

Profile and Plan Essentials

LEA Type		AUN
Pocono Mountain SD		120455403
Address 1		
135 Pocono Mountain School House Road		
Address 2		
City	State	Zip Code
Swiftwater	PA	18370
Chief School Administrator		Chief School Administrator Email
Dr. Elizabeth Robison		erobison@pmsd.org
Single Point of Contact Name		
Courtney Burrus		
Single Point of Contact Email		
cburrus@pmsd.org		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Jason Smith	Staff Member	Pocono Mountain School District	jsmith@pmsd.org
Michele Connors	Administrator	Pocono Mountain School District	mconnors@pmsd.org

LEA Profile

The Pocono Mountain School District (PMSD) is a very diverse school district located in Northeastern Pennsylvania, within the heart of the Pocono resort and recreation area. The District spans 305 square miles within seven municipalities and one borough in Monroe County, the Borough of Mount Pocono, and the Townships of: Barrett, Coolbaugh, Jackson, Paradise, Pocono, Tobyhanna and Tunkhannock. The District is located near Philadelphia and New York City, both of which are approximately 100 miles away.

Townships that comprise the EAST side of the district are: Jackson, Pocono, Paradise, Barrett and Mount Pocono Borough. Townships that comprise the WEST side of the district are: Tobyhanna, Tunkhannock and Coolbaugh Townships. Note: The small area east of Route 380 that is Coolbaugh Township is also part of the East side of the district.

In addition to the regional resort industry, private and public business entities that support the local economy include medical care centers (i.e. St. Luke's and Lehigh Valley Hospital-Pocono); higher education institutions (i.e. East Stroudsburg University and Northampton Community College); retail sales center (i.e. Pocono Premium Outlets); various warehouse distribution centers (i.e. Walmart, Johnson & Johnson, and the Federal Express); the world's leading vaccine manufacturer, Sanofi Pasteur; government operated facilities (i.e. Tobyhanna Army Depot); and the outdoor state and national recreational areas (i.e. Big Pocono State Park, Tobyhanna State Park, Gouldsboro State Park, Beltzville State Park, Hickory Run State Park and the Delaware Water Gap National Area).

The public community resources available to our District residents are typically county government based. The Monroe County services available to our students and their families include Monroe County Children & Youth, Monroe-Pike-Carbon Drug & Alcohol Commission, Carbon-Monroe-Pike Mental Health and Developmental Services, Monroe County Juvenile Probation, Pocono Mountains United Way, Monroe County Salvation Army, Women's Resources of Monroe County, Family Promise, and Monroe County Big Brothers/Big Sisters.

The Pocono Mountain School District provides an exemplary educational program for the students of our District that includes instruction in all academic areas relevant to their preparation for the future. The Pocono Mountain School District is a strong, academic community where students build confidence to be college and career ready. All students and staff are active learners engaged in meaningful experiences that promote mutual respect, trust and character. To promote increased student achievement, Pocono Mountain has developed a rigorous and comprehensive curriculum that is aligned to Pennsylvania State Standards in all core content areas. A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real-world, complex and open-ended situations. The content is not just interesting to students, but involves particular intellectual challenges. An extensive variety of after school activities in the arts, academics and athletics are provided to enrich our students as well.

The Pocono Mountain School District provides Multi-Tiered Systems of Support (MTSS) which meet the needs of all students. In addition to the regular instruction of the core curriculum, various other opportunities and supports are available to our students including: Special Education services, ESL services, 504 Plan accommodations, Cyber Learning Program, Monroe Career & Technical Institute, After-School tutoring, Summer School, Credit Recovery for "At Risk" high school students, Student Assistance Program, Child Study, Behavioral Specialists, Truancy Consultants, and Social Workers. The District is committed to setting high standards for all students receiving Special Education services. Special Education supports and services in the District include a full continuum of services and are in compliance with federal and state laws. Every student in the District is provided an educational program that fosters independence and success to transition successfully to post-secondary education or the workforce. Students are provided access to the general education curriculum with specially designed instruction based on the student's individual strengths and needs. An alternative curriculum/program will be provided, if/when appropriate, based on the student's individual strengths and needs. Special education supports and services are provided to approximately 21 percent of the total student population.

A local county-based committee (Monroe County Children's Roundtable) has been assembled to address any and all concerns of students in the four (4) existing public school systems of Monroe County. Representatives of the school districts including the Pocono Mountain SD, East Stroudsburg ASD, Stroudsburg SD and Pleasant Valley SD, meet with representatives of various county agencies that impact school aged-children. Concerns relevant to the care and welfare of all students, grades K-12, are identified, discussed and resolved to the greatest degree possible.

