

PORTAGE AREA JSHS

85 Mountain Ave

ATSI non-Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Portage Area Junior Senior High School strives to create a school that respects individual differences and abilities. The school works to meet students at their ability level and assist them in the growth of not only their intellectually abilities, but also their respect for cultural differences and commitment to community involvement and service.

STEERING COMMITTEE

Name	Position	Building/Group
Todd Dishong	Superintendent	Portage Area
Ralph Cecere	Principal	Portage Area
Jeremy Burkett	Assistant Principal	Portage Area
Mary-Ann George	Guidance Counselor	Portage Area
Makena Baumgardner	Special Education Teacher	Portage Area
Phillip Miller	Science Teacher	Portage Area
Mary Walls	English Teacher	Portage Area
Brian Jubina	Social Studies Teacher	Portage Area
Kathy Hough	Board Member	Portage Area
Renee Bednarski	Community Member	Portage Resident
Rebecca Chobany	Parent	Portage parent of student attending
Madelyn Hudak	Student	Portage Area Student
Brian Randall	Teacher	Portage Area

Name

Position

Building/Group

Michael Shuss

Teacher

Portage Area

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Developed a plan to communicate with parents regarding the importance of student attendance. Use of phone calls, emails, postal service, meetings, various apps to facilitate contact. Learning support students as a whole are missing 30% of the academic instruction throughout the year.</p>	<p>Regular Attendance Parent and family engagement</p>
<p>School social worker, guidance counselor and 7th & 8th grade team will develop a social and emotional learning curriculum to assist our junior high students. We will follow the MTSS model of the 3 tiered system. Looking into a program called "2nd Step".</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p>
<p>Families becoming more difficult to reach. Increased home visits with administration and social worker</p>	<p>Parent and family engagement</p>

ACTION PLAN AND STEPS

Evidence-based Strategy
<p>Parent/Teacher/Admin Home Visitng Program</p>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Special Education Attendance Rate	Increase attendance rate for 7th & 8th grade students with disabilities by 5%. (Attendance rate has not seen improvement during the past 2 years. A number of families have not gotten back into the routine of required daily attendance. Some have opted for cyber alternatives when pushed to improve attendance.)
Parent communication	100% of learning support students in grades 7 & 8 will be contacted on a quarterly basis to review progress reports related to IEP goals, academic achievement and student attendance.
SEL	Review and implementation of a social and emotional learning curriculum for grades 7 & 8. Program "Move this World"
Parental engagement and training	100% of 7th & 8th grade LS families will be provided various training opportunities related to special education services and attendance requirements.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Immediately identify students with attendance issues, begin dialog with student, parent or caregiver. Understand root cause of attendance issue.	2022-08-24 - 2023-06-01	Jeremy Burkett/ AP Ashley Shaffer/ Social Worker	Daily Attendance Report SAIP

Anticipated Outcome
Improved attendance rate

Monitoring/Evaluation
Monitor daily. Evaluate by marking period

Evidence-based Strategy

Texting with Parents

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Daily texts or calls to parents of students with attendance issue or are absent	2022-08-24 - 2023-06-01	Sonny Kerch, Attendance secretary	All-Call system current and active

Anticipated Outcome

Daily communication with parents/caregivers of students who are absent.

Monitoring/Evaluation

Monitor daily report. Evaluate if communication is improving student attendance

Evidence-based Strategy

Attendance Mailings

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Formal letters mailed home for unlawful attendance and absence accumulation	2022-08-24 - 2023-06-01	Sonny Kerch, Attendance secretary Jeremy Burkett, AP	SIS, Form letters for 1-6 days of illegal absence. 5, 10, 15, 20 and 25 day absence letters. SAIP template.

Anticipated Outcome

Improved student attendance due to increased parent communication

Monitoring/Evaluation

Review letters and SAIP on a quarterly basis.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Ralph J. Cecere Jr.

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Team building - communication improvement. Using Microsoft TEAMS effective communication is taking place. Often able to share ideas about what is and isn't working with students.

Common planning with core teachers and learning support department.

WIN period - Flexible period to allow for MTSS process or SEL programs.

Co-teaching structure continues to improve.

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Co-teaching structure improving.

Challenges

Attendance - Work to develop a plan to communicate with families. Use of All-call system, social media, various apps and emails.

Current Pandemic - Instruction was a variety of modalities during 20-21. Some learning support students opted to be educate remotely and did not physically attend. Had to develop creative methods to ensure growth. Need remote learning support student to return to in-person learning for the fall of 2022. implemented 1 to 1 device program, allows for more consistent communication within learning support department, classroom teachers and students through the use of the TEAMS chat feature.

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Common planning with core teachers and learning support department.

WIN period - Flexible period to allow for MTSS process or SEL programs.

Co-teaching structure improving.

