

Profile and Plan Essentials

School		AUN/Branch
Pocono Mountain West Junior High School		120455403
Address 1		
180 Panther Ln		
Address 2		
City	State	Zip Code
Pocono Summit	PA	18346-7724
Chief School Administrator		Chief School Administrator Email
Dr. Elizabeth Robison		erobison@pmsd.org
Principal Name		
AnnMarie Vaughn		
Principal Email		
avaughn@pmsd.org		
Principal Phone Number		Principal Extension
5708397121		51412
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ann Marie Vaughn	Principal	WJHS	avaughn@pmsd.org
Walter Pawlowski	Principal	WJHS	wpawlowski@pmsd.org
Jonathan Reifer	Special Education Supervisor	WJHS	jreifer@pmsd.org
Rebecca Mecca	Teacher	WJHS	rmecca@pmsd.org
Melissa Guent	Teacher	WJHS	mguent@pmsd.org
Amy Catalano	District Level Leaders	Pocono Mountain School District	acatalano@pmsd.org
Dianna Marrazo	Teacher	WJHS	dmarrazo@pmsd.org
Amy Buffington	District Level Leaders	Pocono Mountain School District	abuffington@pmsd.org
Christina Mann	Parent	WJHS	cmann@pmsd.org
Thomas Mann	Parent	WJHS	tmann@pmsd.org
James Feuerstein	Community Member	Pocono Mountain School District	jfeuerstein@pmsd.org
Cheryll Feuerstein	Community Member	Pocono Mountain School District	cfeuerstein@pmsd.org
Liliana Mann	Student	WJHS	
Jacqueline Finno-Ludka	Teacher	WJHS	jfinno@pmsd.org
Kristopher Ludka	Teacher	WJHS	kludka@pmsd.org
Ashley Meinking	Teacher	WJHS	ameinking@pmsd.org
Mary Vaughn	Teacher	WJHS	mvaughn@pmsd.org
Jamilyn Husted	Teacher	WJHS	jhusted@pmsd.org
Stacy Kulics	District Level Leaders	Pocono Mountain School District	skulics@pmsd.org
Dr. Elizabeth Robison	Chief School Administrator	Superintendent	erobison@pmsd.org
Sarah Stiff	Other	Community In Schools Coordinator	sastiff@pmsd.org
Nora Wandalowski	Other	Director of PMSD Cyber	nwandalowski@pmsd.org
Dr. Catherine Sweeney	District Level Leaders	Assistant Superintendent of Curriculum	csweeney@pmsd.org
Dr. Bethann McCain	District Level Leaders	Director of ELA and Reading	bmccain@pmsd.org
Dr. Mark Wade	District Level Leaders	Assistant Superintendent of Special Education	mwade@pmsd.org
Tina Davis	Other	Administrative Assistant WJHS	tdavis@pmsd.org
Braylon Williams	Student	WJHS	

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
As per the 2023-2024 Future Ready PA Index, 97% of all students met the Career Standards Benchmark (green). It is also an increase from the prior year (90.3%).	
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the ELA PSSA was 46.6%, which does not meet the interim target on the ELA PSSA test; however, this was an increase from 41% the prior year.	
In the area of English Language Arts on the 2023-2024 Future Ready PA Index, the all student group met the growth standard (PVAAS) with a growth score of 70 (green) and increased from the prior year (50).	This was an increase from the prior year (50).

