

### Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Pete Noel	Superintendent	Portage Area	
Jeremy Burkett	Principal	Portage Area	
Krystal Smith	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	
Sue Berardinelli	Board Member	Portage Area	
Renee Bednarski	Community Member	Portage Resident	
Marty Slanoc	Parent	Portage parent of student	
Alex Chobany	Student	Portage Area Student	
Jade Zatek	Teacher	Portage Area	
Michael Shuss	Teacher	Portage Area	
Lydia Dobrowolsky-Casale	Other	IU08	

### 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 intellectual abilities, but also their respect for cultural differences and commitment to community involvement and service.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
WIN period - Flexible period to allow for MTSS process or SEL programs.	Yes
Co-teaching structure continues to improve.	Yes
Adding a licensed therapist to the school.	No
Average class size in grades 7 & 8 currently stands around 15 students per class.	Yes
Added a resource room to provide access to students with disabilities with an available classroom and teacher throughout the day.	Yes
Full time social worker and school psychologist introducing an updated MTSS model to the school	Yes
Curriculum rewrite has begun with the assistance of IU08. Core English and math created YAAG documents to guide instruction.	Yes
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.	No
Attendance Rate - School boasts a respectable attendance rate for students not identified with a disability.	No
Positive school culture, as the staff promotes a safe and welcomed environment	Yes
Staff cares about each student, more than just academics	Yes
We have met the Future Ready Index Career Standards Benchmarks in previous years and intend to continue the same path.	No
Hosting our own career fair	No
Adding course(s) to expose students to numerous and various careers. These course were recently updated during curriculum update.	No
Success of the Transition Coordinator in first year with the expectation to expand the role next year.	Yes
Attending various local career fairs	No
Most students are involved in multiple after school activities.	No
New administration team working on improvement and implementing new programs to provide growth for the students.	Yes

Double period, 80 minutes, for 7th and 8th grade ELA classes	No
Added a resource room to provide access to students with disabilities with an available classroom and teacher throughout the day.	No
Double period, 80 minutes, for 7th and 8th grade math classes	No
Added a resource room to provide access to students with disabilities with an available classroom and teacher throughout the day.	No
WIN period - Flexible period to allow for MTSS process or SEL programs.	No
Co-teaching structure continues to improve.	No
Added a resource room to provide access to students with disabilities with an available classroom and teacher throughout the day.	No
WIN period - Flexible period to allow for MTSS process or SEL programs.	No
Co-teaching structure continues to improve.	No

## Challenges

Challenge	Consideration In Plan
Student with disabilities - ELA	Yes
Student with disabilities - Math	Yes
Grade-level attendance - Students with disabilities	Yes
Helping students find their interests to direct them to certain careers	No
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.	No
Teacher turnover	No
No official PBIS or MTSS program	Yes
Currently redefining the curriculum	Yes
Attendance - Work to develop a plan to communicate with families. Use of All-call system, social media, various apps and emails.	Yes
Social and emotional incidents are on the rise and more non academic resources are needed.	Yes

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.	No
Emphasizing the importance of career exploration to 7th-11th graders	No
The economically disadvantaged student group is rising fast throughout the school district.	Yes
Lack of diversity in student groups and staff groups.	Yes
Lack of staff and resources	Yes
Using a formal MTSS plan	No
Attendance - Work to develop a plan to communicate with families. Use of All-call system, social media, various apps and emails.	No
Using a formal MTSS plan	No
Using a formal MTSS plan	No

**Most Notable Observations/Patterns**

It is important for us to improve our school attendance, especially for students with disabilities. We also need to provide more resources for students with disabilities to provide more support.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
WIN period - Flexible period to allow for MTSS process or SEL programs.	Will allow time throughout the day to promote social and emotional learning
Co-teaching structure continues to improve.	
Average class size in grades 7 & 8 currently stands around 15 students per class.	Continue to keep class size low to help teacher to student ratio
Added a resource room to provide access to students with disabilities with an available classroom and teacher throughout the day.	
Full time social worker and school psychologist introducing an updated MTSS model to the school	
Curriculum rewrite has begun with the assistance of IU08. Core English and math created YAAG documents to guide instruction.	
Positive school culture, as the staff promotes a safe and welcomed environment	Students eager to lease staff particularly in grades 7 & 8
Staff cares about each student, more than just academics	Staff innovative and excited to try new ideas and strategies. Many take leadership role. Word Gen, Third Quest, MTSS.
Success of the Transition Coordinator in first year with the expectation to expand the role next year.	
New administration team working on improvement and implementing new programs to provide growth for the students.	

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Student with disabilities - ELA		No	
Student with disabilities - Math	Provide more time and resources for students with disabilities	Yes	We need to provide more time and resources to our students with disabilities
Grade-level attendance - Students with disabilities	Must communicate with parents and improve attendance amongst Learning support population	No	
No official PBIS or MTSS program	Assist school psychologist and social worker in implementing a MTSS system	Yes	Assist school psychologist and social worker in implementing a MTSS program.
Currently redefining the curriculum	Continue our project to update our school curriculum	Yes	We must continue updating our curriculum to get aligned to standards.
Attendance - Work to develop a plan to communicate with families. Use of All-call system, social media, various apps and emails.	Communicate with students and families more effectively. Hold students accountable for unlawful/unexcused absences	Yes	We must communicate with our students and families more effectively and hold students accountable for unlawful/unexcused absences.
Social and emotional incidents are on the rise and more non academic resources are needed.		No	
The economically disadvantaged student group is rising fast throughout the school district.		No	
Lack of diversity in student groups and staff groups.		No	
Lack of staff and resources		No	

## Goal Setting

Priority: We need to provide more time and resources to our students with disabilities						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	All special education students will participate and show growth in ELA LinkIt! or CDT benchmark testing	Special Education math achievement & growth	100% of special education students will complete the Fall LinkIt! & CDTs benchmark by September 30, 2023.	Increase Math proficiency achievement & growth on winter LinkIt! benchmark by 2% by December 30, 2023	Increase Math proficiency achievement & growth on spring LinkIt! benchmark by 4% by March 31, 2024	By June 1, 2024, all special education students will complete all 3 LinkIt! or CDTs benchmark tests and show growth in math proficiency from 1st benchmark

Priority: Assist school psychologist and social worker in implementing a MTSS program.						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	To improve and update the Jr-Sr HS curriculum to align to the PDE Standards	Curriculum	Update 25% of the Jr-SR HS curriculum to align to PDE Standards	Update 50% of the Jr-SR HS curriculum to align to PDE Standards	Update 75% of the Jr-SR HS curriculum to align to PDE Standards	100% of the Jr-SR HS curriculum is aligned to PDE Standards

Priority: We must continue updating our curriculum to get aligned to standards.						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	All special education students will participate and show growth in ELA LinkIt! or CDT benchmark testing	Special Education ELA achievement & growth	100% of special education students will complete the Fall LinkIt! or CDTs benchmark by September 30, 2023.	Increase ELA proficiency achievement & growth on winter LinkIt! or CDTs benchmark by 2% by December 30, 2023	Increase ELA proficiency achievement & growth on spring LinkIt! or CDTs benchmark by 4% by March 31, 2024	By June 1, 2024, all special education students will complete all 3 LinkIt! or CDTs benchmark tests and show growth in ELA proficiency from 1st benchmark

**Priority:** We must communicate with our students and families more effectively and hold students accountable for unlawful/unexcused absences.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Regular Attendance	Increase student attendance for students with disabilities compared to previous school year.	Increase special education attendance	increase attendance by 2% for targeted subgroup in 1st nine weeks compared to previous year	increase attendance by 4% for targeted subgroup in 2nd nine weeks compared to previous year	increase attendance by 6% for targeted subgroup in 3rd nine weeks compared to previous year	increase attendance by 8% for targeted subgroup in 4th nine weeks compared to previous year



## Action Plan

Action Plan for: Daily Attendance Rate					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Increase special education attendance</li> </ul>		Improved overall attendance		Monitor daily and each marking period.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Monitor daily attendance rate and identify student with attendance issues, then communicate with student and parent/guardian	08/24/2023	05/24/2024	Krystal Smith AP Ashley Shaffer Social Worker	Daily Attendance Report SAIP	No

Action Plan for: Curriculum Aligned to PDE Standards					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Curriculum</li> </ul>		Update and complete curriculum in special classes and social studies.		Monitor each curriculum day and each marking period.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Write curriculum in more courses and with more teachers.	08/24/2023	05/24/2024	Krystal Smith AP Lydia Dobrowolsky-Casale IU8	Current PASD Curriculum Yearly Curriculum Goals	No

### Action Plan for: Special Education growth in ELA benchmarks

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Special Education ELA achievement &amp; growth</li> </ul>		Teachers will be able to assess needs and apply appropriate resources.		Link It testing during fall, winter and early spring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Jr HS students will take Link It tests to assess their strengths and weaknesses.	08/24/2023	05/24/2024	Krystal Smith AP Sarah Blaylock School Psychologist	Link It tests Link It data	No

### Action Plan for: Special Education growth in math benchmarks

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Special Education math achievement &amp; growth</li> </ul>		Teachers will be able to assess needs and apply appropriate resources.		Link It testing during fall, winter and early spring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use screener and staff input to identify needs and resources for our students.	08/24/2023	05/24/2024	Krystal Smith AP Sarah Blaylock School Psychologist	Link It tests Link It data	No