Positive School Culture - All feel welcome and cared for.

Staff Leadership - faculty is able to assume a leadership role and develop, lead and implement new ideas and strategies. Particularly 7th & 8th grade team.

Professional team of teachers in grades 7 & 8 know our students well. They are able to identify students needing extra support or modifications and work collaboratively to share strategies and ideas that seem to work.

Average class size in grades 7 & 8 currently stands at 16.

Significant level of support both in the learning support classroom as well as in the co-taught regular education classes.

Challenges

within learning support department, classroom teachers and students through the use of the TEAMS chat feature.

Educator Effectiveness - Indicating lack of growth in grade 7 math. One teacher assigned to grade 7. Grade 8 showing greater signs of growth. Learning Support students - Cohort sample not large enough for an educator effectiveness report.

Class size due to limited faculty available. Science classes are large and often have an aid in the classroom to assist. Working to get a certified Learning Support teacher in a co-teaching setting for 22-23.

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No school-wide positive behavior support

Increasing need for social and emotional learning - Adding "Move this World" SEL program

Strengths

Hiring of a full-time school psychologist/special education coordinator. - Prior years district shared services with another district for school psychologist and had principals serve as special education directors.

Full-time social worker has been able to establish therapy groups and parental connections assisting our students with a variety of services.

Math - Meeting interim Goal/Improvement target - A significant commitment to curriculum and increased instructional time. We have doubled the amount of time available in the daily schedule to teach and practice mathematics.

Attendance Rate - School boasts a respectable attendance rate for students not identified with a disability.

Curriculum rewrite has begun with the assistance of IU08. Core English and math created YAAG documents to guide instruction.

Additional Career courses added

Yearly Career Fair exposing students to 60 plus career or post secondary options

Career Day - Document created by students to summarize and react to various careers presented throughout the day. 16 careers per day.

Challenges

Lack of social and emotional resources both programs and professionals - Adding "Move this World" SEL program. 21-22 Hired school Social worker. 22-23 hiring two full-time staff members to assist. Psychologist & Special Education Director.

Social and emotional learning are taking a significant amount of time. On occasion, this time comes from the academic setting. Working to incorporate SEL interventions and strategies in small groups during WIN period.

Student with disabilities - ELA

Student with disabilities - Math

Grade-level attendance - Students with disabilities

Emphasis on the importance of attendance when beginning a job, career or post secondary options.

Strengths

Addition of transition coordinator

Most Notable Observations/Patterns

Must improve attendance of students with disabilities. Must find ways to facilitate social and emotional learning particularly in our Junior High students (7 & 8)

Challenges	Discussion Point	Priority for Planning
Student with disabilities - ELA		
Student with disabilities - Math		
Grade-level attendance - Students with disabilities	Must communicate with parents and improve attendance amongst Learning support population	
Educator Effectiveness - Indicating lack of growth in grade 7 math. One teacher assigned to grade 7. Grade 8 showing greater signs of growth. Learning Support students - Cohort sample not large enough for an educator effectiveness report.	Review support for LS students in Itinerant setting	
Increasing need for social and emotional learning - Adding "Move this World" SEL program	Work with school social worker to develop a plan to facilitate social and emotional learning	
Attendance - Work to develop a plan to communicate with families. Use of All-call system, social media, various apps and emails.	Families becoming more difficult to reach. Increased home visits with administration and social worker	

ADDENDUM B: ACTION PLAN

Action Plan: Parent/Teacher/Admin Home Visitng Program

Action Steps	Anticipated Start/Completion Date
Immediately identify students with attendance issues, begin dialog with student, parent or caregiver. Understand root cause of attendance issue.	08/24/2022 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Monitor daily. Evaluate by marking period	Improved attendance rate

Material/Resources/Supports Needed	PD Step
Daily Attendance Report SAIP	no

Action Plan: Texting with Parents

Action Steps

Anticipated Start/Completion Date

Daily texts or calls to parents of students with attendance issue or are absent

08/24/2022 - 06/01/2023

Monitoring/Evaluation

Anticipated Output

Monitor daily report. Evaluate if communication is improving student attendance

Daily communication with parents/caregivers of students who are absent.

Material/Resources/Supports Needed

PD Step

All-Call system current and active

no



Action Plan: Attendance Mailings

Action Steps	Anticipated Start/Completion Date
Formal letters mailed home for unlawful attendance and absence accumulation	08/24/2022 - 06/01/2023
Monitoring/Evaluation	Anticipated Output
Review letters and SAIP on a quarterly basis.	Improved student attendance due to increased parent communication
Material/Resources/Supports Needed	PD Step
SIS, Form letters for 1-6 days of illegal absence. 5, 10, 15 20 and 25 day absence letters. SAIP template.	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT PLANS

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

