

EAST STROUDSBURG SHS NORTH

279 Timberwolf Dr

ATSI non-Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

A continued focus is the implementation of SWPBIS program known as T-WOLF. The focus of T-WOLF is to teach students the importance of Tolerance, Wise Choices, Ownership, Leadership, and Friendship in a variety of settings both in and outside of school.

STEERING COMMITTEE

Name	Position	Building/Group
Benjamin J. Brenneman	Principal	HS North
Renée Stevens	Assistant Principal	HS North
Lisa Minnichbach	Special Ed Teacher/Department Chair	HS North
David Falbo	School Counselor/Department Chair	HS North
Dareen Everett	Special Ed Teacher	HS North
Lynda Miller	Special Ed Teacher	HS North
Salvatore Lapadula	Special Ed Teacher	HS North
Mary DeFazio	English Teacher	HS North
Jennifer Marmo	Parent	HS North
Karen Mochan	Teacher	HS North
Heather Piperato	Director of Secondary Education	Central Admin
Desiree Matthews	Student	HS North
Angelina Quattrochi	Student	HS North

Name	Position	Building/Group
Amanda Parrish	Other	HS North
William Vitulli	District Level Leaders	Central Admin
Therea Cavanuagh	Community Member	HS North

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Instruction will be delivered and assessed aligned to the PA Standards with consistency between common classes.	Essential Practices 1: Focus on Continuous Improvement of Instruction
A structured and comprehensive MTSS system will be established.	Essential Practices 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.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy	
ATSI Goals Action Plan	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Subgroup creation	By the end of the 2022 school year, building level leadership/support teams aligned with District and Building initiatives were established to include all teachers. During the 22-23 school year, our building leadership teams will meet regularly and identify team goals to support student, staff, and community needs based on identified

Goal Nickname	Measurable Goal Statement (Smart Goal)
	data points. They will work towards accomplishing these goals throughout the year. This will be their first full year of implementation due to Covid complications during the 20-21 and 21-22 school years.
Common Course Assessments	All core content areas will begin to develop 5 common assessments to be used within the grading structure of all core content areas amongst similar content classes with 100% fidelity by June 2023. For the 22-23 school year, departments are going to be asked to develop Common Success Skills for All Students within their departments to support academic and behavioral success. For our Keystone based courses (Algebra I, Biology, & English 10), we will begin monitoring overall student performance in relation to the 5 common assessments.
MTSS	The MTSS team will develop and implement the framework for the MTSS model by June 2022. The 22-23 school year, will be the first year with a full-time MTSS Coordinator to assist with Tier One, Tier Two, and Tier Three Interventions to support student academic and behavioral needs. Our goal for the 22-23 school year is to implement our MTSS Framework to support at-risk students. We will analyze tiered interventions using both academic and behavioral supports to meet student needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review Leadership/Support Teams; identify meeting schedule; identify team members for each team	2022-08-23 - 2022-10-01	Building Administration; Team Leaders	Meeting Schedule; Team Spreadsheet
Leadership/Support Teams will identify a 22-23 goal related to district and building initiatives to support student, staff, and family needs based on supporting data.	2022-08-23 - 2022-10-01	Building Admin & Leadership/Support Team Leaders	Team - Goal - Timeline Summaries
Leadership Teams will work towards their goals throughout the	2022-08-23 -	Building Admin &	Review of Goals and Timeline

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
school year providing updates and adjustments as needed.	2023-06-02	Team Leaderships	
Common Assessments: Review of Common Assessment Status within Departments	2022-08-23 - 2022-10-01	Department Chairs & Building Admin	Identification of Courses and Common Assessments per Course and common grading practices.
Common Assessments: Create an analysis tool related to common assessments for students taking Algebra I, Biology, and English 10.	2022-09-01 - 2022-11-01	Building Admin	Tool for teachers to input data related to common assessments for Algebra I, Biology, and English 10.
Common Assessments: Department based Success Skills for All Students	2022-09-01 - 2023-06-02	Department Chairs	Ensuring staff understands success skills and how they can support student performance.
MTSS: update staff, students, and families on MTSS Framework, referral process, and interventions available.	2022-08-23 - 2022-10-31	Building Admin and MTSS Coordinator	MTSS Framework and Referral Process.
MTSS: Review at risk students and effectiveness of supports rendered.	2022-08-23 - 2023-06-02	Building Admin & MTSS Coordinator	Review of data from meetings and supports rendered.
Anticipated Outcome			
Staff, students, and families will be aware of MTSS Framework and purpose.			