Challenges

Indicator	Comments/Notable Observations
As per the 2023-2024 Future Ready PA Index, English Language Growth and Attainment was 0% and did not meet the interim target.	
As per the 2023-2024 Future Ready PA Index, Regular School Attendance was 72.4% for the 2022 - 2023 school year which was below the state average and well below the state goal for 2033 (94.1%). However, there was an increase from the prior year (67.7%).	This was an increase from the prior year (67.7%)
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the Science PSSA was 42.1%, which did not meet the interim target.	This was a decrease from the prior year (44.7%).
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the Math PSSA was 21.9%, which did not meet the interim target. However, this was an increase from the prior year (18.5%).	This was an increase from 18.5% the prior year.
In the area of Mathematics on the 2023-2024 Future Ready PA Index, the all student group did not meet the growth standard (PVAAS) with a growth score of 63.3. This was a decrease from the prior year (66.7).	Decrease from the prior year.
In the area of Science on the 2023-2024 Future Ready PA Index, the all student group did not meet the growth standard (PVAAS) with a growth score of 50. This was a decrease from the prior year (58).	Decrease from the prior year.

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

Strengths

<p>Indicator The English Learner subgroup met the interim achievement target and improved from the prior year on PSSA ELA.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator The English Learner and Black subgroups met (green) the growth standard in Math (PVAAS).</p> <p>ESSA Student Subgroups African-American/Black, English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator The Black, White, Economically Disadvantaged, English Learner and Combined Ethnicity subgroups met (green) the growth standard in ELA (PVAAS).</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator The Black subgroup met (green) the growth standard in Science (PVAAS) with a growth score of 70. This was also an increase from the prior year (63).</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations</p>
<p>Indicator The Black subgroup met the interim target in Regular Attendance with 81.2%, and increased from the prior year (77.2%).</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations</p>
<p>Indicator The Students with Disabilities subgroups exceeded (blue) the growth standard in ELA (PVAAS) with a growth score of 90. This was also an increase from the prior year (70).</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator The English Learner subgroup met the interim achievement target on the Science PSSA.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator The Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups met the Career Standards Benchmark and increased from the prior year.</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	
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Challenges

<p>Indicator The Black, Hispanic, White, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups did not meet the interim achievement target on the ELA PSSA; however, they all increased from the prior year.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	Comments/Notable Observations
<p>Indicator The Black, White, Hispanic, English Learners, Combined Ethnicity and Economically Disadvantaged subgroups did not meet the interim achievement target on the Math PSSA; however, they all increased from the prior year.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners</p>	Comments/Notable Observations
<p>Indicator The Students with Disabilities subgroup did not meet the interim achievement target on the Math PSSA.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	Comments/Notable Observations
<p>Indicator The Black, Hispanic, White, Economically Disadvantaged, Combined Ethnicities, and Students with Disabilities did not meet the interim achievement target on the Science PSSA.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	Comments/Notable Observations
<p>Indicator The Hispanic subgroup did not meet the growth standard in ELA (PVAAS); however, they did increase from the prior year.</p> <p>ESSA Student Subgroups Hispanic</p>	Comments/Notable Observations
<p>Indicator The Hispanic, White, Economically Disadvantaged, Combined Ethnicity, and Students with Disabilities subgroups did not meet the growth standard in Math (PVAAS).</p> <p>ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	Comments/Notable Observations
<p>Indicator The Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups did not meet the growth standard in Science (PVAAS).</p> <p>ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	Comments/Notable Observations
<p>Indicator The Hispanic, White, Economically Disadvantaged, English Learner, Combined Ethnicities, and Students with Disabilities subgroups</p>	Comments/Notable Observations

<p>did not meet the interim target for Regular Attendance; however, all of these subgroups did show an increase from the prior year.</p> <p>ESSA Student Subgroups Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	
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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.

As per the 2023-2024 Future Ready PA Index, 97% of all students met the Career Standards Benchmark (green). It is also an increase from the prior year (90.3%).
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the ELA PSSA was 46.6%, which does not meet the interim target on the ELA PSSA test; however, this was an increase from 41% the prior year.
In the area of English Language Arts on the 2023-2024 Future Ready PA Index, the all student group met the growth standard (PVAAS) with a growth score of 70 (green) and increased from the prior year (50).

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.

