

## **STROUDSBURG JHS**

1198 Chipperfield Drive

ATSI non-Title 1 School Plan | 2022 - 2023

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## **VISION FOR LEARNING**

Stroudsburg Junior High School students, specifically special education students, will be engaged learners, willing participants in their education, effective communicators, and contribute positively to their school community.

## STEERING COMMITTEE

Name	Position	Building/Group
Courtney Lepore	Asst. Supt.of C & I	SASD
Lynda Hopkins	Director of Special Ed.	SASD
Paul Sipler	JHS Asst. Principal	SASD JHS
Mark Getz	JHS Asst. Principal	SASD JHS
Lisa Dobroski	JHS Biology Teacher	SASD JHS
Andrea Gullion	JHS FCS Teacher	SASD JHS
Gloria Ladlee	JHS Special Ed. Teacher	SASD JHS
Jill Symons	Teacher	SASD JHS
Merlyn Clarke	Board Member	Community and College Prof.
Lawrence Larthey	Principal	SASD JHS
Abena Aidoo	Student	SASD JHS
Ebenezer Aidoo	Parent	Community Member
Megan Williamson	Community Member	Community Member

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Special education math teachers will receive professional development on researched-based instructional practices. Special education math teachers will be provided with and use a diagnostic tool to monitor student progress toward grade-level goals in order to inform their planning and instruction. The teacher of pre-requisite skills, remediation, and progress monitoring will occur during the first block of math class, while the second block will be used for grade-level instruction. We will begin implementing MTSS to provide timely interventions in order to prevent students from falling below grade level and requiring specialized instruction.</p>	Mathematics
<p>Mental health interventions will improve attendance, lead to reduced learning gaps, and increase growth and achievement. Improved behavioral interventions will lead to reduced learning gaps and recidivism, increasing both growth and achievement.</p>	Regular Attendance
<p>Special education ELA teachers will be provided with and use a diagnostic tool to monitor student progress toward grade-level goals in order to inform their planning and instruction. We will begin implementing MTSS to provide timely interventions in order to prevent students from falling below grade level and requiring specialized instruction.</p>	English Language Arts

## ACTION PLAN AND STEPS

<b>Evidence-based Strategy</b>
MTSS
<b>Measurable Goals</b>

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Sp. Ed. Math	Sp. Ed. students will demonstrate growth on PA Core standards-aligned quarterly assessments in math.
ELA Sp. Ed. Sub-group	Sp. Ed. students will demonstrate growth by increasing their performance level on PA Core standards-aligned quarterly assessments and scoring rubric in ELA.
Sp. Ed. Attendance	The Sp. Ed. Sub-group regular attendance will improve upon the previous year's quarterly attendance results measured by the number of students equaling or exceeding 18 days absent.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Create an intervention period for 8th-grade students in the master schedule.	2022-05-01 - 2022-07-31	Larry Larthey/Principal	Sapphire Student Information System
Purchase a diagnostic assessment tool. STAR	2022-06-01 - 2022-07-31	Dr. Lepore/Assistant Superintendent	ESSR Funding
Assign reading specialists and math staff members to the intervention period.	2022-05-01 - 2022-07-31	Larry/Larthey Principal	STAR

<b>Anticipated Outcome</b>
A tier 3 intervention period.

<b>Monitoring/Evaluation</b>
The evidence of an intervention period.

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## Evidence-based Strategy

SWPBIS

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Sp. Ed. Math

Sp. Ed. students will demonstrate growth on PA Core standards-aligned quarterly assessments in math.

ELA Sp. Ed. Sub-group

Sp. Ed. students will demonstrate growth by increasing their performance level on PA Core standards-aligned quarterly assessments and scoring rubric in ELA.

Sp. Ed. Attendance

The Sp. Ed. Sub-group regular attendance will improve upon the previous year's quarterly attendance results measured by the number of students equaling or exceeding 18 days absent.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Share incident reports and infractions with staff monthly.

2022-09-30 - 2023-06-06

Mark Getz / Assistant Principal

Sapphire Student Information System

Monthly SWPBIS team meetings.

2022-08-23 - 2022-06-06

Mark Getz / Assistant Principal

Create a schedule of SWPBIS rewards for the year.

2022-07-01 - 2022-08-01

Mark Getz / Assistant Principal

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
SWPBIS student assemblies at the start and middle of the school year.	2022-08-30 -	Mark Getz / Assistant Principal	

**Anticipated Outcome**

Improved behavior and school climate will reduce the need for exclusionary discipline and absences.

**Monitoring/Evaluation**

Monthly through a shared Google Sheet from our Discipline Secretary.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sp. Ed. students will demonstrate growth on PA Core standards-aligned quarterly assessments in math. (Sp. Ed. Math)	MTSS	Purchase a diagnostic assessment tool.	06/01/2022 -
Sp. Ed. students will demonstrate growth by increasing their performance level on PA Core standards-aligned quarterly assessments and scoring rubric in ELA. (ELA Sp. Ed. Sub-group)		STAR	07/31/2022
The Sp. Ed. Sub-group regular attendance will improve upon the previous year's quarterly attendance results measured by the number of students equaling or exceeding 18 days absent. (Sp. Ed. Attendance)			



## 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.**

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Larry Larthey

2022-05-19

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Teachers and students believe a culture of high expectations exist within the JHS.

Teachers feel empowered to develop and implement initiatives.

Students, parents, and teachers feel safe at school.

The All Student Group Meets the Performance Standard for Regular Attendance with an 83.2%

We recently began implementing the program Smart Futures to help increase our students' career readiness.

Using quarterly assessments provided us with data on students with IEP's progress toward grade-level goals and standards.

The Mental Health Committee is constantly looking to reduce absences due to mental health concerns.

The SWPBIS Committee is constantly looking to reduce absences due to disciplinary exclusions.

The Whole Student Group exceeded the statewide average of 55% with a score of 57.3% of students scoring proficient or

### Challenges

Attendance by Sub-groups: IEP Student Group

IEP Math Student Group Achievement

IEP ELA Student Group Achievement

72.3% of Students with Disabilities had Regular Attendance.

The All Students Group did not meet the Career Standards Benchmark Performance Standard with a score of 71.9%

The Students with Disabilities Sub-Group Regular Attendance.

Reduce the need to assign exclusionary disciplinary practices to the Students with Disabilities Sub-Group.

Emetric 2021 - Students with Disabilities group only 5.4% scored proficient or advanced.

There is significant evidence the Whole Student Group did not meet the growth standard with a growth measure of -2.

Only 17.4% of the Whole Student Group scored proficient or advanced.

## Strengths

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advanced.

We currently have 3 reading specialists.

There was moderate evidence that the Whole Student group of students exceeded the growth standard. They scored a growth measure of 1.2

There was significant evidence that the Students with Disabilities group exceeded the growth standard with a growth measure of 5.3.

The Students with Disabilities Group showed moderate evidence the group exceed the growth standard with a growth measure of 3.4.

Teachers and students believe a culture of high expectations exist within the JHS.

Teachers feel empowered to develop and implement initiatives.

Students, parents, and teachers feel safe at school.

There is evidence that the Whole Student Group met the growth standard with a growth measure of 1.3.

Teachers and students believe a culture of high expectations exist within the JHS.

## Challenges

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94.3% of the Students with Disabilities Group scored below basic.

The Whole Student Group Scored below the statewide average of 63.7% with a 52.2%.

Align curricular materials and lesson plans to the PA Standards.

Complete the implementation of an evidence-based system of schoolwide positive behavior interventions and supports.

Implement evidence-based strategies to engage families to support learning

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## Strengths

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The Asian Student Group scored above the state the average of 63.7% with a score of 72.7%.

There is evidence that the Lowest Performing 33% of Students Group met the growth standard with a growth measure of 11.1.

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.

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

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## Most Notable Observations/Patterns

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We believe that the Students with Disabilities sub-group attendance has an effect on the subgroup's growth and proficiency in both math and ELA. We also believe that improving school culture through a SWPBIS plan, Diversity, Equity, and Inclusion Committee, and Mental Health Committee, will help improve not only our Students with Disabilities subgroup's attendance but all of our students' attendance.

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Challenges	Discussion Point	Priority for Planning
IEP Math Student Group Achievement	Lack of standards-aligned curriculum, instruction, and resources. Access to PA Core-aligned grade-level instruction/curriculum. Master Schedule adjustments. Special Ed. sub-group attendance. Lack of student engagement. Engaging Instructional strategies.	
IEP ELA Student Group Achievement	Lack of standards-aligned curriculum, instruction, and resources. Access to PA Core-aligned grade-level instruction/curriculum. Master Schedule adjustments. Special Ed. sub-group attendance. Lack of student engagement. Engaging Instructional strategies.	
Only 17.4% of the Whole Student Group scored proficient or advanced.	There is a need for a tiered system of support and the development of a MTSS system.	
The Students with Disabilities Sub-Group Regular Attendance.	Include attendance as criteria for our SWPBIS.	
Reduce the need to assign exclusionary disciplinary practices to the Students with Disabilities Sub-Group.	Continue the use of Ripple Effects as a behavioral intervention to prevent recidivism.	

## ADDENDUM B: ACTION PLAN

### Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
Create an intervention period for 8th-grade students in the master schedule.	05/01/2022 - 07/31/2022
Monitoring/Evaluation	Anticipated Output
The evidence of an intervention period.	A tier 3 intervention period.
Material/Resources/Supports Needed	PD Step
Sapphire Student Information System	no



**Action Steps****Anticipated Start/Completion Date**

Purchase a diagnostic assessment tool. STAR

06/01/2022 - 07/31/2022

**Monitoring/Evaluation****Anticipated Output**

The evidence of an intervention period.

A tier 3 intervention period.

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

ESSR Funding

yes





**Action Steps**

**Anticipated Start/Completion Date**

Assign reading specialists and math staff members to the intervention period.

05/01/2022 - 07/31/2022

**Monitoring/Evaluation**

**Anticipated Output**

The evidence of an intervention period.

A tier 3 intervention period.

**Material/Resources/Supports Needed**

**PD Step**

STAR

no

**Action Plan: SWPBIS**

**Action Steps****Anticipated Start/Completion Date**

Share incident reports and infractions with staff monthly.

09/30/2022 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

Monthly through a shared Google Sheet from our Discipline Secretary.

Improved behavior and school climate will reduce the need for exclusionary discipline and absences.

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

Sapphire Student Information System

no



**Action Steps****Anticipated Start/Completion Date**

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Monthly SWPBIS team meetings.

08/23/2022 - 06/06/2022

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**Monitoring/Evaluation****Anticipated Output**

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Monthly through a shared Google Sheet from our Discipline Secretary.

Improved behavior and school climate will reduce the need for exclusionary discipline and absences.

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

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no

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**Action Steps****Anticipated Start/Completion Date**

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Create a schedule of SWPBIS rewards for the year.

07/01/2022 - 08/01/2022

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**Monitoring/Evaluation****Anticipated Output**

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Monthly through a shared Google Sheet from our Discipline Secretary.

Improved behavior and school climate will reduce the need for exclusionary discipline and absences.

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

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no

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**Action Steps**

**Anticipated Start/Completion Date**

SWPBIS student assemblies at the start and middle of the school year.

08/30/2022 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

Monthly through a shared Google Sheet from our Discipline Secretary.

Improved behavior and school climate will reduce the need for exclusionary discipline and absences.

**Material/Resources/Supports Needed**

**PD Step**

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sp. Ed. students will demonstrate growth on PA Core standards-aligned quarterly assessments in math. (Sp. Ed. Math)	MTSS	Purchase a diagnostic assessment tool. STAR	06/01/2022 - 07/31/2022
Sp. Ed. students will demonstrate growth by increasing their performance level on PA Core standards-aligned quarterly assessments and scoring rubric in ELA. (ELA Sp. Ed. Sub-group)			
The Sp. Ed. Sub-group regular attendance will improve upon the previous year's quarterly attendance results measured by the number of students equaling or exceeding 18 days absent. (Sp. Ed. Attendance)			



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
STAR Implementation and Data Analysis	SJHS Staff	Administering STAR assessment. Analyzing STAR assessment data. Using STAR assessment data for remediation.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to administer STAR and use the data to inform their instruction.	08/24/2022 - 08/25/2022	Larry Larthey/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	
1b: Demonstrating Knowledge of Students	

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

