

POCONO MOUNTAIN EAST HS

PO Box 200

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

1. East High School will ensure students will be on target with their state level peers in ELA and Mathematics prior to graduating. 2. East High School will prepare students to be academically successful and socially responsible upon graduation by providing necessary supports and interventions.

STEERING COMMITTEE

Name	Position	Building/Group
Tamala Toleno	Principal	East High School
Marsha Kloss	Special Education Supervisor	East High School
Lorraine Angulo	Parent	East High School
Laurie Van Winkle	Community Member	PA State Rep. Radar's Office
Robert Pagotto	General Education Teacher	East High School
Kyleen Newlander	General Education Teacher	East High School
Teresa Griesbach	Special Education Teacher	East High School
Steve Werner	Special Education Teacher	East High School
Jessica Johnson	General Education Teacher	East High School
Amy Martin	General Education Teacher	East High School
Imanuelle Patterson	Student	East High School
Tracy Jankowski	Other	PM School Based Mental Health
Amy Catalano	District Level Leaders	Director of Curriculum and Instruction for Math and Science

Name	Position	Building/Group
Livia Rivera	Paraprofessional	East High School
Lena Mujovic	Student	East High School
Stacy Kulics	District Level Leaders	Director of Federal Programs
Dr. Elizabeth Robison	Chief School Administrator	Superintendent

ESTABLISHED PRIORITIES

Priority Statement

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.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

EHS will continue Cardinal Period during the 2023-24 school year to help with the development of conflict resolution skills.

School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS

Given the expansion of the MTSS framework to grade 12, regular student attendance will increase by 1.3% for all students by the end of the 2023-2024 school year, which will increase student achievement and growth data in all content areas.

Cardinal Period

According to the data collected from the Cardinal Period Reflection Form after each bi-weekly lesson, the number of students responding that information presented in the Cardinal Period lesson was beneficial (4 or 5 on a Likert scale) will increase by 30% from the baseline data.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish 12th grade MTSS team and create 12th grade Early Warning Indicator Dashboard.	2023-08-22 - 2023-09-30	Brian Williams, 12th Grade Assistant Principal	Continued support from CIU20 MTSS Trainers and Networking Group. Salaries and benefits of teachers. Substitute teacher salaries. Resources, supplies, and materials.
MTSS grade level teams will meet monthly to review Early Warning Indicator Dashboards. Teams will identify and provide support for students experiencing academic, behavior and attendance challenges through the MTSS process.	2023-08-22 - 2024-06-03	Assistant Principals	Materials, resources, and supplies needed for meetings. Materials, resources, supplies, and programs needed to provide tiered supports for students. Substitute teacher salaries to provide release time for teachers. Teacher salaries and benefits to provide tiered supports for students. Salaries and benefits of teachers to review, revise and align curriculum, instruction, and assessments. Professional development resources, materials, and supplies to support MTSS.
Revise and continue bi-weekly Cardinal Period lessons.	2023-08-28 - 2024-05-01	Kyleen Newlander-Jones Tamala Toleno	Materials, resources and supplies to revise and implement Cardinal Period lessons. Teacher salaries and benefits to revise and prepare for lessons. Substitute teacher salaries to provide release time for teachers. Professional development resources, materials, and supplies.

Anticipated Outcome

Monitoring/Evaluation

Building administration will monitor the action plan steps on a quarterly basis.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the expansion of the MTSS framework to grade 12, regular student attendance will increase by 1.3% for all students by the end of the 2023-2024 school year, which will increase student achievement and growth data in all content areas. (MTSS)</p> <p>According to the data collected from the Cardinal Period Reflection Form after each bi-weekly lesson, the number of students responding that information presented in the Cardinal Period lesson was beneficial (4 or 5 on a Likert scale) will increase by 30% from the baseline data. (Cardinal Period)</p>	MTSS	Revise and continue bi-weekly Cardinal Period lessons.	08/28/2023 - 05/01/2024

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

Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS): Mathematics/Algebra

Regular Attendance

Graduation Rate

76.5% of the students in the Students with Limited English Proficiency subgroup made positive growth from the September to the March administration of the Literature CDTs.

74.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Biology CDTs.

78.9% of the students in the Students Considered Economically Disadvantaged subgroup made positive growth from the September to the March administration of the Biology CDTs.

Align curricular materials and lesson plans to the PA Standards

Challenges

Proficient or Advanced on PA State Assessments: English Language Arts/Literature - Students with Disabilities 12.9%

Proficient or Advanced on PA State Assessments: Mathematics/Algebra - Students with Disabilities 10.5%

36.1% of all students did not show positive growth from the September to the March administration of the Literature CDTs.

Of the 3 subgroups with 11+ students, the African American subgroup had the lowest percentage of students (55.3%) making positive growth from the September to the March administration of the Literature CDTs.

Only 50% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Literature CDTs.

27.5% of all students did not show positive growth from the September to the March administration of the Algebra CDTs.

17.3% of all students did not show positive growth from the September to the March administration of the Biology CDTs.

Strengths

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

Implement an evidence-based system of school-wide positive behavior interventions and supports and implement evidence-based strategies to engage families to support learning

Identify professional learning needs through analysis of a variety of data

83.3% of the students in the Students with Limited English Proficiency subgroup made positive growth from the September to the March administration of the Algebra CDTs.

84.2% of the students in the Students with Limited English Proficiency subgroup made positive growth from the September to the March administration of the Biology CDTs.

11th grade students met the goal set for completion in Xello.

Cardinal Period was implemented during the 2022-23 school year.

97% of 11th grade students completed the Career Readiness requirements in Xello.

