School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

East Stroudsburg Area School District

School Building Name

East Stroudsburg High School North

4-Digit School Building Code

7461

School Street Address

279 Timberwolf Drive, Dingmans Ferry, PA 18328

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Benjamin J. Brenneman	Principal	HS North
Joshua Fuller	Assistant Principal	HS North
Renee Stevens	Assistant Principal	HS North
Jennifer Fuller	Spec. Ed. Teacher	HS North
Lisa Minnichbach	Spec. Ed. Teacher/Dept. Chair	HS North
David Falbo	School Counselor/Dept. Chair	HS North
Dareen Everett	Spec. Ed. Teacher	HS North
Lynda Miller	Spec. Ed. Teacher/Parent	HS North
Salvatore Lapadula	Spec. Ed. Teacher/Transition Coordinator	HS North
Mary DeFazio	English Teacher	HS North
Darrin Dobrowolski	Mathematics Teacher	HS North
Camille Bigio	Paraprofessional/Parent	HS North
Nelson McKeithan	Paraprofessional/Parent	HS North
Ryan Moran	Assistant Superintendent for C/I	Central Admin

Heather Piperato	Director of Secondary Education	Central Admin
Brian Baddick	Assistant Superintendent of Pupil Services	Central Admin
Mary Olszewski	Director of Secondary Pupil Services	Central Admin
Carol Deane-Gardner	Supervisor of Secondary Special Education	Central Admin
Juelni Figgures-Allen	Student	HSN
Ramel Perry	Student	HSN

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

As a school leadership team, we offered the opportunity to all personnel in the school environment to volunteer to include teachers, support staff, and current/past parents of students. We also worked with our Special Education Department to select two students to serve on the committee. Additionally, we included coaches, advisors, and department chairs who work with our students in a variety of settings. Lastly, we included committee members who live within our High School North boundaries as members of the community.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The committee was responsible for analyzing student data, staff data, and empirical building data. We looked for themes, trends, and/or patterns that would lead to root cause issues. Our committee met on the following dates, as a large group, for data analysis and discussion: March 28, 2019, April 11, 2019, April 25, 2019, May 9, 2019, and May 30, 2019.

Additionally, a smaller group of the committee met numerous times to create this school improvement plan before final review on May 30, 2019.

The committee will serve, as a lead team, throughout the implementation process of the plan.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
A major focal point during the 2018-2019 school year was the implementation of our school wide positive behavior intervention and supports (SWPBIS) Program known as T-WOLF. The focus on T-WOLF is to teach students the importance of Tolerance, Wise Choices, Ownership, Leadership, and Friendship in a variety of settings both in and out of school.	Decrease in office referrals Increase in participation in quarterly events (students meet academic, attendance, and behavioral expectations)

II. School Level Needs Assessment

A. *Identified School Community Needs:*

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

> High School North's ATSI committee met multiple times to review many different points of data. The data sources included surveys, focus groups, student achievement data, along with demographics and their influence on the data.

B. *Based on your data analysis, what are your data-supported strengths?*

Strengths	Supporting Evidence from Needs Assessment
SWPBIS (School Wide Positive Behavior Intervention Support)	PA Essential Practices for Schools Committee Self Assessment, State recognition for successful implementation of T-WOLF program, SWPBIS in-house data
Staff Loyalty/ Flexibility/ Openness to Change	PA Essential Practices for Schools Survey, teacher survey data
Building relationships with community organizations	PA Essential Practices for Committee Self Assessment, teacher survey data, successful implementation of work based learning program
Willingness to build the district and school process for proper human and capital resource deployment	PA Essential Practices for Schools Committee Self Assessment

C. *Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.*

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Lack of clarity on the building and district vision of teaching and learning	PA Essential Practices for Committee Self Assessment, teacher survey data	yes	Staff training and knowledge
Alignment of curriculum, assessment, and instruction to state standards	PA Essential Practices for Committee Self Assessment, course failure rate in science and math, student achievement on state assessments	yes	Staff training, knowledge, and lack of personnel
Lack of Multi-Tier System of Supports (MTSS)	PA Essential Practices for Committee Self Assessment	yes	Lack of funding, staff training, knowledge, and personnel

D. *Established Priorities and Aligned Outcome Categories*

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under "Outcome Category."

Priority Statements	Rationale	Outcome Category
Instruction will be delivered and assessed aligned to the PA Standards with consistency between common classes.	Students are not being successful when given assessments aligned to the PA Standards.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
A structured and comprehensive MTSS system will be established.	Our current student support systems are insufficient and lack a unifying structure.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
A strategic accountability system aligned to the district vision of teaching and learning will be established within our building.	Within our building, our goal is to align the building's vision to the district's vision.	Essential Practices Condition 3 - Provide Student-Centered Support Systems

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Instruction will be delivered and assessed aligned to the PA Standards with consistency between common classes.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of core content area will develop a unified and department wide grading practice that is approved by administration by June 2020.	Core content department chair people will complete a needs assessment for grading practices within their department by the end of November 2019.	Core content department chair people will identify specific components of a unified department wide grading practice and submit to the ATSI committee for review by the end of February 2020.	The ATSI committee will review status of core department progress toward their individual plans by the end of May 2020.
100% of core content areas will identify 5 common assessments among similar content classes with 100% fidelity by June 2022.	1 out of 5 assessments will be identified among similar content classes by the end of 2019-2020 school year.	3 out of 5 assessments will be identified among similar content classes by the end of the 2020-2021 school year.	5 out of 5 assessments will be identified among similar content classes by the end of 2021-2022 school year.