As per the 2023-2024 Future Ready PA Index, Regular School Attendance was 72.4% for the 2022 - 2023 school year which was below the state average and well below the state goal for 2033 (94.1%). However, there was an increase from the prior year (67.7%).
In the area of Mathematics on the 2023-2024 Future Ready PA Index, the all student group did not meet the growth standard (PVAAS) with a growth score of 63.3. This was a decrease from the prior year (66.7).
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the Math PSSA was 21.9%, which did not meet the interim target. However, this was an increase from the prior year (18.5%).
In the area of Mathematics on the 2023-2024 Future Ready PA Index, the all student group did not meet the growth standard (PVAAS) with a growth score of 63.3. This was a decrease from the prior year (66.7).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Achieve 3000 Lexile Levels	The average Lexile Level at the beginning of the 2024-2025 school year was 769. The average Lexile Level at the end of the 2024-2025 school year was 798. This is an average increase of 29 points, or 3.8%.
Writing CDT	63% of all 7th and 8th grade students increased their writing CDT scores from the first to second assessment.
Writing CDT	The average score on the first assessment was 828 and the average score on the second assessment was 858. This was an average increase of 30 points or 3.6%.
Firefly ELA	The average score on the first Firefly ELA benchmark assessment was 492 and the average score on the second Firefly benchmark assessment was 517. This is an average increase of 25 points or 5%.
Firefly ELA	59% of all students increased their Firefly ELA benchmark score from the first to second assessment.

English Language Arts Summary

Strengths

Tutoring after school available for all students.
Teacher of Record Courses created to allow for smaller class sizes and more individualized instruction.
Schedules have been aligned so that the same grade level and content teachers share a common prep period.
Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence.

Challenges

The average Lexile Level at the beginning of the 2024-2025 school year was 769. The average Lexile Level at the end of the 2024-2025 school year was 798. This is an average increase of 29 points, or 3.8%.
37% of students in both 7th and 8th grade did not increase their writing CDT scores from the first to the second assessment.
The transient population greatly impacts growth and achievement data.

Mathematics

Data	Comments/Notable Observations
Math CDT	The average score on the first assessment was 885 (Below Basic) and the average score on the last assessment was 959.5 (Below Basic). This is an average increase of 74.5 points which is just over an 8.4% increase.
Imagine Math Benchmark	61% of all 7th and 8th grade students (270 out of 442) increased their in their Imagine Math Benchmark from the beginning of the year to the end of the year.
Math CDT	73.5% of all 7th and 8th grade students (308 out of 419) increased their Math CDT scores from the beginning of year to the end of year.
Firefly Math	The average score on the first Firefly Math benchmark assessment was 551 and the average score on the second Firefly benchmark assessment was 584. This is an average increase of 33 points or 6%.
Firefly Math	73% of all students increased their Firefly Math benchmark score from the first to second assessment.

Mathematics Summary

Strengths

Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence. Schedules have been aligned so that the same grade level and content teachers share a common prep period.
Ongoing PD on the math workshop model through IU coaching/support.
Tutoring after school available for all students; Teacher of Record Courses created to allow for smaller class sizes and more individualized instruction.
Math block is doubled providing approximately 92 minutes of instructional time and include math workshop model to differentiate instruction.

Challenges

The transient population greatly impacts growth and achievement data.
39% of all 7th and 8th grade students did not increase in their Imagine Math Benchmark from the beginning of the year to the end of the year.
Though there was growth on the Math CDT, on average, students average scores were still basic at the end of the year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDT	The average score on the first assessment was 795 and the average score on the second assessment was 842. This is an average increase of 47 points or 6%.
Science CDT	69% of students increased their science CDT scores from the first to second assessment.
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

Tutoring after school available for all students
N/A
Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence. Schedules have been aligned so that the same grade level and content teachers share a common prep period.