Implemented MTSS in grades 9, 10 and 11.

Challenges

EHS students lack academic soft skills and social skills necessary to be "ready to learn."

Only 54.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Algebra CDTs.

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

Expand a multi-tiered system of supports for academics and behavior to grade 12

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

Of the 3 subgroups with 11+ students, the African American subgroup had the lowest percentage of students (63.2%) making positive growth from the September to the March administration of the Algebra CDTs.

Only 54.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Algebra CDTs.

Of the 3 subgroups with 11+ students, the Hispanic subgroup had

Challenges

the lowest percentage of students (79%) making positive growth from the September to the March administration of the Biology CDTs.

Only 74.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Biology CDTs.

Only 50% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Literature CDTs.

Only 64.6% of the students in the Students Considered Economically Disadvantaged subgroup made positive growth from the September to the March administration of the Literature CDTs.

EHS students lack academic soft skills and social skills necessary to be "ready to learn."

EHS students lack academic soft skills and social skills necessary to be "ready to learn."

Implement evidence-based strategies to engage families to support learning

EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn."

Challenges

There is no 12th grade MTSS Team monitoring students through the use of an Early Warning Indicator Dashboard.

EHS students lack academic soft skills and social skills necessary to be "ready to learn."

Most Notable Observations/Patterns

The EHS faculty has had the opportunity to discuss student needs post pandemic. The focus has been on the students' lack of the academic soft skills and social skills necessary to be "ready to learn." The new Cardinal Period was implemented during the 2022-23 school year. Although progress was made, students continue to lack the academic soft skills and social skills necessary to be "ready to learn."

Challenges

Discussion Point

Priority for Planning

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

Some students lack academic soft skills, social emotional skills, and conflict resolution skills.

✓

Expand a multi-tiered system of supports for academics and behavior to grade 12

MTSS teams are functional in grades 9, 10 and 11. EHS is in need of a MTSS team for grade 12.

✓

Challenges**Discussion Point****Priority for Planning**

Only 54.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Algebra CDTs.

MTSS framework was first implemented in grade 9 EHS is adding a grade level each year. MTSS will be implemented in 11th grade during the 2022-23 school year.

Proficient or Advanced on PA State Assessments: English Language Arts/Literature - Students with Disabilities 12.9%

Proficient or Advanced on PA State Assessments: Mathematics/Algebra - Students with Disabilities 10.5%

Only 50% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Literature CDTs.

Only 54.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Algebra CDTs.

Only 74.1% of the students in the Students with Disabilities subgroup made positive growth from the September to the March administration of the Biology CDTs.

ADDENDUM B: ACTION PLAN

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
Establish 12th grade MTSS team and create 12th grade Early Warning Indicator Dashboard.	08/22/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Building administration will monitor the action plan steps on a quarterly basis.	Monthly MTSS Grade Level Meetings Bi-Weekly Cardinal Period Lessons
Material/Resources/Supports Needed	PD Step
Continued support from CIU20 MTSS Trainers and Networking Group. Salaries and benefits of teachers. Substitute teacher salaries. Resources, supplies, and materials.	no

Action Steps**Anticipated Start/Completion Date**

MTSS grade level teams will meet monthly to review Early Warning Indicator Dashboards. Teams will identify and provide support for students experiencing academic, behavior and attendance challenges through the MTSS process.

08/22/2023 - 06/03/2024

Monitoring/Evaluation**Anticipated Output**

Building administration will monitor the action plan steps on a quarterly basis.

Monthly MTSS Grade Level Meetings Bi-Weekly Cardinal Period Lessons

Material/Resources/Supports Needed**PD Step**

Materials, resources, and supplies needed for meetings. Materials, resources, supplies, and programs needed to provide tiered supports for students. Substitute teacher salaries to provide release time for teachers. Teacher salaries and benefits to provide tiered supports for students. Salaries and benefits of teachers to review, revise and align curriculum, instruction, and assessments. Professional development resources, materials, and supplies to support MTSS.

no

Action Steps**Anticipated Start/Completion Date**

Revise and continue bi-weekly Cardinal Period lessons.

08/28/2023 - 05/01/2024

Monitoring/Evaluation**Anticipated Output**

Building administration will monitor the action plan steps on a quarterly basis.

Monthly MTSS Grade Level Meetings Bi-Weekly Cardinal Period Lessons

Material/Resources/Supports Needed**PD Step**

Materials, resources and supplies to revise and implement Cardinal Period lessons. Teacher salaries and benefits to revise and prepare for lessons. Substitute teacher salaries to provide release time for teachers. Professional development resources, materials, and supplies.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given the expansion of the MTSS framework to grade 12, regular student attendance will increase by 1.3% for all students by the end of the 2023-2024 school year, which will increase student achievement and growth data in all content areas. (MTSS)</p> <p>According to the data collected from the Cardinal Period Reflection Form after each bi-weekly lesson, the number of students responding that information presented in the Cardinal Period lesson was beneficial (4 or 5 on a Likert scale) will increase by 30% from the baseline data. (Cardinal Period)</p>	MTSS	Revise and continue bi-weekly Cardinal Period lessons.	08/28/2023 - 05/01/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Reviewing implementation of Cardinal Period lessons	EHS Professional Staff	Goals/Expectations of Cardinal Period Accessing Lesson Plans Building rapport with students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Positive scores on the Likert scale from the Cardinal Period Reflection Form	08/22/2023 - 05/01/2024	Kyleen Newlander-Jones Tamala Toleno

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 2b: Establishing a Culture for Learning



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on website for 28 days for public review.	Review of ATSI Plan	Website Posting	School Community	July 2023

