POCONO MOUNTAIN WEST JHS

180 Panther Lane

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The West Junior High School ensures every student has equitable access to a positive school environment where a rigorous, standards based curriculum is delivered consistently in order to promote increased achievement, growth, and attendance.

STEERING COMMITTEE

Name	Position	Building/Group
Ann Marie Vaughn	Principal	WJHS
Aliya Grindle	Principal	WJHS
John Reifer	Special Education Supervisor	WJHS
Kenneth Hassenbein	School Counselor	WJHS
Jamilyn Husted	Teacher	WJHS
Leah Rinker	Teacher	WJHS
Rebecca Mecca	Teacher	WJHS
Danielle Pelligrino	Teacher	WJHS
Elizabeth Romig	Teacher	WJHS
Melissa Guenst	Parent/Teacher	WJHS
Dr. Mark A. Wade	District Level Leaders	Pocono Mountain School District
Toby Wicks	Student	Pocono Mountain School District
Michael Stern	Community Member	Community Member

Name	Position	Building/Group
Amy Catalano	District Level Leaders	Pocono Mountain School District
Dr. Elizabeth Robison	Chief School Administrator	Pocono Mountain School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Provide increased instructional time and ability focused instruction in Math and ELA so that all students have equitable access to a standards-aligned and rigorous curriculum, that is delivered consistently and with fidelity, in order to improve academic achievement and growth.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Effectively identify and address students' social, emotional and learning needs in order to improve student attendance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Increased Instruction Time and Teacher of Record Courses

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Academic Achievement/Growth (All)	By the end of the 2022 - 2023 school year all students will demonstrate improved academic growth as evidenced by an increases of their overall score on the Math and ELA CDT Data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide ability-grouped instruction and increased instructional time in Math and ELA so that all students have equitable access to a standards-aligned and rigorous curriculum, that is delivered consistently and with fidelity, in order to improve academic achievement and growth.	2022-09-01 - 2023-06-15	Dr. Vaughn/Principal	Math/ELA Directors

Anticipated Outcome

Teachers will continue to increase and expand their instructional toolboxes to increase student academic success.

Monitoring/Evaluation

PVAAS, summative assessments, quarterly data meetings to review CDT data to ensure student on-track growth.

Evidence-based Strategy

Increasing Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	By the end of the 2022 - 2023 school year, the average daily attendance rate will increase by 5% to close the gap between our current attendance rate and the state wide average.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Effectively identify and address students cultural, social and emotional needs in order to improve student attendance with the Children and Youth Attendance Coordinator.	2022-09-01 - 2023-06-15	Aliya Grindle, Assistant Principal	PRIDE lessons Attendance Incentives

Anticipated Outcome

Student attendance by 5% over the course of the year.

Monitoring/Evaluation

Data teams will meet on a monthly basis to evaluate attendance reports.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022 - 2023 school year, the average daily attendance rate will increase by 5% to close the gap between our current attendance rate and the state wide average. (Attendance)	Increasing Attendance	Effectively identify and address students cultural, social and emotional needs in order to improve student attendance with the Children and Youth Attendance Coordinator.	09/01/2022 - 06/15/2023

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature   Ann Marie Vaughn   2022-06-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Safety Nets: Math/Reading Enhancement Program (Increased Math/Reading time), Teacher of Record Courses

Academic Growth (Grade 8 Math/Science)

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Continuously monitor implementation of the school improvement plan and adjust as needed

Academic Growth: PVAAS ELA for the 2021 School Year, the Growth Measure in both 7th and 8th grade is proficient and advanced.

Safety Nets: Tutoring after school available for all students; Teacher of Record Courses created to allow for smaller class sizes

Challenges

Academic Achievement/Academic Growth

Attendance: Low attendance in overall average daily attendance and identified student groups (IEP, Economically Disadvantaged and Hispanic).

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Foster a culture of high expectations for success for all students, educators, families, and community members

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

All student groups for proficient and advanced on the PSSA decreased by 13.4%.

A decrease of 3% academic growth in the all student groups according to PVAAS.

The lowest achieving students are not making more than one

Strengths

and more individualized instruction.

Black sub-group increased growth score from 1%, and our economically disadvantaged group increased 4%.

Growth of on-average students are growing beyond annual expected growth measures.

All lesson plans include At the Bell warm-up and spiral review activities.

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

Increased Instructional Time math block increased from 48 to 90 minutes.

Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence.

8th grade students with IEPs met the expected growth measure.

8th grade lowest performing 33% of students met the expected growth measure.

Despite all of the challenges with COVID, online and school

Challenges

year's expected academic growth.

Keystone algebra 1 below growth index.

All grade levels performed well below the growth measure in PSSA math.

All student group decreased from 23.3 to 8.0%.

Economically disadvantaged students decreased from 20.5 to 3.3%.

Lack of science tutoring to provide additional support for students in 8th grade science.

All student group performed well-below expected growth measures on the PSSAs.

All students decreased in academic performance for proficient and advanced on the PSSAs.

Academic Achievement/Academic Growth: PVAAS Growth Measure decreased across all sub-groups in Math.

Attendance: Low attendance in identified student groups (IEP, Economically Disadvantaged and Hispanic).

Students with IEPs did not meet the expected growth in both 7th

Strengths

closure, students in the black sub-group maintained their growth percentage.

Attendance increased in all subgroups.

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

Black subgroup and economically disadvantaged met the growth indicator in both 7th and 8th grade.

Student Portfolios maintained annually with updated career lessons and activities.

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

Challenges

and 8th grade.

All student groups decreased from 100% to 34.2% in the career readiness performance standard.

Most Notable Observations/Patterns

Academic Growth and Attendance are in need of improvement.

Challenges	Discussion Point	Priority for Planning
Academic Achievement/Academic Growth	Poor attendance lack of family involvement lead to learning loss and decreased instructional time.	
Attendance: Low attendance in overall average daily attendance and identified student groups (IEP, Economically Disadvantaged and Hispanic).	Highly transient population, no public transportation to schools.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		

ADDENDUM B: ACTION PLAN

Action Plan: Increased Instruction Time and Teacher of Record Courses

Action Steps	Anticipated Start/Completion Date
Provide ability-grouped instruction and increased instructional time in Math and ELA so that all students have equitable access to a standards-aligned and rigorous curriculum, that is delivered consistently and with fidelity, in order to improve academic achievement and growth.	09/01/2022 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
PVAAS, summative assessments, quarterly data meetings to review CDT data to ensure student on-track growth.	Teachers will continue to increase and expand their instructional toolboxes to increase student academic success.

Material/Resources/Supports Needed	PD Step
Math/ELA Directors	no

Action Plan: Increasing Attendance

Action Steps	Anticipated Start/Completion Date
Effectively identify and address students cultural, social and emotional needs in order to improve student attendance with the Children and Youth Attendance Coordinator.	09/01/2022 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
Data teams will meet on a monthly basis to evaluate attendance reports.	Student attendance by 5% over the course of the year.

Material/Resources/Supports Needed	PD Step
PRIDE lessons Attendance Incentives	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022 - 2023 school year, the average daily attendance rate will increase by 5% to close the gap between our current attendance rate and the state wide average. (Attendance)	Increasing Attendance	Effectively identify and address students cultural, social and emotional needs in order to improve student attendance with the Children and Youth Attendance Coordinator.	09/01/2022 - 06/15/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Student Awareness Professional Development	WJHS Faculty/Staff	How to effectively identify and address the varying students' cultural, social and emotional needs.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved student and staff morale. Increased student and staff attendance.	09/01/2022 - 06/15/2023	Dr. Vaughn/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

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	Month of August 2022
Plan will be presented to the PMSD School Board	Review of ATSI plan	School Board Meeting	School Board and public	August 2022