

Easton Area HS
School Improvement Plan

07/01/2014 - 06/30/2018

*Improvement Revision 2017-2018 : Submitted On
06/27/2017*

School Profile

Demographics

Easton Area HS

2601 William Penn Hwy
 Easton, PA 18045
 (610)250-2481

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Kyle Geiger
 Superintendent: John Reinart

Stakeholder Involvement

Name	Role
Alyssa Emili	Administrator : School Improvement Plan
Michael Koch	Administrator : School Improvement Plan
Scott Breidinger	Building Principal : School Improvement Plan
Daniel Gonzalez	Building Principal : School Improvement Plan
Jeanette Kassis	Building Principal : School Improvement Plan
Andrew Menard	Building Principal : School Improvement Plan
Jeremy Poliskiewicz	Building Principal : School Improvement Plan
Mary Dorrler	Ed Specialist - School Counselor : School Improvement Plan
James Brown	High School Teacher - Regular Education : School Improvement Plan
Jeff Corpora	High School Teacher - Regular Education : School Improvement Plan
Tonia Oakes	High School Teacher - Regular Education : School Improvement Plan
Eugene Rubino	High School Teacher - Regular Education : School Improvement Plan
Michelle Bozzini	Intermediate Unit Staff Member : School Improvement Plan
Jen Fry	Parent : School Improvement Plan
Eileen Sales	Parent : School Improvement Plan

Jillian Broadhead	Special Education Director/Specialist : School Improvement Plan
Vielka Jimenez	Student Curriculum Director/Specialist : School Improvement Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Board meeting presentations
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The high school administrative team received direct support from the Assistant Superintendent and Director of Assessment and Accountability during the year long

planning process. The plan has been reviewed by the district level administrative team. The district's administrative team is prepared to support each of the school's strategies and implementation steps.

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

coordinators

data facilitators

core content teachers through CSA development and review of data

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administered by the United States Department of Education, except Reading First.

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Easton Area High School has met 100% of the required gap closure toward closing the achievement gap for all students in both Biology and Mathematics. Additionally, the school is closing the achievement gap for historically underperforming students in the same content areas.

Accomplishment #2:

Academic growth is significant in Mathematics and Biology through the PVAAS measure.

Accomplishment #3:

EAHS has shown academic rigor, evidenced by student enrollment in AP and college credit coursework in each of the four core academic areas.

Accomplishment #4:

ALL Students made the AMO with a Graduation rate at a rate of 89.29%.

Accomplishment #5:

The school Keystone participation rates in Reading, Math and Science meet or exceed 96.55%.

School Concerns

Concern #1:

The school is not showing significant enough growth or evidence of closing the achievement gap in the area of ELA/Literature.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

The school is not showing significant enough growth or evidence of closing the achievement gap in the area of ELA/Literature.

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

The school is not showing significant enough growth or evidence of closing the achievement gap in the area of ELA/Literature.

Systemic Challenge #3 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

The school is not showing significant enough growth or evidence of closing the achievement gap in the area of ELA/Literature.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Appointment of "Technology Coaches" to support and train staff on I-pad implementation.

Specific Targets: Technology walkthroughs

Strategies:

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

Learning Styles

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

SAS Alignment: Assessment, Instruction

Technology and Student Achievement

Description:

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement.

(Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Instruction, Materials & Resources

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). Instructional Classroom Management. Canada: Pearson Prentice Hall. (Source: <http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Plan and Implement Professional Development for instructional staff on differentiated Instruction practices and strategies.

Description:

Working with staff from the IU20, the administrative team will plan and implement staff development in the area of differentiated instruction.

Walkthrough Data and Teacher Lesson Plans

Start Date: 8/28/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Instructional Practices for an Effective Classroom

Continue training and conversation with staff concerning cultural competence and equity in education.

Description:

Administration in conjunction with district diversity committee and outside partners to continue discussing and encouraging culturally diverse and culturally sensitive classrooms.