In addition to providing students with core content instruction and related services, the Pocono Mountain School District partners with various community organizations in order to provide for community-based activities, such as Youth Association of Pocono Mountain programs, the YMCA, as well as social work programs and services, such as “School to Work.”

SCHOOL DISTRICT ENROLLMENT (2023-2024): Approximately 9,050 students K-12

West High School	1,351
East High School	1,157
PM Cyber Program	432
West Junior High School	656
East Junior High School	546
Clear Run Elementary Center	701
Swiftwater Elementary Center	994
Tobyhanna Elementary Center	544
Clear Run Intermediate School	895
Swiftwater Intermediate School	760
Out of District Placement:	247
Cyber, Charter and Home Schooled:	759

Mission and Vision

Mission

The mission of the Pocono Mountain School District is to prepare all students for tomorrow's challenges and opportunities.

Vision

The vision of the Pocono Mountain School District is to create a culture of achievement, improve student performance, maintain safe schools, and promote strong character.

Educational Values

Students

Students: We believe that... All students possess unique strengths and needs. All students have value and contribute toward the responsibility for their success in the educational process. All students are to be respectful and respected. All students are provided the opportunity to learn in an educational program that maximizes their potential.

Staff

Staff: We believe that... Teachers foster innovative thinking and learning among all students. Teachers recognize individual differences in each child and help each to meet their potential. Teachers are flexible and adaptive in their styles and approaches. Teachers and parents/guardians are strategic partners in the success of students. Teachers continue to grow in their professional development.

Administration

Administration: We believe that...Administrators make decisions consistent with the mission statement of the district. Administrators take a visionary and proactive role in the operation of the district. Administrators plan and implement a safe and positive learning environment. Administrators encourage excellence and innovation as they assist teachers in implementing the district curriculum. Administrators focus on positive communication between families and schools. Administrators utilize community resources and input in the decision-making process while maintaining a fiscally sound operation. Administrators are committed to personal and professional growth and development.

Parents

Parents and Guardians: We believe that...Parents and guardians are strategic partners in the educational process. Parents and guardians support educators in educational programs and district discipline to enable students to be in a safe environment conducive to learning. Parents and guardians communicate with students and educators.

Community

School Community: We believe that...The school community are valued partners acting in a respectful and responsive manner to support our diverse population. The school community creates an environment that fosters each student at their individual level. The school community is apprised of the inherent worth and financial value of a vibrant public school system.

Other (Optional)

School Board: We believe that...The school board is accountable to the community for providing a public forum and considering community input in decision making to ensure solutions to educational issues. The school board develops the educational process to its highest standards providing the necessary resources to promote a fair and equitable learning environment. The school board investigates all avenues of funding to increase revenue for public education. The school board develops short and long range plans to provide financial security for the district's future growth and development. The school board pursues all available avenues to encourage longevity among district personnel for the purpose of educational consistency.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Based on the Future Ready PA Index, elementary schools and high schools met/exceeded the Career Standards Benchmark interim target and statewide goal (blue and green).	
Based on the Future Ready PA Index, both high schools met/exceeded the High School Graduation Rate statewide goal (blue).	
Based on the Future Ready PA Index, both High Schools met/exceeded the PVAAS statewide goal (blue) in Literature.	
Based on the Future Ready PA Index, both High Schools met/exceeded the PVAAS statewide goal (blue) in Algebra.	
Based on the Future Ready PA Index, all schools showed an increase from the previous year in achievement based on PA State Assessments (PSSA/Keystone) in ELA, Math, and Science.	

Challenges

Indicator	Comments/Notable Observations
Based on the Future Ready PA Index, no school met the Regular Attendance interim target (red).	
Based on the Future Ready PA Index, all schools decreased in the percentage of students with Regular Attendance from the prior year (red).	
Based on the Future Ready PA Index, neither Junior High School met the PVAAS interim goal (red) in ELA.	
Based on the Future Ready PA Index, neither Junior High School met the PVAAS interim goal (red) in Math.	

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

Strengths

Indicator Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in ELA. Grade Level(s) and/or Student Group(s) Black Hispanic Economically Disadvantaged White English Learners Students with Disabilities	Comments/Notable Observations
Indicator Based on the Future Ready PA Index, elementary and high schools met or exceeded the PVAAS growth standard in Math. Grade Level(s) and/or Student Group(s) Black Hispanic Economically Disadvantaged White English Learners Students with Disabilities	Comments/Notable Observations
Indicator Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in Science. Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Black Hispanic White Students with Disabilities	
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Challenges

Indicator Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in ELA. Grade Level(s) and/or Student Group(s) Black Hispanic Economically Disadvantaged White English Learners Students with Disabilities	Comments/Notable Observations
Indicator Based on the Future Ready PA Index, elementary and high schools met or exceeded the PVAAS growth standard in Math. Grade Level(s) and/or Student Group(s) Black Hispanic Economically Disadvantaged White English Learners Students with Disabilities	Comments/Notable Observations
Indicator Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in Science. Grade Level(s) and/or Student Group(s) Black Hispanic White Students with Disabilities	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

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.