Challenges

31% of students did not increase their science CDT scores from the first to second assessment.
The transient population greatly impacts growth and achievement data.
N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students enrolled in the WJHS Xello program completed their Xello lessons.	
Integrated Xello into the college and career readiness instruction for the 24 - 25 school year.	This allowed students and counselors to become more familiarized with the program.

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

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.

Student Portfolios maintained annually with updated career lessons and activities.
Classroom Lessons included Xello to maintain a digital portfolio of career readiness activities.

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.

Students attributed to the WJHS, who are not physically in the building, impact the Future Ready PA Index College and Career Readiness Indicator for the WJHS.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
22% of English Learners (8 out of 37) were absent more than 10% of the 2024-2025 school year.	

Students with Disabilities

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

Data	Comments/Notable Observations
40% of students with disabilities (66 out of 165) were absent more than 10% of the 2024-2025 school year.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
32.8% of economically disadvantaged students (147 out of 448) were absent more than 10% of the 2024-2025 school year.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	31.7% of Hispanic students (73 out of 230) were absent more than 10% of the 2024-2025 school year.
Black	24.7% of Black students (54 out of 219) were absent more than 10% of the 2024-2025 school year.
White	20.7% of White students (51 out of 246) were absent more than 10% of the 2024-2025 school year.

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.

Students who are identified as missing 10% or more of the school year are discussed regularly at Attendance, Child Study and SAP meetings, in order to determine Student Attendance Improvement Plans.
WJHS offers a multi-tiered system of support for students with academic, behavior, and attendance concerns.
The WJHS Communities in Schools Liaison focuses on Tier 1, 2, and 3 attendance interventions and supports.

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.

WJHS needs to improve upon implementing a multi-tiered system of supports for academics, behavior and attendance issues.
WJHS needs to improve upon increasing student attendance for all students.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Continuously monitor implementation of the school improvement plan and adjust as needed
Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Foster a culture of high expectations for success for all students, educators, families, and community members
Implement evidence-based strategies to engage families to support learning
Monitor and evaluate the impact of professional learning on staff practices and student learning
Use multiple professional learning designs to support the learning needs of staff

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
As per the 2023-2024 Future Ready PA Index, 97% of all students met the Career Standards Benchmark (green). It is also an increase from the prior year (90.3%).	False
In the area of English Language Arts on the 2023-2024 Future Ready PA Index, the all student group met the growth standard (PVAAS) with a growth score of 70 (green) and increased from the prior year (50).	True
	False
Tutoring after school available for all students.	True
Teacher of Record Courses created to allow for smaller class sizes and more individualized instruction.	True
Schedules have been aligned so that the same grade level and content teachers share a common prep period.	True
Ongoing PD on the math workshop model through IU coaching/support.	True
Tutoring after school available for all students; Teacher of Record Courses created to allow for smaller class sizes and more individualized instruction.	False
Math block is doubled providing approximately 92 minutes of instructional time and include math workshop model to differentiate instruction.	True
Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence. Schedules have been aligned so that the same grade level and content teachers share a common prep period.	False
Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence.	True
Tutoring after school available for all students	False
N/A	False
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the ELA PSSA was 46.6%, which does not meet the interim target on the ELA PSSA test; however, this was an increase from 41% the prior year.	False
	False
Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence. Schedules have been aligned so that the same grade level and content teachers share a common prep period.	False
Students who are identified as missing 10% or more of the school year are discussed regularly at Attendance, Child Study and SAP meetings, in order to determine Student Attendance Improvement Plans.	True

WJHS offers a multi-tiered system of support for students with academic, behavior, and attendance concerns.	True
Student Portfolios maintained annually with updated career lessons and activities.	False
Classroom Lessons included Xello to maintain a digital portfolio of career readiness activities.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
The WJHS Communities in Schools Liaison focuses on Tier 1, 2, and 3 attendance interventions and supports.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
As per the 2023-2024 Future Ready PA Index, Regular School Attendance was 72.4% for the 2022 - 2023 school year which was below the state average and well below the state goal for 2033 (94.1%). However, there was an increase from the prior year (67.7%).	True
In the area of Mathematics on the 2023-2024 Future Ready PA Index, the all student group did not meet the growth standard (PVAAS) with a growth score of 63.3. This was a decrease from the prior year (66.7).	False
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the Math PSSA was 21.9%, which did not meet the interim target. However, this was an increase from the prior year (18.5%).	True
In the area of Mathematics on the 2023-2024 Future Ready PA Index, the all student group did not meet the growth standard (PVAAS) with a growth score of 63.3. This was a decrease from the prior year (66.7).	False
The transient population greatly impacts growth and achievement data.	False
The average Lexile Level at the beginning of the 2024-2025 school year was 769. The average Lexile Level at the end of the 2024-2025 school year was 798. This is an average increase of 29 points, or 3.8%.	True
The transient population greatly impacts growth and achievement data.	False
39% of all 7th and 8th grade students did not increase in their Imagine Math Benchmark from the beginning of the year to the end of the year.	True
Though there was growth on the Math CDT, on average, students average scores were still basic at the end of the year.	True
31% of students did not increase their science CDT scores from the first to second assessment.	True
WJHS needs to improve upon implementing a multi-tiered system of supports for academics, behavior and attendance issues.	True
WJHS needs to improve upon increasing student attendance for all students.	True

Students attributed to the WJHS, who are not physically in the building, impact the Future Ready PA Index College and Career Readiness Indicator for the WJHS.	False
37% of students in both 7th and 8th grade did not increase their writing CDT scores from the first to the second assessment.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Implement evidence-based strategies to engage families to support learning	True
	False
The transient population greatly impacts growth and achievement data.	False
N/A	False
Use multiple professional learning designs to support the learning needs of staff	True

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.

Improvement in regular attendance is needed in order for students to improve academic proficiency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
As per the 2023-2024 Future Ready PA Index, Regular School Attendance was 72.4% for the 2022 - 2023 school year which was below the state average and well below the state goal for 2033 (94.1%). However, there was an increase from the prior year (67.7%).		True
As per the 2023-2024 Future Ready PA Index, the percent of students in the All Student Group who were proficient or advanced on the Math PSSA was 21.9%, which did not meet the interim target. However, this was an increase from the prior year (18.5%).		False
39% of all 7th and 8th grade students did not increase in their Imagine Math Benchmark from the beginning of the year to the end of the year.		False
Though there was growth on the Math CDT, on average, students average scores were still basic at the end of the year.		False
Monitor and evaluate the impact of professional learning on staff practices and student learning		False
Foster a culture of high expectations for success for all students, educators, families, and community members		False
Implement evidence-based strategies to engage families to support learning		False
The average Lexile Level at the beginning of the 2024-2025 school year was 769. The average Lexile Level at the end of the 2024-2025 school year was 798. This is an average increase of 29 points, or 3.8%.		False
37% of students in both 7th and 8th grade did not increase their writing CDT scores from the first to the second assessment.		False
WJHS needs to improve upon implementing a multi-tiered system of supports for academics, behavior and attendance issues.		True
WJHS needs to improve upon increasing student attendance for all students.		False
31% of students did not increase their science CDT scores from the first to second assessment.		False
Use multiple professional learning designs to support the learning needs of staff		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Tutoring after school available for all students.	
Teacher of Record Courses created to allow for smaller class sizes and more individualized instruction.	
Schedules have been aligned so that the same grade level and content teachers share a common prep period.	
Teachers meet to plan collaboratively during the summer and throughout school year to align activities with PA standards and PMSD Scope and Sequence.	
Students who are identified as missing 10% or more of the school year are discussed regularly at Attendance, Child Study and SAP meetings, in order to determine Student Attendance Improvement Plans.	
WJHS offers a multi-tiered system of support for students with academic, behavior, and attendance concerns.	
In the area of English Language Arts on the 2023-2024 Future Ready PA Index, the all student group met the growth standard (PVAAS) with a growth score of 70 (green) and increased from the prior year (50).	