Teacher Feedback and Professional Development Survey, Teacher Lesson Plans

Start Date: 8/28/2017 **End Date:** 6/22/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Planning and Implementation of 1:1 I-pad initiative for students and instructional staff to enrich and enhance learning.

Description:

Develop both online and live professional development in order for teachers to explore and receive tailor-made tutorials regarding best practices in technology.

End of year survey to measure growth and implementation of technology integration

Start Date: 6/8/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology and Student Achievement

JAMF Management Training for instruction and administrative staff.

Description:

All staff will receive JAMF training and certification to ensure effective classroom management and maximize student time on task when utilizing educational technology.

Receive JAMF management training and certification

Start Date: 8/21/2017 **End Date:** 8/24/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology and Student Achievement

Build master schedule to allow "techspert" to serve as teacher leaders in support of technology integration.

Description:

Building Administrative and Technology Supervisor will recruit, train, and support a group of 8-10 teacher leaders "techsperts" to help support the 1:1 to I-pad initiative. These staff members will assist with Professional Develop sessions, as well as, daily support for instructional staff.

Teacher Survey and Technology Integration Data

Start Date: 6/5/2017 **End Date:** 6/15/2020

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Algebra Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 7%.

Type: Annual

Data Source: Keystone Literature Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 5%.

Type: Annual

Data Source: Keystone Biology Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 6%.

Type: Annual

Data Source: PVAAS data based on the Keystone Algebra, Literature, Biology Assessments (EOC Students)

Specific Targets: 75% of all students involved in at least one intervention program will show at least one year of predicted growth in Algebra, Literature, or Biology

Type: Annual

Data Source: Keystone Algebra Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 7%.

Type: Annual

Data Source: Keystone Literature Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 5%.

Type: Annual

Data Source: Keystone Biology Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 6%.

Type: Annual

Data Source: PVAAS data based on the Keystone Algebra, Literature, Biology Assessments (EOC Students)

Specific Targets: 80% of all students involved in at least one intervention program will show at least one year of predicted growth in Algebra, Literature, or Biology

Type: Annual

Data Source: Keystone Algebra Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 7%.

Type: Annual

Data Source: Keystone Literature Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 5%.

Type: Annual

Data Source: Keystone Biology Assessments (11th Grade Students)

Specific Targets: The percentage of historically underperforming students scoring proficient or advanced will increase by 6%.

Type: Annual

Data Source: PVAAS data based on the Keystone Algebra, Literature, Biology Assessments (EOC Students)

Specific Targets: 85% of all students involved in at least one intervention program will show at least one year of predicted growth in Algebra, Literature, or Biology

Type: Interim

Data Source: January/ May CDT Results in Algebra, Literacy, and Biology (EOC Students)

Specific Targets: 75% of all students will meet or exceed projected scores in algebra, literacy, or biology

Type: Interim

Data Source: January/May CDT Results in Algebra, Literacy, and Biology (EOC Students)

Specific Targets: 75% of all students will meet or exceed projected scores in algebra, literacy, or biology

Type: Interim

Data Source: January/ May CDT Results in Algebra, Literacy, and Biology (EOC Students)

Specific Targets: 75% of all students will meet or exceed projected scores in algebra, literacy, or biology

Type: Interim

Data Source: January/ May CDT Results in Algebra, Literacy, and Biology

Specific Targets: 75% of students involved in at least one intervention/remediation program will meet or exceed projected scores in algebra, literature, or biology

Type: Interim

Data Source: January/ May CDT Results in Algebra, Literacy, and Biology

Specific Targets: 80% of students involved in at least one intervention/remediation program will meet or exceed projected scores in algebra, literature, or biology

Type: Interim

Data Source: January/ May CDT Results in Algebra, Literacy, and Biology

Specific Targets: 85% of students involved in at least one intervention/remediation program will meet or exceed projected scores in algebra, literature, or biology

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Data Warehouse

Description:

Ensure your school has a warehouse for data where it is easily and readily accessible. Provide training to staff so data can be pulled, analyzed and used to

make instructional decisions. Resource:
<http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment

Implementation Steps:

Secure Resource Commitments from District and Other Sources

Description:

Description: Members of the SIP planning team will meet with Director of Assessment and Accountability, Director of Secondary Education, and IU representatives to identify specific training needs and sources of funding of each our strategies. This will include professional development services and materials.

Indicator of Implementation: Email Confirmation from Director of Secondary Education and IU Staff

Start Date: 6/1/2017 **End Date:** 6/15/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Warehouse

Yearly Formation of Data Analysis Leadership Team 2017-2020

Description:

Description: The formation of a building-wide data analysis leadership team will be reviewed yearly. The team will consist of the building administrative team, central office personnel (Supervisor of Special Education/ Director of Secondary Education, and Director of Assessment and Accountability) , select department coordinators, and data team facilitators.

Indicator of Effectiveness: Data Team Membership List

Start Date: 6/8/2017 **End Date:** 6/12/2020

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Implementation of Data Analysis Protocols and Procedures 2017-2020

Description:

Description: The data analysis facilitators and administration will continually adjust protocols and procedures based on data and teacher feedback. Additional departments will institute common assessment protocols and procedures.

Indicator of Implementation: Data Team Agendas/ Data Team Minutes

Start Date: 6/6/2017 **End Date:** 6/15/2020

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Implementation of Bi-Weekly Building Data Analysis Meetings 2017-2018

Description:

Description: The data team facilitators will organize a bi-weekly meeting with the administrative team to update them on student progress. There will be other support staff invited to the meeting as well depending on the agenda. These meetings will take place after school from 2:30-4:30 twice a month and the minutes will be shared with the entire faculty through department coordinators.

Indicator of Implementation: Building Data Team Meeting Agendas/ Minutes

Start Date: 8/28/2017 **End Date:** 6/15/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Professional Development Schedule to Include Time for Data Analysis
2017-2020*

Description:

Description: All teachers will be given time within the professional development plan to meet periodically with data facilitators to review data and provide instructional supports for students.

Indicator of Implementation: 2017-2020 Professional Development Schedule

Start Date: 6/1/2017 **End Date:** 6/15/2020

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Build Master Schedule Each Year to Include Time to Review Common
Assessment Data 2017-2020*

Description:

Description: Teachers will be given professional development time periodically during the school year to meet with other department members and review and analyze common assessment data. Data analysis and professional discussions will drive instructional practice. This will be reflected in the professional development plan.

Indicator of Effectiveness: Professional Development Plan

Start Date: 8/29/2017 **End Date:** 8/29/2018

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Department and Subject specific standards aligned curriculum maps.

Specific Targets: Properly aligned and implemented standards aligned curriculums will increase student learning and positively impact student achievement data.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: <http://websserver3.ascd.org/handbook/demo/mapping2.html>
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

PA Core Standards Implementation

Description:

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the

Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: <http://www.pdesas.org/standard/PACore>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework

Standards Aligned System - Curriculum Framework

Description:

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. (Source: <http://www.pdesas.org/CMap/CFramework/CFramework>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Review and Revisions of Standards Aligned Systems and curriculum framework.

Description:

Administrative team will meet weekly with department coordinators to revisit, review, and revise procedures for updating curriculum maps. Department coordinators will create and implement procedures and protocols for use with department members in the coming academic years.

Completion of Protocols and Procedures

Start Date: 8/21/2017 **End Date:** 6/15/2018

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- Standards Aligned System - Curriculum Framework

Implementation of curriculum alignment protocols and prodecures

Description:

Department coordinators will implement and oversee curriculum review and revision process in their respective departments. Department and grade level specific instructors will follow procedures to revise and align course content using PDE SAS to guide their work.

Completed and Aligned Curriculum Maps end of school year 2019

Start Date: 8/20/2018 **End Date:** 6/14/2019

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- PA Core Standards Implementation
- Standards Aligned System - Curriculum Framework

Application of newly aligned curriculum maps.

Description:

Teaching staff will post and apply instruction based on their newly aligned curriculum maps.

Teacher Syllabus / Lesson Plans,

Start Date: 8/19/2019 **End Date:** 6/15/2020

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- PA Core Standards Implementation
- Standards Aligned System - Curriculum Framework

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Easton Area HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Easton Area HS in the Easton Area SD has been duly reviewed by a *Quality Review Team* convened by the 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 **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District 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 Easton Area HS in the Easton Area SD for the 2014-2018 school-year.

Affirmed by John Reinhart on 6/27/2017

Superintendent/Chief Executive Officer

Affirmed by John Reinhart on 6/27/2017

Board President

Affirmed by Charlene Brennan on 6/28/2017

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

The administration and data facilitators continue to support teachers implementing and administering the CDT in Algebra, Biology, and Literature, as well as CSA's in all core subject areas. Data analysis continues to show great improvement in the areas of Biology and Algebra. Diagnostic data is being used to target students for intervention. Core subject teachers continue to refine and review common assessments in order to evaluate and inform instruction.

Describe the continuing areas of concern from the past year.

The major concern continues to be finding time within our schedule to allow for data conversations. Data facilitators do an exceptional job tracking and organizing data within their specific content area. The data is used to target students for intervention and remediations. Sharing the data with instructional staff continues to be a challenge. While some departments have utilized department time and AM professional development time, others struggle to find the time to discuss the data. This continues to be an area of concern, as instructional staff must discuss the data in order for it to drive instruction. It is our intention to provide structured time for these conversations in our professional development plan.

Describe the initiatives that have been revised.

School wide use of data continues to remain an important initiative. Efforts to acquire and share data will continue to be a focus throughout the 2017-2018 school year. Additionally, staff at Easton Area High School will begin training/professional development on differentiated instruction. To support and enhance student achievement Easton Area High School will begin a 1:1 I-pad initiative in the coming school year.

2015-2016 Improvement Evaluation

Describe the success from the past year.

A majority of the implementation steps were completed as listed. The data facilitators continue to work closely with the teachers administering the CDT assessments in Algebra, Biology, and Literature. The data reports show that students are growing throughout the semester. We are also using summative data to provide students with specific remediation and the diagnostic data is being used for intervention strategies. The achievement data is showing great improvement in the areas of Biology and Algebra. We have begun the process of implementing our common assessments and analysis is underway. Our staff will continue to meet and review their common assessments to make instructional improvements. The data facilitators are also meeting with teachers to review their CDT data and offer instructional strategies.

Describe the continuing areas of concern from the past year.

The major concern is finding time within our schedule to allow for data conversations. Due to staff reductions and the need for additional coverage of routine duties, we have been left with a shortage of time. These meetings and conversations are currently happening during our 20 minute AM professional development time. The conversations also occur during our one-hour department meetings held monthly after school. We are recognizing that this simply not enough time. It is our intention to provide additional time for these conversations during our full day professional development time scheduled throughout the school year.

Describe the initiatives that have been revised.

We had to review the timeframe for implementation, but we did not have to revise any of our initiatives at this time

2014-2015 Improvement Evaluation**Describe the success from the first year plan.**

A majority of the implementation steps were completed as listed. The data facilitators were trained and are working very closely with the teachers administering the CDT assessments in Algebra, Biology, and Literature. Early data reports show that students are growing throughout the semester. We are also using summative data to provide students with specific remediation and the diagnostic data is being used for intervention strategies. The common assessment training was postponed because of snow days and will take place at the end of the school year. The final training day will take place when we return from summer break. The data facilitators are also meeting with teachers to review their CDT data and offer instructional strategies.

Describe the continuing areas of concern from the first year plan.

The major concern is finding time within our schedule to allow for data conversations. Due to staff reductions and the need for additional coverage of routine duties, we have been left with a shortage of time. These meetings and conversations are currently happening during our 20 minute AM professional development time. The conversations also occur during our one-hour department meetings held monthly after school. We are recognizing that this simply not enough time. It is our intention to provide additional time for these conversations during our full day professional development time scheduled throughout the school year.

Describe the initiatives that have been revised.

We had to review the timeframe for implementation, but we did not have to revise any of our initiatives at this time.