Priority Statement #2: A structured and comprehensive MTSS system will be established.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
A trained and functioning MTSS team will be established by June 2020.	By December 2019 an MTSS Team will be established.	By the end of February 2020 the MTSS will take a team assessment.	By the end of June 2020 the MTSS team will be trained.
The MTSS team will develop and implement the framework for the MTSS model by June 2022.	The MTSS team will develop a framework for implementation plan by June 2021.	The MTSS team will implement the framework by October 2021.	The MTSS team will monitor and adjust the implementation of the framework by June 2022.

Priority Statement #3: A strategic accountability system aligned to the district vision of teaching and learning will be established within our building.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By the end of the 2021-2022 school year, a strategic accountability system, aligned to the district vision of teaching and learning, will be planned for implementation.	The ATSI committee will identify leadership for each subgroup by the end of November 2021	Leaders of the groups will conduct a needs assessment by the end of February 2022.	Leaders of each group will be trained and will plan for implementation by the end of May 2022.

IV. Action Plans

A.   *Evidence-Based Strategies*

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Instruction will be delivered and assessed aligned to the PA Standards with consistency between common classes

Measurable Goals	Evidence-Based Strategy
100% of core content area will develop a unified and department wide grading practice that is approved by administration by June 2020.	High quality and standards based curriculum and assessment
100% of core content areas will identify 5 common assessments among similar content classes with 100% fidelity by June 2022.	High quality standards based assessments

Priority Statement #2: A structured and comprehensive MTSS will be established.

Measurable Goals	Evidence-Based Strategy
A trained and functioning MTSS team will be established by June 2020.	Multi-Tier Support System (MTSS)
The MTSS team will develop and implement the framework for the MTSS model by June 2022.	Multi-Tier Support System (MTSS)

Priority Statement #3: A strategic accountability system aligned to the district vision of teaching and learning will be established within our building.

Measurable Goals	Evidence-Based Strategy
By the end of the 2021-2022 school year, a strategic accountability system aligned to the district vision of teaching and learning, will be planned for implementation.	Systems theory

B.   *Action Plan Steps*

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals**:**

- Goal Statement – General Description of Presentation
- Audience
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: 100% of core department areas will develop a unified and department wide grading practice that is approved by administration by June 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Conduct a meeting with core department chairs to discuss expectations and rationale for common grading practices	Monthly department chair meeting	ATSI Committee	August Department Chair Meeting
Structure department meeting time	Monthly contractual department time, Department chair people	Department chair people, ATSI Committee	August 2019-June 2020
Department chair people will conduct a needs assessment for grading practices with their Department	Monthly contractual department time	Department chair people	August 2019 thru November 2019
Departments will identify specific components of a common department wide grading practice to the ATSI committee for review	Department chair people, access to Sapphire and department needs assessment, building administration	Department chair people	August 2019 through February 2020
Create a fidelity checklist	Fidelity checklist	ATSI Committee	By the end of semester 1 2019-2020 school year
Anticipated Outputs:			
Unified grading practice			
Monitoring/Evaluation Plan:			
Fidelity check list			

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Researching best grading practices.	
Audience	All core teachers and special education teachers
Topics to be Included	What do our grades represent? How do we define our common department wide grading practices?
Evidence of Learning	Common department wide grading practice
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	ATSI Committee will provide department chair with resources

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #1- Measurable Goal #2 100% of core content areas will identify 5 common assessments used within the grading practice of all core content areas among similar content classes with 100% fidelity by June 2022

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Determine the different types of assessments that will be created	Support from administration, district approved curriculum, textbooks, Keystone question samplers, PA Core Standards, Webb's DOK; Curriculum Personnel	Department Chairs	August 2019-June 2020
Department chair in collaboration with the department members will structure and use monthly department meetings to develop first common assessment for similar content areas.	Support from administration, district approved curriculum, textbooks, Keystone question samplers, PA Core Standards, Webb's DOK; Curriculum Personnel	Department Chair	2019- 2020 School year
Department chair in collaboration with the department members will structure and use monthly department meetings to develop two common assessments for similar content areas.	Support from administration, district approved curriculum, textbooks, Keystone question samplers, PA Core Standards, Webb's DOK; Curriculum Personnel	Department Chair	2020-2021 school year
Department chair in collaboration with the department members will structure and use monthly department meetings to develop two common assessments for similar content areas.	Support from administration, district approved curriculum, textbooks, Keystone question samplers, PA Core Standards, Webb's DOK; Curriculum Personnel	Department Chair	2021-2022 school year
Create a fidelity checklist	Fidelity checklists	ATSI Committee	By the end of September 2019

Anticipated Outputs:
Common assessments for similar content classes

Monitoring/Evaluation Plan:
Fidelity checklist

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Identify best practices for assessments	
Audience	All core teachers and special education teachers
Topics to be Included	Developing Common Assessments
Evidence of Learning	Common Assessments
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2022
Lead Person/Position	ATSI committee will provide department chair with resources

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #1: A trained and functioning MTSS team will be established by June 2020.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Form MTSS Team	Staff members	ATSI committee	End of December
Complete MTSS: Self Assessment Survey	MTSS: Self Assessment Survey	ATSI committee	End of February 2020
Educate staff and team on MTSS framework	Training from IU20 personnel or district personnel	ATSI committee	End of June 2020
Anticipated Outputs:			
MTSS Team that has an understanding of what is MTSS			
Monitoring/Evaluation Plan:			
Check for understanding of the framework of MTSS			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Training for staff members on the framework of MTSS	District	TBD
Training for the MTSS Team on the structure and purpose of the MTSS Team	District	TBD

Professional Learning - Describe the Professional Learning Plan to achieve this goal.
Professional Learning Goal 1: Staff members will be provided with an overview of the MTSS framework.

Audience	All staff members
Topics to be Included	Framework of MTSS
Evidence of Learning	Understanding of what MTSS is as communicated through an ATSI committee assessment tool
Anticipated Timeframe	Enter Start Date: Fall 2019 Anticipated Completion Date: End of December 2019

Lead Person/Position	IU 20 or district personnel

Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: MTSS training for the MTSS Team	
Audience	MTSS Team
Topics to be Included	What is the purpose of the MTSS Team? How is the MTSS team structured?
Evidence of Learning	Understanding the purpose and structure of the MTSS Team as demonstrated through ATSI created assessment tool
Anticipated Timeframe	Enter Start Date: Spring semester 2020 Anticipated Completion Date: ongoing through June 2020
Lead Person/Position	District personnel, IU personnel

Priority #2 – Measurable Goal #2: The MTSS team will develop and implement the framework for MTSS by June 2022.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Develop MTSS roll out plan	Researching using resources	MTSS Team	2020-2021
Create a fidelity Checklist	Fidelity checklist	MTSS Team	2020-2021
Anticipated Outputs:			
MTSS building plan			
Monitoring/Evaluation Plan:			
Fidelity Checklist			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
MTSS Building Coordinator	District	$80,000
Staffing for Tier 2 academic supports	District	TBD

Professional Learning - Describe the Professional Learning Plan to achieve this goal.
Professional Learning Goal 1

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #1: By the end of the 2021-2022 school year, a strategic accountability system aligned to the district vision of teaching and learning will be planned for implementation.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Educate ATSI Committee and staff on the strategic accountability system as aligned to the district vision of teaching and learning	Resources as obtained through central office personnel	Building administrative team, ATSI Committee	August 2019-June 2020
Identify leadership personnel and roles for each subgroup	Description of leadership roles	ATSI Committee	August 2020-November 2020
Identify staff members to participate in each subgroup to maximize staff talents	Staff members	ATSI Committee	November 2020-January 2021
Conduct a needs assessment within each subgroup	Needs assessment	ATSI Committee	January 2021-June 2021
Create a fidelity checklist	Fidelity checklist	ATSI Committee	August 2019- June 2020

Anticipated Outputs:
Building level subgroups aligned to the district's vision

Monitoring/Evaluation Plan:
Fidelity checklist

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Staff will be provided with the strategic accountability system that aligns to the districts vision of teaching and learning	
Audience	All staff members
Topics to be Included	What is the strategic accountability system that aligns to the districts vision of teaching and learning?
Evidence of Learning	Understanding of the strategic accountability system as demonstrated on ATSI Committee assessment tool
Anticipated Timeframe	Enter Start Date: August 2020 Anticipated Completion Date: June 2021
Lead Person/Position	District personnel

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #2:
_____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:

Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Connect Ed messages	Parents	Communicate informative messages to parents	August 2019- August 2022
Social Media Accounts: Instagram and Twitter	Staff, students, parents and members of the North community	Share positive events that East Stroudsburg North Students are participating in	August 2019-August 2022
East Stroudsburg North High School Website	Staff, students, parents and members of the North community	Share information about upcoming events or new things that are occurring at High School North	August 2019- August 2022
Email	Staff	Share information and positive news that is occurring within the building	August 2019-August 2022
Faculty Meetings	Staff	Share vision, receive feedback, collaborate with colleagues	August 2019-June 2022

VI. Plan Submission

Affirmations

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 the Secretary of Education 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 that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* ____ _____ for the _____-_____ school year.

Board Approval*: Date of Board Meeting:* _____

Board President:

_____   _____

Name (printed)   *Signature/Date*

Superintendent of Schools/Chief Executive Officer:

_____   _____

Name (printed)   *Signature/Date*

Building Administrator:

_____   _____

Name (printed)   *Signature/Date*

School Improvement Facilitator:

_____   _____

Name (printed)   *Signature/Date*

Scan and insert the signed Assurances Page: