overall scale score on the Math CDT.

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELL	By the end of the 2023-2024 school year, all English Language Learners will demonstrate improved academic growth in reading as evidenced by an average increase of at least 10% on their lexile level through LevelSet data of Achieve 3000.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monthly committee meetings to review and analyze data.	2023-09-01 - 2024-06-07	Rebecca Mecca/Math Support Jamilyn Husted/ELA Teacher Dianna Marrazzo/ESL Teacher Kris Ludka/MTSS Coordinator Ann Marie Vaughn/Principal	CDT Data, Achieve 3000 Lexile Data, Attendance Data, Early Warning System, Substitute coverage or teacher compensation as needed, professional development, supplies and materials, technology.
Implement Tier 1, Tier 2 and Tier 3 supports based on student data.	2023-10-02 - 2024-06-07	Math Support teachers, Reading Support teachers, ESL teacher, Guidance Counselors, Check and Connect Mentors, Building Administration, Curriculum Directors, Truancy Coordinator, Social Worker, Special Education department.	CDT Data, Achieve 3000 Lexile Data, Attendance Data, Early Warning System, Substitute coverage or teacher compensation as needed, professional development, professional development resources and supplies, instructional materials/programs/resources/supplies to implement tiered supports, supplies and materials, technology, student rewards, school supplies, salaries and benefits for teachers to provide small group instruction. Compensation for teachers to review, revise, and align curriculum, instruction, and assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Share data and progress with staff and community.	2023-09-01 - 2024-06-07	Dr. Vaughn/Principal	Technology, office supplies, school supplies, CDT Data, Achieve 3000 Lexile Data, Attendance Data, Early Warning System, virtual newsletter program, parent communication tool, substitute coverage or teacher compensation as needed.

Anticipated Outcome

Quarterly parent/community newsletter, Monthly faculty, Monthly committee meetings.

Monitoring/Evaluation

MTSS committee members will meet monthly to review and analyze academic and attendance data, which will be shared out with faculty monthly and parents quarterly.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-2024 school year, all students will demonstrate improved academic growth as evidenced by an average increase of at least 10% on their lexile level through LevelSet data of Achieve 3000. (ELA) By the end of the 2023-2024 school year, all students will demonstrate improved academic growth as evidenced by an average increase of at least 10% on their overall scale score on the Math CDT. (Math) By the end of the 2023-2024 school year, all English Language Learners will demonstrate improved academic growth in reading as evidenced by an average increase of at least 10% on their lexile level through LevelSet data of Achieve 3000. (ELL)	MTSS Framework	Monthly committee meetings to review and analyze data.	09/01/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups are meeting or exceeding annual academic growth.

ESL met Interim goal/improvement target in Science.

Math overall PVAAS growth increased score by 40% and all groups met annual growth expectations.

Utilizing Achieve 3000, College and Career Readiness (CCR) had an increase of 6.8% from the beginning of the year to the end of the year. The Lexile Score, utilizing the LevelSet Pre-Test increased on average 54 points from the beginning of the year to the end of the year.

65% of students in both 7th and 8th grade increased their writing CDT scores from the first to second assessment.

Attendance increased in from 85.8% during the 2021 - 2022 school year to 92.0% during the 2022 - 2023 school year.

Afterschool tutoring was available for all students in Math, ELA and Science.

Teachers meet to plan collaboratively during the summer and

Challenges

School Attendance is 92.0% for the 2022 - 2023 school year which is 2.1% below the state average and well below the state goal for 2030 which is 94.1%

WJHS is 50% below the state goal for 2030 for students achieving proficiency or advanced on the Science PSSAs.

WJHS All Student Group is 14.9% below the state average for proficient or advanced students on the ELA PSSA test.

WJHS All Student Group is 21.5% below the state average for proficient or advanced students on the Math PSSA test.

ELs were 37.8% below the state average of 54.1% proficient or advanced on statewide ELA PSSA testing, and 22.9% below the school percent for proficient or advanced on statewide ELA PSSA.

While the Lexile Scores increased 54 points, the current average Lexile is 814L where the on-track measure for grade 7 is 1060L.

The average activity score in achieve 3000 is 72.7%, however, it is expected that students achieve a score of 75% or better.

20 out of 336 students earned a failing final grade, 64 or below,

Strengths

throughout school year to align activities with PA standards and PMSD Scope and Sequence. Schedules have been aligned so that the same grade level and content teachers share a common prep period.

95% of 7th grade EL students made growth in their math CDT form the beginning to the end, 85% of 8th grade EL students made growth in their Math CDT from the beginning to the end.

Tutoring after school available for all students; Teacher of Record Courses created to allow for smaller class sizes and more individualized instruction.

Student Portfolios maintained annually with updated career lessons and activities.

Classroom Lessons included Xello to maintain a digital portfolio of career readiness activities.

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Math block is doubled providing approximately 85 minutes of instructional time.

Challenges

for the 2022 - 2023 school year.

Implement evidence-based strategies to engage families to support learning

Increasing community involvement, partner with local businesses, community organizations, and other agencies to meet the needs of the school

35% of students in both 7th and 8th grade math decreased their writing CDT scores from the first to the second assessment.

54 out of 283 7th grade students decreased their CDT scores from their first test to the last test

0% of students with an IEP were proficient or advanced on the Math CDT assessment.

91% of 8th grade students scored basic on the final CDT Math assessment in the 2022 - 2023 school year.

100% of students with IEPs remain basic or below on the 8th grade writing CDT.

91% of 8th grade students scored basic or below on the 8th grade Math CDT at the end of the year. 76% of 7th grade students scored basic or below on the Math CDT at the end of the year.

Strengths

The average final grade for all students in Grade 8, Life Science, was 81.9%.

77% of 7th grade Math students made growth on the Math CDT, 76% of 8th grade Math Students made growth on the Math CDT.

84% of students with IEPs made growth on the 7th grade writing CDT and 71% of EL students made growth on the 7th grade writing CDT.

Challenges

WJHS is still 8.8% below the statewide performance goal of 98% for career benchmark completion.

Most Notable Observations/Patterns

Academic Growth and Attendance are in need of improvement.

Challenges	Discussion Point	Priority for Planning
Increasing community involvement, partner with local businesses, community organizations, and other agencies to meet the needs of the school		
School Attendance is 92.0% for the 2022 - 2023 school year which is 2.1% below the state average and well below the state goal for 2030 which is 94.1%		
WJHS All Student Group is 14.9% below the state average for proficient or advanced students on the ELA PSSA test.		✓
WJHS All Student Group is 21.5% below the state average for proficient or advanced students on the Math PSSA test.		✓
ELs were 37.8% below the state average of 54.1% proficient or advanced on statewide ELA PSSA testing, and 22.9% below the school percent for proficient or advanced on statewide ELA PSSA.		✓

ADDENDUM B: ACTION PLAN

Action Plan: MTSS Framework

Action Steps	Anticipated Start/Completion Date
Monthly committee meetings to review and analyze data.	09/01/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
MTSS committee members will meet monthly to review and analyze academic and attendance data, which will be shared out with faculty monthly and parents quarterly.	Quarterly parent/community newsletter, Monthly faculty, Monthly committee meetings.

Material/Resources/Supports Needed	PD Step
CDT Data, Achieve 3000 Lexile Data, Attendance Data, Early Warning System, Substitute coverage or teacher compensation as needed, professional development, supplies and materials, technology.	yes

Action Steps	Anticipated Start/Completion Date
Implement Tier 1, Tier 2 and Tier 3 supports based on student data.	10/02/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
MTSS committee members will meet monthly to review and analyze academic and attendance data, which will be shared out with faculty monthly and parents quarterly.	Quarterly parent/community newsletter, Monthly faculty, Monthly committee meetings.

Material/Resources/Supports Needed		PD Step
CDT Data, Achieve 3000 Lexile Data, Attendance Data, Early Warning System, Substitute coverage or teacher compensation as needed, professional development, professional development resources and supplies, instructional materials/programs/resources/supplies to implement tiered supports, supplies and materials, technology, student rewards, school supplies, salaries and benefits for teachers to provide small group instruction. Compensation for teachers to review, revise, and align curriculum, instruction, and assessments.		yes

Action Steps	Anticipated Start/Completion Date
Share data and progress with staff and community.	09/01/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
MTSS committee members will meet monthly to review and analyze academic and attendance data, which will be shared out with faculty monthly and parents quarterly.	Quarterly parent/community newsletter, Monthly faculty, Monthly committee meetings.

Material/Resources/Supports Needed	PD Step
Technology, office supplies, school supplies, CDT Data, Achieve 3000 Lexile Data, Attendance Data, Early Warning System, virtual newsletter program, parent communication tool, substitute coverage or teacher compensation as needed.	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-2024 school year, all students will demonstrate improved academic growth as evidenced by an average increase of at least 10% on their lexile level through LevelSet data of Achieve 3000. (ELA) By the end of the 2023-2024 school year, all students will demonstrate improved academic growth as evidenced by an average increase of at least 10% on their overall scale score on the Math CDT. (Math) By the end of the 2023-2024 school year, all English Language Learners will demonstrate improved academic growth in reading as evidenced by an average increase of at least 10% on their lexile level through LevelSet data of Achieve 3000. (ELL)	MTSS Framework	Monthly committee meetings to review and analyze data.	09/01/2023 - 06/07/2024
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PVAAS and CDT Training	Classroom teachers, support teachers, administration	Understanding PVAAS and CDT data, review and analyze PVAAS and CDT data.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey (check for understanding) at completion of each training.	08/22/2023 - 06/07/2024	Building administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Tier 1, Tier 2, and Tier 3 implementation trainings.	Teachers and support staff who provide tiered supports, guidance counselors, administration.	Academic and attendance interventions, academic and attendance incentives.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey (check for understanding) at completion of each training.	08/22/2023 - 06/07/2024	MTSS Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings
1b: Demonstrating Knowledge of Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on website for 28 days for public review.	Review ATSI plan	website posting	Community, public	July 2023