Continuously monitor implementation of the school improvement plan and adjust as needed	
Ongoing PD on the math workshop model through IU coaching/support.	
Math block is doubled providing approximately 92 minutes of instructional time and include math workshop model to differentiate instruction.	
Implement an evidence-based system of schoolwide positive behavior interventions and supports	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Collectively shape the vision for continuous improvement of teaching and learning	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
The WJHS Communities in Schools Liaison focuses on Tier 1, 2, and 3 attendance interventions and supports.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If the West Junior High School improves upon the MTSS Framework and coordinates supports for at risk students, there will be an increase in regular school attendance.
	If the West Junior High School improves upon the MTSS framework by focusing on math and ELA instruction and uses student assessment data to determine individual student needs, then student achievement and growth will improve.

Goal Setting

Priority: If the West Junior High School improves upon the MTSS Framework and coordinates supports for at risk students, there will be an increase in regular school attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, at least 80% of students will have attended at least 90% of the school year.			
Measurable Goal Nickname (35 Character Max)			
Regular Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 74% of students will have attended at least 90% of school days.	At least 76% of students will have attended at least 90% of school days.	At least 78% of students will have attended at least 90% of school days.	By the end of the 2025-2026 school year, at least 80% of students will have attended at least 90% of the school year.

Priority: If the West Junior High School improves upon the MTSS framework by focusing on math and ELA instruction and uses student assessment data to determine individual student needs, then student achievement and growth will improve.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Based on students who have all required scores, the average Firefly Math Benchmark score will increase by at least 10% from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Based on students who have all required scores, the average Firefly Math Benchmark score will increase by at least 10% from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Based on students who have all required scores, the average Firefly ELA Benchmark score will increase by at least 10% from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.			

Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Based on students who have all required scores, the average Firefly ELA Benchmark score will increase by at least 10% from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.

Action Plan

Measurable Goals

Regular Student Attendance	Math
ELA	

Action Plan For: Multi-Tiered System of Supports

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 school year, at least 80% of students will have attended at least 90% of the school year. Based on students who have all required scores, the average Firefly ELA Benchmark score will increase by at least 10% from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year. Based on students who have all required scores, the average Firefly Math Benchmark score will increase by at least 10% from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
MTSS Committee will meet to review and analyze 2024-2025 data including PSSA and attendance data to identify support for students who experienced academic, behavior and attendance challenges in the previous school year.		2025-08-19	2025-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Support, Reading Support, ESL Teacher, MTSS Coordinator, Building administration, Communities in Schools Site Coordinator	2024-2025 academic, behavior, and attendance data; Early Warning Indicator Dashboard (LinkIt); Materials, resources, and supplies needed for meeting; Materials, resources, supplies, and programs needed to provide tiered supports for students; Substitute teacher salaries to provide release time for teachers;	No	
Action Step		Anticipated Start/Completion Date	
Monthly committee meetings to review and analyze data.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Support, Reading Support, ESL Teacher, MTSS Coordinator, Building administration	Firefly benchmark data, Beable Lexile Data, IXL Math, Imagine Math, Attendance Data, LinkIt (Early Warning Dashboard), Substitute coverage (salaries/benefits), Teacher compensation (salaries/benefits), professional development supplies and materials, technology. Truancy Consultant and Communities in Schools Site	Yes	