Monitoring/Evaluation

Building Admin and MTSS Coordinator

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022 school year, building level leadership/support teams aligned with District and Building initiatives were established to include all teachers. During the 22-23 school year, our building leadership teams will meet regularly and identify team goals to support student, staff, and community needs based on identified data points. They will work towards accomplishing these goals throughout the year. This will be their first full year of implementation due to Covid complications during the 20-21 and 21-22 school years. (Subgroup creation)	ATSI Goals Action Plan	Common Assessments: Department based Success Skills for All Students	09/01/2022 - 06/02/2023
All core content areas will begin to develop 5 common assessments to be used within the grading structure of all core content areas amongst similar content classes with 100% fidelity by June 2023. For the 22-23 school year, departments are going to be asked to develop Common Success Skills for All Students within their departments to support academic and behavioral success. For our Keystone based courses (Algebra I, Biology, & English 10), we will begin monitoring overall student performance in relation to the 5 common assessments. (Common Course Assessments)			
The MTSS team will develop and implement the framework for the MTSS model by June 2022. The 22-23 school year, will be the first year with a full-time MTSS Coordinator to assist with Tier One, Tier Two, and Tier Three Interventions to support student academic and behavioral needs. Our goal for the 22-23 school year is to implement our MTSS Framework to support at-risk students. We will analyze tiered interventions using both academic and behavioral supports to meet student needs. (MTSS)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline

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

Dr. William R. Riker

2022-08-24

School Improvement Facilitator Signature

Dr. William Vitulli

2022-08-16

Building Principal Signature

Benjamin J. Brenneman

2022-08-06

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students are included in the general education classroom to the fullest extent possible as per their IEP and disability.

There is an effective transition and work based learning program at High School North. This program is inclusive of all students with disabilities.

Instructional staff analyze student performance data to make instructional decisions.

Instructional staff are standardizing how students are assessed and grades are assigned.

Instructional staff meet monthly to review and analyze student data and collaboratively make instructional decisions.

Instructional staff are realigning instruction to meet PA Core Standards for English Language Arts.

Instructional staff are realigning instruction to meet PA Core Standards for Mathematics.

Instructional staff analyze student performance data to make instructional decisions

Challenges

Students with disabilities perform well below their nondisabled peers on all state assessments.

Students with disabilities do not show academic growth commensurate with their nondisabled peers.

Student performance falls below state performance measures.

Student academic growth falls below state performance measures.

Discrepancies in grading and assessment still exist among different instructional staff.

Continue staff development on standards based instruction and assessment.

Student performance falls below state performance measures.

Student academic growth falls below state performance measures.

Discrepancies in grading and assessment still exist among different instructional staff.

Strengths

Instructional staff are standardizing how students are assessed and grades are assigned.

SWPBIS

Staff loyalty/flexibility/openness to change

Building relationships with community organizations

Instructional staff meet monthly to review and analyze student data and collaboratively make instructional decisions.

All student groups exceed state measures for growth.

Instructional staff analyze student performance data to make instructional decisions

Instructional staff are standardizing how students are assessed and grades are assigned.

Instructional staff meet monthly to review and analyze student data and collaboratively make instructional decisions.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve

Challenges

Foster a culture of high expectations for success for all students, educators, families, and community members

No building wide vision of teaching and learning

Alignment of curriculum, assessment, and instruction to state standards

Lack of experience with MTSS

All student groups met state performance assessments

Continue staff development on standards based instruction and assessment.

All student groups do not meet state performance measures.

Discrepancies in grading and assessment still exist among different instructional staff.

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

Implement a multi-tiered system of supports for academics and behavior

Implement evidence-based strategies to engage families to

Strengths

students, staff, and the school

Align curricular materials and lesson plans to the PA Standards

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Building the district and school process for proper human capital resource deployment

All student groups met state performance standards for career readiness.

Challenges

support learning

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
No building wide vision of teaching and learning		
Alignment of curriculum, assessment, and instruction to state standards		
Lack of experience with MTSS		
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		
Implement a multi-tiered system of supports for academics and behavior		
Student performance falls below state performance measures.		
Discrepancies in grading and assessment still exist among different instructional staff.		
Continue staff development on standards based instruction and assessment.		
Students with disabilities perform well below their nondisabled peers on all state assessments.		
Students with disabilities do not show academic growth commensurate with their nondisabled peers.		

ADDENDUM B: ACTION PLAN

Action Plan: ATSI Goals Action Plan

Action Steps	Anticipated Start/Completion Date
Review Leadership/Support Teams; identify meeting schedule; identify team members for each team	08/23/2022 - 10/01/2022
Monitoring/Evaluation	Anticipated Output
Building Admin and MTSS Coordinator	Staff, students, and families will be aware of MTSS Framework and purpose.
Material/Resources/Supports Needed	PD Step
Meeting Schedule; Team Spreadsheet	no

Action Steps**Anticipated Start/Completion Date**

Leadership/Support Teams will identify a 22-23 goal related to district and building initiatives to support student, staff, and family needs based on supporting data.

08/23/2022 - 10/01/2022

Monitoring/Evaluation**Anticipated Output**

Building Admin and MTSS Coordinator

Staff, students, and families will be aware of MTSS Framework and purpose.

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

Team - Goal - Timeline Summaries

no

Action Steps	Anticipated Start/Completion Date
Leadership Teams will work towards their goals throughout the school year providing updates and adjustments as needed.	08/23/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Building Admin and MTSS Coordinator	Staff, students, and families will be aware of MTSS Framework and purpose.
Material/Resources/Supports Needed	PD Step
Review of Goals and Timeline	no

Action Steps	Anticipated Start/Completion Date
Common Assessments: Review of Common Assessment Status within Departments	08/23/2022 - 10/01/2022
Monitoring/Evaluation	Anticipated Output
Building Admin and MTSS Coordinator	Staff, students, and families will be aware of MTSS Framework and purpose.
Material/Resources/Supports Needed	PD Step
Identification of Courses and Common Assessments per Course and common grading practices.	no

Action Steps	Anticipated Start/Completion Date
Common Assessments: Create an analysis tool related to common assessments for students taking Algebra I, Biology, and English 10.	09/01/2022 - 11/01/2022
Monitoring/Evaluation	Anticipated Output
Building Admin and MTSS Coordinator	Staff, students, and families will be aware of MTSS Framework and purpose.
Material/Resources/Supports Needed	PD Step
Tool for teachers to input data related to common assessments for Algebra I, Biology, and English 10.	no

Action Steps	Anticipated Start/Completion Date
Common Assessments: Department based Success Skills for All Students	09/01/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Building Admin and MTSS Coordinator	Staff, students, and families will be aware of MTSS Framework and purpose.
Material/Resources/Supports Needed	PD Step
Ensuring staff understands success skills and how they can support student performance.	yes

Action Steps	Anticipated Start/Completion Date
MTSS: update staff, students, and families on MTSS Framework, referral process, and interventions available.	08/23/2022 - 10/31/2022

Monitoring/Evaluation	Anticipated Output
Building Admin and MTSS Coordinator	Staff, students, and families will be aware of MTSS Framework and purpose.

Material/Resources/Supports Needed	PD Step
MTSS Framework and Referral Process.	no

Action Steps**Anticipated Start/Completion Date**

MTSS: Review at risk students and effectiveness of supports rendered.

08/23/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Building Admin and MTSS Coordinator

Staff, students, and families will be aware of MTSS Framework and purpose.

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

Review of data from meetings and supports rendered.

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022 school year, building level leadership/support teams aligned with District and Building initiatives were established to include all teachers. During the 22-23 school year, our building leadership teams will meet regularly and identify team goals to support student, staff, and community needs based on identified data points. They will work towards accomplishing these goals throughout the year. This will be their first full year of implementation due to Covid complications during the 20-21 and 21-22 school years. (Subgroup creation) All core content areas will begin to develop 5 common assessments to be used within the grading structure of all core content areas amongst similar content classes with 100% fidelity by June 2023. For the 22-23 school year, departments are going to be asked to develop Common Success Skills for All Students within their departments to support academic and behavioral success. For our Keystone based courses (Algebra I, Biology, & English 10), we will begin monitoring overall student performance in relation to the 5 common assessments. (Common Course Assessments) The MTSS team will develop and implement the framework for the MTSS model by June 2022. The 22-23 school year, will be the first year with a full-time MTSS Coordinator to assist with Tier One, Tier Two, and Tier Three Interventions to support student academic and behavioral needs. Our goal for the 22-23 school year is to implement our MTSS Framework to support at-risk students. We will analyze tiered interventions using both academic and behavioral supports to meet student needs. (MTSS)	ATSI Goals Action Plan	Common Assessments: Department based Success Skills for All Students	09/01/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
SEL & Differentiated Instruction PD through C/I and Pupil Services	Core and Special Education Teachers	SEL, Building Community within the classroom, Data, Tier I Interventions, and Grouping
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Creation of Common Success Skills	08/24/2022 - 05/26/2023	District and Building Admin in collaboration with Lead Teachers
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Connect Ed Messages	Informative Messages to Parents	Electronic	Parents	Throughout 22-23 School Year
Website/Social Media	Positive Events/Updates for students and staff at HSN	Electronic	Staff, students, parents, and members of the HSN Community.	Throughout the 22-23 school year.
Email	Updates, successes, and areas of adjustment.	Electronic	Staff	Throughout the 22-23 school year
Faculty Meeting/Inservice/Act 80 Time	Review of ATSI Goals and Status	Discussion/In-Person	Staff and Admin	Set meeting times throughout the 22-23 school year.