Based on the Future Ready PA Index, both high schools met/exceeded the High School Graduation Rate statewide goal (blue).
Based on the Future Ready PA Index, all schools showed an increase from the previous year in achievement based on PA State Assessments (PSSA/Keystone) in ELA, Math, and Science.
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in ELA for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in Math for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.

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.

Based on the Future Ready PA Index, no school met the Regular Attendance interim target (red).
Based on the Future Ready PA Index, neither Junior High School met the PVAAS interim goal (red) in ELA.in ELA and Math.
Based on the Future Ready PA Index, grades 4, 7, and 8 did not meet the PVAAS growth standard in ELA.
Based on the Future Ready PA Index, grades 4, 5 and 7 did not meet the PVAAS growth standard in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Based on the 2022-2023 Literature/ELA CDT, high school students far exceeded the growth standard (well above/dark blue).	
Based on the beginning of year (September 2023) Acadience Reading Benchmark, approximately 50% of students in grades K-6 are at benchmark in all subtests (composite score, first sound fluency, phoneme segmentation, nonsense word fluency, accuracy, oral reading fluency, retell, and maze.)	
Based on the 2022-2023 Acadience Reading growth indicator, 6th grade students far exceeded the growth standard (well above/dark blue).	
Based on the 2022-2023 Acadience Reading growth indicator, 2nd grade students met the growth standard (met/green).	
Based on the 2022-2023 Acadience Reading growth indicator, 5th grade students did not meet the growth standard (below/yellow).	
Based on the 2022-2023 Acadience Reading growth indicator, kindergarten, 1st, 3rd, and 4th grade students did not meet the growth standard (well below/red).	

English Language Arts Summary

Strengths

Based on the 2022-2023 Literature/ELA CDT, high school students far exceeded the growth standard (well above/dark blue).
Based on the 2022-2023 Acadience Reading growth indicator, 6th grade students far exceeded the growth standard (well above/dark blue).
Based on the 2022-2023 Acadience Reading growth indicator, 2nd grade students met the growth standard (met/green).

Challenges

Based on the beginning of year (September 2023) Acadience Reading Benchmark, approximately 50% of students in grades K-6 are at benchmark in all subtests (composite score, first sound fluency, phoneme segmentation, nonsense word fluency, accuracy, oral reading fluency, retell, and maze.)
Based on the 2022-2023 Acadience Reading growth indicator, 5th grade students did not meet the growth standard (below/yellow).
Based on the 2022-2023 Acadience Reading growth indicator, kindergarten, 1st, 3rd, and 4th grade students did not meet the growth standard (well below/red).

Mathematics

Data	Comments/Notable Observations
Based on the 2022-2023 Algebra CDT, students far exceeded the growth standard (well above/dark blue).	
Based on the 2022-2023 Math CDT, 8th grade students far exceeded the growth standard (well above/dark blue).	
Based on the 2022-2023 Math CDT, 4th grade and 7th grade students met the growth standard (meets/green).	
Based on the 2022-2023 Math CDT, 6th grade students exceeded the growth standard (above/light blue).	
Based on the 2022-2023 Math CDT, 5th grade students did not meet the growth standard (well below/red).	

Based on the beginning of year (September 2023) Acadience Math Benchmark, approximately 50% of students in grades K-2 are at benchmark in all subtests (composite score, beginning quantity discrimination, number identification fluency, next number fluency, advanced quantity discrimination, missing number fluency, computation, and concepts & applications.)	
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Mathematics Summary

Strengths

Based on the 2022-2023 Math CDT, 8th grade students far exceeded the growth standard (well above/dark blue).
Based on the 2022-2023 Math CDT, 4th grade and 7th grade students met the growth standard (meets/green).
Based on the 2022-2023 Algebra CDT, students far exceeded the growth standard (well above/dark blue).
Based on the 2022-2023 Math CDT, 6th grade students exceeded the growth standard (above/light blue).

Challenges

Based on the 2022-2023 Math CDT, 5th grade students did not meet the growth standard (well below/red).
Based on the beginning of year (September 2023) Acadience Math Benchmark, approximately 50% of students in grades K-2 are at benchmark in all subtests (composite score, beginning quantity discrimination, number identification fluency, next number fluency, advanced quantity discrimination, missing number fluency, computation, and concepts & applications.)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
95% of students scored proficient on the 8th grade end of year 2022-2023 Technology Literacy Benchmark Assessment.	
Based on the 2022-2023 Biology CDT, students exceeded the growth standard (well above/dark blue).	

Science, Technology, and Engineering Education Summary

Strengths

Based on the 2022-2023 Biology CDT, students exceeded the growth standard (well above/dark blue).
95% of students scored proficient on the 8th grade end of year 2022-2023 Technology Literacy Benchmark Assessment.

Challenges

Analysis of data indicated no challenges.
Analysis of data indicated no challenges.
Analysis of data indicated no challenges.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career readiness is embedded in all subjects across the curriculum at the elementary level.	
School counselors provide guidance and career readiness lessons to students.	
At least 95% of students at the secondary level completed the career readiness requirements in Xello.	
At least 97% of fifth grade students attended the field trip to MCTI.	

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Keystone College

Agreement Type

Dual Credit

Program/Course Area

Advanced Placement (AP)

Uploaded Files

Fully Executed Keystone MOU May 2023.pdf

Partnering Institution

Northampton Community College

Agreement Type

Local Articulation

Program/Course Area

General Core Requirements

Uploaded Files

NCC Pocono Mountain SD Dual Enrollment Signed 10-25-22 (1).pdf

Partnering Institution

East Stroudsburg University

Agreement Type

Local Articulation

Program/Course Area

General Core Requirements

Uploaded Files

Pocono Mountain School District ESU DE Executed MOU.pdf

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.

Career readiness is embedded in all subjects across the curriculum at the elementary level.
School counselors provide guidance and career readiness lessons to students.
At least 95% of students at the secondary level completed the career readiness requirements in Xello.
At least 97% of fifth grade students attended the field trip to MCTI.

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.

N/A
N/A

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
On the spring 2023 Math CDT, 31% of English Learners made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	English Learners met or exceeded the growth standard on 2022-2023 local Math assessments.
On the spring 2023 ELA CDT, 29% of English Learners made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	English Learners met or exceeded the growth standard on 2022-2023 local ELA assessments.
On the spring 2023 Science CDT, 28% of English Learners made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	English Learners met the growth standard on 2022-2023 local Science assessments.
Based on 2022-2023 local attendance data, approximately 81% of ELs attended school regularly.	

Students with Disabilities

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

Data	Comments/Notable Observations
On the spring 2023 Math CDT, 9% of Students with Disabilities made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	Students with Disabilities did not meet the growth standard on 2022-2023 local Math assessments.
On the spring 2023 ELA CDT, 9% of Students with Disabilities made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	Students with Disabilities met or exceeded the growth standard on 2022-2023 local ELA assessments.
On the spring 2023 Science CDT, 9% of Students with Disabilities made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	Students with Disabilities exceeded the growth standard on 2022-2023 local Science assessments.
Based on 2022-2023 local attendance data, approximately 67% of Students with Disabilities attended school regularly.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
On the spring 2023 Math CDT, 23% of Students Considered Economically Disadvantaged made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	Students Considered Economically Disadvantaged met or exceeded the growth standard on 2022-2023 local Math assessments.
On the spring 2023 ELA CDT, 27% of Students Considered Economically Disadvantaged made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	Students Considered Economically Disadvantaged did not meet the growth standard on 2022-2023 local ELA assessments.
On the spring 2023 Science CDT, 27% of Students Considered Economically Disadvantaged made a scale score range landing them in the green (proficiency) or blue category (above proficiency).	Students Considered Economically Disadvantaged exceeded the growth standard on 2022-2023 local Science assessments.
Based on 2022-2023 local attendance data, approximately 69% of Students Considered Economically Disadvantaged attended school regularly.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black Student Group - Spring 2023 Math CDT 20% made a scale score range landing them in the green (proficiency) or blue category (above proficiency). Spring 2023 ELA CDT 24% made a scale score range landing them in the green (proficiency) or blue category (above proficiency). Spring 2023 Science CDT 27% made a scale score range landing them in the green (proficiency) or blue category (above proficiency).
Hispanic	Hispanic Student Group - Spring 2023 Math CDT 23% made a scale score range landing them in the green (proficiency) or blue category (above proficiency). Spring 2023 ELA CDT 27% made a scale score range landing them in the green (proficiency) or blue category (above proficiency). Spring 2023 Science CDT 28% made a scale score range landing them in the green (proficiency) or blue category (above proficiency).
White	White Student Group - Spring 2023 Math CDT 39% made a scale score range landing them in the green (proficiency) or blue category (above proficiency). Spring 2023 ELA CDT 39% made a scale score range landing them in the green (proficiency) or blue category (above proficiency). Spring 2023 Science CDT 41% made a scale score range landing them in the green (proficiency) or blue category (above proficiency).
Black	Based on 2022-2023 local attendance data, approximately 78% of Black Students attended school regularly.
Hispanic	Based on 2022-2023 local attendance data, approximately 72% of Hispanic Students attended school regularly.
White	Based on 2022-2023 local attendance data, approximately 78% of White Students attended school regularly.

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.

English Learners met or exceeded the growth standard on 2022-2023 local Math, ELA, and Science assessments.
Students with Disabilities met or exceeded the growth standard on 2022-2023 local ELA and Science assessments.
Students Considered Economically Disadvantaged exceeded the growth standard on 2022-2023 local Math and Science assessments.

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.

Based on 2022-2023 local attendance data, approximately 81% of ELs attended school regularly.
Based on 2022-2023 local attendance data, approximately 67% of Students with Disabilities attended school regularly.
Based on 2022-2023 local attendance data, approximately 69% of Students Considered Economically Disadvantaged attended school regularly.
Based on 2022-2023 local attendance data, approximately 78% of Black Students and White Students attended school regularly.
Based on 2022-2023 local attendance data, approximately 72% of Hispanic Students attended school regularly.

Designated Schools

Pocono Mountain East HS

Priority Challenge	Comments and Notable Observations
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	EHS will continue Cardinal Period during the 2023-24 school year to help with the development of conflict resolution skills.
Expand a multi-tiered system of supports for academics and behavior to grade 12	MTSS framework was first implemented in grade 9 during the 2019-20 school year. EHS is adding a grade level each year. MTSS will be implemented in 12th grade during the 2023-24 school year.

Pocono Mountain West JHS

Priority Challenge	Comments and Notable Observations
WJHS All Student Group is 14.9% below the state average for proficient or advanced students on the ELA PSSA test.	WJHS needs to improve upon student achievement in the area of ELA.
WJHS All Student Group is 21.5% below the state average for proficient or advanced students on the Math PSSA test.	WJHS needs to improve upon student achievement in the area of Math.
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.	WJHS needs to improve upon student proficiency in the area of ELA for English Language Learners.

Clear Run Intrmd Sch

Priority Challenge	Comments and Notable Observations
For the 2021-2022 school year, all student subgroups did not meet the standard demonstrating growth in ELA. The growth score obtained by CRIS was 66.0 with the statewide average being 75.0.	By refining the MTSS process, students who are not growing in ELA will receive additional supports.
For the 2021–2022 school year, the all CRIS student group did not meet the interim goal / improvement target for Math with only 27.2% of students receiving scores of Proficient or Advanced on the PSSA's. Students with disabilities decreased their performance and growth in the area of mathematics.	By refining the MTSS process, students who are not on target in math will receive additional supports.
For the 2021-2022 school year, the EL subgroup did not meet the state targets for ELA and Math on the PSSA.	By refining the MTSS process, English Learners who are not on target will receive additional supports.

Systemic LEA Challenges

Consistent implementation of MTSS across all buildings.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special Education department continues to review data and make improvements to the program as needed.
Title 1 Program	The Title I Program is comprehensive and well managed to support all areas of instruction in all schools.
Student Services	All schools utilize a MTSS model.
K-12 Guidance Plan (339 Plan)	A comprehensive Chapter 339 plan to support student services through our school counselors.
Technology Plan	
English Language Development Programs	An immersion model is utilized in all schools with multiple levels of support.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

All programs have active leadership and engage a variety of school stakeholders in the planning and implementation process
On-going enhancements to our MTSS framework.

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.

Prioritizing district needs to ensure equity of services, student supports and resources.
On-going changes to our transient demographic population and providing the necessary supports to meet their needs.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Coordinate and monitor supports aligned with students' and families' needs.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

The recruitment and retention of fully credentialed, experienced and high-quality staff is an ongoing area of difficulty for district.
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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
Based on the Future Ready PA Index, both high schools met/exceeded the High School Graduation Rate statewide goal (blue).	True
Based on the Future Ready PA Index, all schools showed an increase from the previous year in achievement based on PA State Assessments (PSSA/Keystone) in ELA, Math, and Science.	True
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in Math for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.	True
Based on the 2022-2023 Literature/ELA CDT, high school students far exceeded the growth standard (well above/dark blue).	True
Based on the 2022-2023 Acadience Reading growth indicator, 6th grade students far exceeded the growth standard (well above/dark blue).	False
Based on the 2022-2023 Acadience Reading growth indicator, 2nd grade students met the growth standard (met/green).	False
Based on the 2022-2023 Math CDT, 8th grade students far exceeded the growth standard (well above/dark blue).	True
Based on the 2022-2023 Biology CDT, students exceeded the growth standard (well above/dark blue).	True
Career readiness is embedded in all subjects across the curriculum at the elementary level.	True
School counselors provide guidance and career readiness lessons to students.	True
English Learners met or exceeded the growth standard on 2022-2023 local Math, ELA, and Science assessments.	True
Students with Disabilities met or exceeded the growth standard on 2022-2023 local ELA and Science assessments.	False
Based on the 2022-2023 Algebra CDT, students far exceeded the growth standard (well above/dark blue).	True
95% of students scored proficient on the 8th grade end of year 2022-2023 Technology Literacy Benchmark Assessment.	False
Based on the 2022-2023 Math CDT, 4th grade and 7th grade students met the growth standard (meets/green).	True
All programs have active leadership and engage a variety of school stakeholders in the planning and implementation process	False
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in ELA for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.	True
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in ELA for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.	False
Based on the 2022-2023 Math CDT, 6th grade students exceeded the growth standard (above/light blue).	True
On-going enhancements to our MTSS framework.	True
Coordinate and monitor supports aligned with students' and families' needs.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True
At least 95% of students at the secondary level completed the career readiness requirements in Xello.	False
At least 97% of fifth grade students attended the field trip to MCTI.	False
Students Considered Economically Disadvantaged exceeded the growth standard on 2022-2023 local Math and Science assessments.	True
At least 95% of students at the secondary level completed the career readiness requirements in Xello.	False
At least 97% of fifth grade students attended the field trip to MCTI.	False
Students Considered Economically Disadvantaged exceeded the growth standard on 2022-2023 local Math and Science assessments.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Based on the Future Ready PA Index, no school met the Regular Attendance interim target (red).	True
Based on the Future Ready PA Index, neither Junior High School met the PVAAS interim goal (red) in ELA.in ELA and Math.	False
Based on the Future Ready PA Index, grades 4, 7, and 8 did not meet the PVAAS growth standard in ELA.	True
Based on the 2022-2023 Math CDT, 5th grade students did not meet the growth standard (well below/red).	False
Based on the beginning of year (September 2023) Acadience Math Benchmark, approximately 50% of students in grades K-2 are at benchmark in all subtests (composite score, beginning quantity discrimination, number identification fluency, next number fluency, advanced quantity discrimination, missing number fluency, computation, and concepts & applications.)	True
Based on the beginning of year (September 2023) Acadience Reading Benchmark, approximately 50% of students in grades K-6 are at benchmark in all subtests (composite score, first sound fluency, phoneme segmentation, nonsense word fluency, accuracy, oral reading fluency, retell, and maze.)	True
Based on the 2022-2023 Acadience Reading growth indicator, 5th grade students did not meet the growth standard (below/yellow).	False
	False
N/A	False
Based on 2022-2023 local attendance data, approximately 67% of Students with Disabilities attended school regularly.	True
Analysis of data indicated no challenges.	False
Based on the 2022-2023 Acadience Reading growth indicator, kindergarten, 1st, 3rd, and 4th grade students did not meet the growth standard (well below/red).	True
Analysis of data indicated no challenges.	False
Analysis of data indicated no challenges.	False
Based on 2022-2023 local attendance data, approximately 81% of ELs attended school regularly.	False

Prioritizing district needs to ensure equity of services, student supports and resources.	True
Based on the Future Ready PA Index, grades 4, 5 and 7 did not meet the PVAAS growth standard in Math.	True
Based on the Future Ready PA Index, grades 4, 5 and 7 did not meet the PVAAS growth standard in Math.	False
The recruitment and retention of fully credentialed, experienced and high-quality staff is an ongoing area of difficulty for district.	True
	False
On-going changes to our transient demographic population and providing the necessary supports to meet their needs.	False
N/A	False
Based on 2022-2023 local attendance data, approximately 69% of Students Considered Economically Disadvantaged attended school regularly.	False
Based on 2022-2023 local attendance data, approximately 78% of Black Students and White Students attended school regularly.	False
Based on 2022-2023 local attendance data, approximately 72% of Hispanic Students attended school regularly.	False
N/A	False
Based on 2022-2023 local attendance data, approximately 69% of Students Considered Economically Disadvantaged attended school regularly.	False
Based on 2022-2023 local attendance data, approximately 78% of Black Students and White Students attended school regularly.	False
Based on 2022-2023 local attendance data, approximately 72% of Hispanic Students attended school regularly.	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
Based on the Future Ready PA Index, no school met the Regular Attendance interim target (red).		True
Based on the Future Ready PA Index, grades 4, 7, and 8 did not meet the PVAAS growth standard in ELA.		False
Prioritizing district needs to ensure equity of services, student supports and resources.		True
Based on the beginning of year (September 2023) Acadience Math Benchmark, approximately 50% of students in grades K-2 are at benchmark in all subtests (composite score, beginning quantity discrimination, number identification fluency, next number fluency, advanced quantity discrimination, missing number fluency, computation, and concepts & applications.)		False
Based on the beginning of year (September 2023) Acadience Reading Benchmark, approximately 50% of students in grades K-6 are at benchmark in all subtests (composite score, first sound fluency, phoneme segmentation, nonsense word fluency, accuracy, oral reading fluency, retell, and maze.)		False
The recruitment and retention of fully credentialed, experienced and high-quality staff is an ongoing area of difficulty for district.		False
Based on 2022-2023 local attendance data, approximately 67% of Students with Disabilities attended school regularly.		False
Based on the 2022-2023 Acadience Reading growth indicator, kindergarten, 1st, 3rd, and 4th grade students did not meet the growth standard (well below/red).		False
Based on the Future Ready PA Index, grades 4, 5 and 7 did not meet the PVAAS growth standard in Math.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on the 2022-2023 Literature/ELA CDT, high school students far exceeded the growth standard (well above/dark blue).	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	
English Learners met or exceeded the growth standard on 2022-2023 local Math, ELA, and Science assessments.	
Based on the 2022-2023 Biology CDT, students exceeded the growth standard (well above/dark blue).	
Based on the Future Ready PA Index, both high schools met/exceeded the High School Graduation Rate statewide goal (blue).	
Based on the Future Ready PA Index, all schools showed an increase from the previous year in achievement based on PA State Assessments (PSSA/Keystone) in ELA, Math, and Science.	
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in Math for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.	
Based on the 2022-2023 Math CDT, 8th grade students far exceeded the growth standard (well above/dark blue).	
Based on the 2022-2023 Math CDT, 4th grade and 7th grade students met the growth standard (meets/green).	
Career readiness is embedded in all subjects across the curriculum at the elementary level.	
School counselors provide guidance and career readiness lessons to students.	

Based on the 2022-2023 Algebra CDT, students far exceeded the growth standard (well above/dark blue).	
On-going enhancements to our MTSS framework.	
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	
Based on the 2022-2023 Math CDT, 6th grade students exceeded the growth standard (above/light blue).	
Based on the Future Ready PA Index, both high schools met or exceeded the PVAAS growth standard in ELA for the following subgroups: Black, Hispanic, Economically Disadvantaged, White, English Learners, and Students with Disabilities.	
Students Considered Economically Disadvantaged exceeded the growth standard on 2022-2023 local Math and Science assessments.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If positive relationships are cultivated with students, then students will regularly attend school.
	If students' needs are identified and prioritized, then the district will work to ensure equity of services, student supports, and resources.

Goal Setting

Priority: If positive relationships are cultivated with students, then students will regularly attend school.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Given attendance data from the Future Ready PA Index for grades K-12, students will meet an 85% target by June 2027.		
Measurable Goal Nickname (35 Character Max)		
Regular Attendance		
Target Year 1	Target Year 2	Target Year 3
Given attendance data from the Future Ready PA Index for grades K-12, students will meet a 79% target by June 2025.	Given attendance data from the Future Ready PA Index for grades K-12, students will meet an 82% target by June 2026.	Given attendance data from the Future Ready PA Index for grades K-12, students will meet an 85% target by June 2027.

Priority: If students' needs are identified and prioritized, then the district will work to ensure equity of services, student supports, and resources.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By June 2027, the district will ensure equity of services, student supports, and resources K-12 as evidenced by a fully implemented MTSS framework.		
Measurable Goal Nickname (35 Character Max)		
MTSS Implementation		
Target Year 1	Target Year 2	Target Year 3
By June 2025, the district will ensure equity of services, student supports, and resources K-6 as evidenced by a fully implemented MTSS framework.	By June 2026, the district will ensure equity of services, student supports, and resources K-8 as evidenced by a fully implemented MTSS framework.	By June 2027, the district will ensure equity of services, student supports, and resources K-12 as evidenced by a fully implemented MTSS framework.

Action Plan

Measurable Goals

Regular Attendance	MTSS Implementation
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Action Plan For: Check and Connect

Measurable Goals:
<ul style="list-style-type: none">Given attendance data from the Future Ready PA Index for grades K-12, students will meet an 85% target by June 2027.By June 2027, the district will ensure equity of services, student supports, and resources K-12 as evidenced by a fully implemented MTSS framework.

Action Step		Anticipated Start/Completion Date	
Buildings district-wide will implement Check and Connect with students grades K-12 as a Tier 2 and/or Tier 3 intervention.		2024-08-14	2027-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administration School Counselors	IU 20 Attendance Data	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly MTSS Meetings	Building administration and the MTSS Committee will meet monthly to review Check and Connect data.

Action Plan For: Positive Behavior Support (PBS)

Measurable Goals:
<ul style="list-style-type: none">Given attendance data from the Future Ready PA Index for grades K-12, students will meet an 85% target by June 2027.By June 2027, the district will ensure equity of services, student supports, and resources K-12 as evidenced by a fully implemented MTSS framework.

Action Step		Anticipated Start/Completion Date	
Buildings district-wide will implement a SWPBIS for students in grades K-12 as a Tier 1, Tier 2 and Tier 3 intervention.		2024-08-14	2027-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administration School Counselor	SWPBIS committee Behavior Data Attendance Data Incentives	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
SWPBIS meetings	Monthly SWPBIS meetings with the building administration and SWPBIS committee

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Given attendance data from the Future Ready PA Index for grades K-12, students will meet an 85% target by June 2027. By June 2027, the district will ensure equity of services, student supports, and resources K-12 as evidenced by a fully implemented MTSS framework.

Action Step		Anticipated Start/Completion Date	
For students in grades K-12, buildings district-wide will implement an MTSS framework by gathering, reviewing and analyzing data to determine student needs.		2024-08-14	2027-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building administration MTSS Committee	MTSS Committee Benchmark Data Progress Monitoring Data Attendance Data Child Study Data PAYS Survey Data PASS Survey Data	No	No
Action Step		Anticipated Start/Completion Date	
Create student continuum of services matrices.		2024-08-14	2027-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Committee Building Administration District Administration	IU 20 Community Service Providers In-district Service Providers	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly MTSS meetings Monthly Child Study Meetings	Building administration, MTSS committee and Child Study teams will meet monthly to review and evaluate student needs.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check and Connect	Buildings district-wide will implement Check and Connect with students grades K-12 as a Tier 2 and/or Tier 3 intervention.
MTSS	Create student continuum of services matrices.

Check and Connect Training

Action Step		
<ul style="list-style-type: none"> Buildings district-wide will implement Check and Connect with students grades K-12 as a Tier 2 and/or Tier 3 intervention. 		
Audience		
Check and Connect Mentors		
Topics to be Included		
Attendance / Truancy laws and regulations Building a rapport with students Check and Connect Protocol and Procedures Trauma Based Informed Practices		
Evidence of Learning		
Student attendance data SWPBIS data Mentor completion of C and C training Mentor completion of assigned Trauma Informed Practices trainings Local Assessment data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Check and Connect Trainers	2024-08-14	2027-06-14

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Check and Connect training sessions will occur on a quarterly basis.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Create MTSS Grade Span Matrices

Action Step		
<ul style="list-style-type: none"> Create student continuum of services matrices. 		
Audience		
Professional staff, building and district level administration		
Topics to be Included		
Truancy School Behavioral Supports SEL support SWPBIS MTSS Framework Home and School Visitor Community Service Providers Framework for Access and Belonging Restorative Practices		
Evidence of Learning		
Completed matrices that reflect appropriate services and supports based on students' needs. Attendance, behavioral and academic data showing growth/improvement.		
Lead Person/Position	Anticipated Start	Anticipated Completion
District administrators Building administrators	2024-08-14	2027-06-14

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Training sessions on the identified topics will occur on a quarterly basis.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 2e: Organizing Physical Space 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4b: Maintaining Accurate Records 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
MTSS	Create student continuum of services matrices.

Communicate Completed Matrices with Stakeholders

Action Step		
<ul style="list-style-type: none">Create student continuum of services matrices.		
Audience		
PMSD staff Parents/guardians School Board Members Community Members		
Topics to be Included		
Review and discuss the continuum of supports and services PMSD provides for students in grades K-12.		
Lead Person/Position	Anticipated Start	Anticipated Completion
District and building administrators	2025-08-14	2027-06-14

Communication

Type of Communication	Frequency
Other	A presentation of the completed matrices will be facilitated at a monthly school board meeting, posted on the meeting's agenda, district / building websites and in each classroom.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date