	Coordinator.		
Action Step		Anticipated Start/Completion Date	
Implement Tier 1, Tier 2, and Tier 3 supports based on student data.		2025-09-08	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math support teachers, Reading support teachers, ESL teacher, School counselors, Check and connect mentors, Building administration, Curriculum Directors, Truancy Consultant, Social Worker, Special Education department, Communities in Schools Site Coordinator.	Firefly Benchmark Data, IXL Math, Beable Lexile Data, Attendance Data, LinkIt (Early Warning System); Substitute coverage or teacher compensation as needed; professional development; professional development resources and supplies; instructional materials/programs/resources/supplies to implement tiered supports including IXL Math, CommonLit (ELA) and BrainPop (ELA and Math); technology, student incentives, school supplies; salaries and benefits for teachers to provide small group instruction; compensation for teachers to review, revise, and align curriculum, instruction, and assessments; Truancy Consultant; Communities in Schools Site Coordinator.	Yes	
Action Step		Anticipated Start/Completion Date	
Share data and progress with staff and community.		2025-09-08	92026-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building administration.	Technology; office supplies; school supplies; Firefly Data; Beable Lexile Data; IXL Math Data; Attendance Data; LinkIt (Early Warning System); virtual newsletter program; Talking Points (parent communication tool); substitute coverage (salaries/benefits) or teacher compensation (salaries/benefits) for reviewing, revising, and aligning the curriculum;	No	
Action Step		Anticipated Start/Completion Date	
In order for 8th grade Algebra students to be more successful on the 8th grade Math PSSA, Algebra teachers will provide targeted math instruction to students in the math eligible content and assessment anchors found on the 8th grade math PSSA.		2026-03-16	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building administration, Curriculum Director	Firefly Benchmark Data; Imagine Math Data; IXL Math; BrainPop; Progress Learning; Substitute coverage or teacher compensation as needed; instructional materials,	No	

	programs, resources, supplies; technology; school supplies; Compensation for teachers to review, revise, and align curriculum, instruction, and assessments.		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Quarterly parent/community newsletter, Monthly faculty meetings, Monthly committee meetings. Increase in student achievement in ELA and Math. Increase in student attendance.	MTSS committee members will meet monthly to review and analyze academic and attendance data, which will be shared with faculty monthly and parents quarterly.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Supports	Monthly committee meetings to review and analyze data.
Multi-Tiered System of Supports	Implement Tier 1, Tier 2, and Tier 3 supports based on student data.

Data Analysis

Action Step		
<ul style="list-style-type: none"> Monthly committee meetings to review and analyze data. Implement Tier 1, Tier 2, and Tier 3 supports based on student data. 		
Audience		
All staff.		
Topics to be Included		
LinkIt, PVAAS, Firefly, Beable, Las Links, IXL, Imagine Math.		
Evidence of Learning		
Student progress data. Lesson Plans reflect use of data and differentiation.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building administration, Curriculum Directors, Department Heads, LinkIt Teacher Trainers	2025-08-19	2025-09-24

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Initial professional development sessions will take place during beginning of year In-Service and Act 80 days. Follow-up will occur at least monthly throughout the school year.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Math Workshop Model

Action Step
<ul style="list-style-type: none"> Implement Tier 1, Tier 2, and Tier 3 supports based on student data.
Audience
Math teachers and math support teachers.

Topics to be Included		
Math workshop model review, using data to drive instruction, differentiated/small group instruction		
Evidence of Learning		
Student progress data. Lesson Plans reflect use of data and differentiation.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building administration, Curriculum Director	2025-08-19	2025-08-19

Learning Format

Type of Activities	Frequency
Inservice day	Initial professional development session will take place during beginning of year In-Service. Follow-up will occur at least monthly throughout the school year.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2e: Organizing Physical Space 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Tier 1, Tier 2, and Tier 3 implementation.

Action Step		
<ul style="list-style-type: none"> Implement Tier 1, Tier 2, and Tier 3 supports based on student data. 		
Audience		
Teachers and support staff who provide tiered supports, school counselors, Communities in Schools Site Coordinator, Truancy Consultant, administration.		
Topics to be Included		
Academic and attendance interventions. Academic and attendance incentives.		
Evidence of Learning		
Student progress data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Coordinator	2025-08-20	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings