School Improvement Plan – Guidelines and Process

I.   School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Pocono Mountain School District

School Building Name

West High School

4-Digit School Building Code

3216

School Street Address

181 Panther Lane, Pocono Summit, PA 18346

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Dr. Mark A. Wade	Principal	WHS
John Richards Melanie Piccarreta	Assistant Principals	WHS
Trisa Daniels	Parent	WHS
Kristen Miele-Beatty	Teacher	WHS
Karen Crowe	Teacher	WHS
Jennifer Odom	Counselor	WHS
Susan Fogg-Sicignano	Teacher	WHS
Frank Britt	Teacher	WHS
Luz Maldonado	Parent	WHS
Jeffrey Taylor	Community Member	WHS
Marcy Behr	Teacher	WHS
Sarah McCarroll	Psychologist	WHS
Shane Kraynak	Teacher	WHS

Stephanie Pavlasky	Student	WHS
Hunter Porcano	Student	WHS
Jonathan Reifer	Supervisor of Special Education	WHS
Deanna Moerer	Community Agency	Youth Advocate Program
Mrs. Brenda Fladger	Community Member	WHS

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).

In order to ensure all stakeholders were represented throughout the improvement process, West High School leaders initially reached out to future potential candidates in order to request participation. Various stakeholders forming this committee include Parents, students, Principal/Chief School Administrator, school leaders, teachers, advocacy organizations and community members.

In addition, the team identifies students in need of further interventions and ways we can alter our instruction or class structure and scheduling in order to meet the needs of the student population in an effective and efficient way. These interventions and programs are driven by several factors yet most importantly, by the West High School Improvement Committee's input.

Selected participants represented each stakeholder group; however, the selection was mostly due to the important nature of their goal as a team. Collectively, the team is composed of stakeholders from a variety of backgrounds that can work together towards a common goal. The goal is to improve planning, scheduling and suggests academic and instructional changes that will address the needs of all students, particularly those in need of the most intervention. The formation of the team was over the course of approximately three months, in which the committee created roles and protocols in order to complete the A-TSI Improvement plan.

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 role of the committee in developing the school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan is to review and analyze data from various sources, complete the self-assessment and then identify strengths, weaknesses, areas for improvement and opportunities for growth. Following the identification of these essential practices, the committee identified root causes and remedies to address concerns, along with necessary resources, interventions, supports and services. The committee will continue to meet through the 2019-2020 school year to review progress of implementation and make modifications as necessary.

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?*
West High School will prepare all students for life after high school through a variety of self-sufficiency / independence and soft skills.	● Through effective use of communication and navigation skills, students will actively and consistently demonstrate critical thinking and reasoning skills in daily interactions and social situations. ● Students will demonstrate skills in acting in a socially responsible manner by espousing the tenets of PRIDE (Prepared, Respectful, Involved, Dependable, Empathetic) ● Provide structured and rigorous social/emotional curriculum within current course work and/or embedded within daily curriculum in order to provide students with a sense of purpose/direction
West High School will academically prepare all students to be critical thinkers, lifelong learners, and exhibit success within a global society. ➢ Through implementation of The Rigor/Relevance Framework and incorporating higher standards and student achievement, students will demonstrate college and career ready skills and standards.	● Curriculum, Instruction, and Assessment methods are rigorous and relevant, directly aligned to core standards and systematically evaluated. ● Core curriculum will be implemented with fidelity ● Instructional strategies are designed to meet individual student needs and to achieve at a higher level of proficiency.
West High School will prepare all students for academic success as demonstrated on the Keystone Assessment(s).	● By 2025, 60% of all students will achieve a level of proficiency in the area of mathematics ● Focus will be placed upon students in need of retesting. ● All students will demonstrate growth and achievement.

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.

In order to identify the school community needs, the West High School committee collected and analyzed varying sources of evidence including: (Parent Survey, Educator Survey, Student Survey, School level data, Demographic data, and PVAAS data on growth and achievement). Following the administration and collection of data, focus groups, representative of students and faculty were formed. The data and results from the surveys have been incorporated into the plan.

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

Strengths	Supporting Evidence from Needs Assessment
Welcoming environment	● Parent / Student / Educator surveys / Needs Assessment ● Title survey
Organizational / physical structure safety	● Needs Assessment / Parent Survey
Variety of activities, events, social inclusive environment; volunteer opportunities	● Course offerings ● Activities /Club offerings
Diversity	● Demographic data ● Student Survey
Continuum of services - multi-tiered levels of support for both academic and behavior	● PBIS PRIDE ● Tier II Program ● Tutoring ● Mentoring ● Check and Connect ● Interventions/learning opportunities – Keystone tutoring, Content Specific Support Teams

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

Partnerships with families regarding individual Student Achievement and Attendance	Low attendance in the special education subgroup is part of the ATSI designation. Based on the results of the parents surveyed, parents expressed the need to be better informed regarding student expectations and course outlines of what is to be learned.	Yes	Barriers: lack of transportation, poverty, underlying medical and untreated mental health concerns, lack of parental supervision. There are a high number of commuting parents unable to attend traditional school hours for meetings and celebrations and events.
Inconsistencies in holding students to high expectations	According to the Educator Survey results, teachers reported inconsistent expectations as an overall, greatest need for improvement.	Yes	Mindset of educators Lack of common meeting/collaborative/discussion/planning times amongst faculty
Increase collaboration and time for planning amongst educators (PLC)	According to the Educator Survey results, teachers reported a significant need in the area of collaboration and time needed to work effectively in a Professional Learning Community.	Yes	Lack of common meeting/collaborative/discussion/planning times amongst faculty Scheduling challenges faced at the Secondary Level District Calendar does not support time for Early Release or Late Start Days for educators to meet in Learning Communities on a frequent and consistent basis. For example, monthly or every other week, either an Early Release Day or Late Start Day to accommodate this necessity
Professional Development in instruction and assessment methodology, specifically differentiation component	According to the Educator Survey results, teachers reported a significant need in the area of collaboration and time needed to work effectively in a Professional Learning Community.	Yes	District Calendar does not support time for Early Release or Late Start Days for educators to meet in Learning Communities on a frequent and consistent basis. For example, monthly or every other week, either an Early Release Day or Late Start

			Day to accommodate this necessity
Partnerships/collaboration with community organizations and businesses (MH services, business, Career Path)	As indicated in both the Parent Survey and Educator Survey, community outreach and networking is of a great need for the West High School student population.	Yes	Diverse community and population

Barriers: lack of transportation, poverty, underlying medical and untreated mental health concerns, lack of parental supervision.

High number of commuting parents unable to attend traditional school hours for meetings celebrations and events |

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
1. Incorporate a focused Keystone prep component in all Keystone classes and implement targeted re-testing for all subjects in order to improve achievement and growth for students with disabilities.	Students should be familiar with the format of the test (paper pencil and/or online) and how it is scored, so that they know what to expect on the day that they take the assessment. Clear expectations will result in increased growth and proficiency scores.

Developing a systematic process to identify potential re-testers in each subject, providing remediation will result in re-testers taking the test more seriously and increase the overall percentage of proficient students. | Essential Practices I |
| 2. Enhance student success by promoting positive daily attendance for all students. A special focus will be given to students with disabilities to improve their overall attendance. | We are designated as ATSI because of low attendance in a specified subgroup. Daily attendance has a direct correlation to increase student | Student Attendance |

	achievement and growth.	
3. Increase parental/community outreach regarding academic and attendance expectations and how to assist in all areas	Parent Surveys, Educator surveys and student input indicate a need for improved communication between home and school with regard to academic and attendance expectations	Community Engagement

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: Incorporate a focused Keystone prep component in all Keystone classes and implement targeted re-testing for all subjects in order to improve achievement and growth for students with disabilities.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By 2020, students with disabilities will improve their Keystones achievement rate in ELA and Math by 4 percent from a baseline data of 8.4% in ELA and Math 11.5%.	CDT Testing Formative Assessments USA Testprep Imagine Math	CDT Testing Retesting of students with disabilities sub-group will show an increase in growth from the Spring Keystones to the winter Keystone. Imagine Math USATestprep	CDT Testing Spring Keystones Imagine math USATestprep Summative Assessments
Increase PVAAS growth scores combined for Math and ELA from -6.67 to a score greater -1.00 by 2022.	CDT Testing Formative Assessments	Winter Keystone Exams CDT's Formative Assessments	Spring Keystones Summative Assessment

Priority Statement #2: Emphasize improving student attendance for the entire student population with a targeted focus on students with disabilities

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Regular attendance rate of identified subgroup will increase by at least 3 percent from a baseline of 58.4% for the 2019-2020 school year	Compare daily attendance rate average of the subgroup for the month to previous month's data	Compare daily attendance rate average of the subgroup for the month to previous month's data	Compare daily attendance rate average of the subgroup for the month to previous month's data
The West High School annual attendance is currently 89%. For the 2019-2020 school year, West High School will increase the building annual attendance rate by 3%, which will equate to 92%.	Compare monthly building attendance average to the same month from the previous year	Compare monthly building attendance average to the same month from the previous year	Compare monthly building attendance average to the same month from the previous year

Priority Statement #3: Increase parental/community outreach regarding academic and attendance expectations, and how to assist in all areas.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
West High School will Increase parental outreach and community engagement in the 2019-2020 school year.	November 2019 - Parent Survey (baseline data) Attendance at school events	January 2020 Parent Survey Attendance at school events	April 2020 Parent Survey Attendance at school events

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, and 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: Incorporate a focused Keystone prep component in all Keystone classes and implement targeted re-testing for all subjects in order to improve achievement and growth of students with disabilities.

Measurable Goals	Evidence-Based Strategy
Students with disabilities will show at least a 4 percent increase in proficiency on each of the three Keystone exams in the 2019-2020 school year	Test-taking strategies will be incorporated in Keystone classes. Data from CDT's will be used to inform instruction. Instructional time will be increased in all Algebra 1B classes. Elements of Literature classes will be expanded to meet the needs of students in ELA.
At least 25% of students with disabilities re-testing will achieve proficiency on the respective tests.	Student Data will be analyzed for identifying this group. Remediation will be provided based on the data from the student's initial attempt

Priority Statement #2: Emphasize improving student attendance for the entire student population

Measurable Goals	Evidence-Based Strategy
Daily attendance rate of identified subgroup will increase by a minimum of 3%	According to Attendance Works, attendance improves when schools engage students and parents in a positive way. A tiered approach to addressing student need has been shown most effective. The WHS has a TIER II program in place to support students with attendance concerns. This involves closer monitoring, group support and mentoring for identified students. In addition, students and families complete a School Attendance Improvement Plan with their School

	Counselor to identify barriers and make a plan to improve daily attendance with inclusion of all the stakeholders. Empower students to develop their own strategies to attend school and monitor their attendance.
Increase building annual attendance rate by 3% to an overall building attendance rate of 92%	The WHS operates a School Wide Positive Behavior Support framework to show clear expectations and standards for all students. Monthly, quarterly and annual attendance initiatives are in place to encourage overall daily student attendance. Acknowledgement in the West Best celebration, participation in PRIDE incentive days

Priority Statement #3: Increase parental/community outreach regarding academic and attendance expectations and how to assist in all areas.

Measurable Goals	Evidence-Based Strategy
Increase parental/community outreach regarding academic and attendance expectations, and how to assist in all areas.	Creation of a family school team Having common expectations between school and home Provide strategies to families of how to assist students at home Documented increased attendance of parents/guardians at school events from the beginning to the end of the 2019-2020 school year.

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: At least 25% of students with disabilities will achieve proficiency on each of the three Keystone exams by 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
Increase the amount of instructional time for students taking Algebra 1B by creating an additional class named Academic Math.	Professional Development to develop a scope and sequence for Academic Math (based on skill level)	Curriculum Directors Administrators Supervisor of Special Education	Professional Development provided over the summer for this program to be implemented at the start of the 2019-2020 school year.
Expanding the Elements of Literature Course based on the individualized needs of students	Professional Development to ensure that the Elements of Literature Teachers are instructing based on the needs of students	Curriculum Directors Administrators Supervisor of Special Education	Professional Development will be ongoing throughout the 2019-2020 school year.
Ensure that students taking a Keystone course have a focused test prep-component as part of their curriculum.	Professional Development to ensure that teachers are familiar with the style of questions on the tests along with the method of grading these tests and to create the test-prep component for the curriculum	Curriculum Directors Administrators Supervisor of Special Education	Professional Development will be on-going throughout the 2019-2020 school year
Provide after-school Keystone tutoring to students in Keystone courses.	Funding for teachers to provide this tutoring	Principal/Central Administration	To be implemented second semester of the 2019-2020 school year

Anticipated Outputs:
An overall increase in the number of students with disabilities who are proficient on the Keystones An overall increase in the PVAAS growth factor

Monitoring/Evaluation Plan:
Monitoring: Curriculum directors, supervisor of special education, administrators and teachers will monitor CDT test scores to determine progress towards the 25% goal. **Evaluation Plan:** At the culmination of the year teachers, principals and curriculum directors will analyze the Keystone results and track the percentage of proficiency to determine progress towards the 25% goal.

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development for Algebra	Title /ACCESS Funds	$4,099 8 teachers, 2 days, 6 hours/day, at $30.50/hr. *1.4
Professional Development for Literature	Title /ACCESS Funds	$2,562 5 teachers, 2 days, 6 hours/day, at $30.50/hr. *1.4

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Teachers will become familiar with the style of questions and method of grading the Keystone test.	
Audience	Keystone Teachers
Topics to be Included	Algebra: Open-ended questions Literature: Text dependent analysis
Evidence of Learning	Knowledge of the Keystone test will be reflected in teacher lesson plans and instruction.
Anticipated Timeframe	Enter Start Date: 6/2019 Anticipated Completion Date: 8/2020
Lead Person/Position	Curriculum Directors, Administrators

Priority #2 – Measurable Goal #1: Effectively identify and address students social emotional learning needs in order to improve student attendance with a focus on students with disabilities.

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
Create a School Wide Culture of Attendance *-Increase Parental Outreach*	*Communication in home language * Technology (Remind App, Parent Link, Phone Calls, Email Communication, Newsletter)	Teachers, Counselors, Administrators, Attendance Secretary	Start Date: August 2019 Continuing daily through June 2020
Collaboratively develop and implement a school-wide system of incentives and recognition for attendance with a specific focus on special education students.	*Student Attendance data *Certificates *Awards (t-shirts, privileges) * Incentive Days *Funding	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020
Establish an Attendance taskforce to monitor previously identified chronically absent students to provide support and motivation for increased attendance.	*Request core group of volunteers to serve as committee members *Allot time in schedule for committee members to meet	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020
Establish and maintain a culturally sensitive and trauma informed school-wide and classroom environment.	*Professional development for faculty *strategically embedding attendance and the power of positive relationships into everyday interactions with students and families.	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020
Anticipated Outputs:			
An increase in the students with disabilities attendance by at least 3 percent in the 2019-2020 school year			
Monitoring/Evaluation Plan:			
Weekly attendance review of students with disabilities IEP revisions			

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

Expenditure (Brief Description)	Funding Source	Cost
Funds for monthly attendance incentives	Fundraising	$2500

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

Professional Learning Goal 1:   Build district-wide awareness and support amongst faculty in regards to attendance policies, procedures, data entry and accuracy

Audience	Faculty
Topics to be Included	Attendance policy Attendance procedures Attendance Initiatives Professional learning on current research and evidence based strategies on student attendance Data accuracy
Evidence of Learning	Increased attendance
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	School Administrator, Supervisor of Special Education, Attendance Task Force

Priority #2 – Measurable Goal #2: Increase building annual attendance rate by 3% to an overall building attendance rate of 92%

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
Create a School Wide Culture of the importance of Attendance *-Increase Parental Outreach*	* Communication in home language *Technology (Remind App, Parent Link, Phone Calls, Email Communication, Newsletter)	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020
Collaboratively develop and implement a school-wide system of incentives and recognitions for attendance with a specific focus on students with disabilities	*Student Attendance data *Certificates *Awards (t-shirts, privileges) *Incentive Days *Funding	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020
Establish an Attendance taskforce	*Request core group of volunteers to serve as committee members *Allot time in schedule for committee members to meet	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020
Establish and maintain a culturally sensitive and trauma informed school-wide and classroom environment.	*Professional development for faculty *strategically embedding attendance and the power of positive relationships into everyday interactions with students and families *Trauma Informed tool kit	Teachers, Counselors, Administrators, Administrative Assistant	Start Date: August 2019 Continuing daily through June 2020

Anticipated Outputs:
The overall building student attendance rate will increase by 3 percent for the 2019-2020 school year.

Monitoring/Evaluation Plan:
Weekly review by the attendance task force IEP Revision

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

Expenditure (Brief Description)	Funding Source	Cost
Funds for monthly incentives	Fundraising	$2500

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

Professional Learning Goal 1: Build district-wide awareness and support amongst faculty in regards to attendance policies, procedures, data entry and accuracy

Audience	Faculty
Topics to be Included	Attendance policy Attendance procedures Attendance Initiatives Professional learning on current research and evidence based strategies on student attendance Data entry and accuracy
Evidence of Learning	Professional Learning Community focused on Attendance and positive results
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	School Administrator, Attendance Task Force

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

Professional Learning Goal 2: All professional staff will develop an awareness of of the impact of trauma and utilize strategies to work with struggling students.

Audience	Faculty
Topics to be Included	Impacts of trauma Strategies for working with trauma impacted students
Evidence of Learning	Staff will discuss strategies to support students with exposure to trauma. Classroom observations will exhibit lessons that are sensitive to student needs.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Assistant Superintendent of Special Education

Priority #3 – Measurable Goal #1: Increase parental/community outreach regarding academic expectations, and how to assist in all areas.

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
Increase home/school communication	Course outlines for all classes, including necessary scheduling of assignment due dates and expectations	Teachers	August 2019 through June 2020
Newsletter	Newsletter Committee members	Students/Advisor	Quarterly - August 2019 through June 2020
Coordinate / Schedule parental/community outreach sessions with various highly attended school wide events (i.e. Chorus/Band concerts, sporting event, etc.)	Schedule of school activities and events District Calendar of Events	Parent/Community Outreach Advisory Team	August 2019 through June 2020

Anticipated Outputs:
Increase in parental and community outreach

Monitoring/Evaluation Plan:
Parent / Teacher Conferences - Attendance Title Events - Attendance Quarterly Newsletters Parent Survey(s) Course Outline(s) IEP team meetings Students Attendance Improvement Plans (SAIP)

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

Expenditure (Brief Description)	Funding Source	Cost
Funding for newsletter	Title	$3500

Food/Snack items	Fundraising	$1000

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

Professional Learning Goal 1: Parent/Community Outreach Advisory Team to develop knowledge and skills to increasing parental / community involvement

Audience	Parent/Community Outreach Advisory Team
Topics to be Included	Strategies to improve parent and community involvement
Evidence of Learning	Increased attendance at school events
Anticipated Timeframe	Enter Start Date: 08/2019 Anticipated Completion Date: 06/2020
Lead Person/Position	Advisory Team, Administrators, Central Administrators

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
Plan will be shared with faculty at Faculty Meetings	School Faculty	To inform the faculty of our strategies for improvement	August 2019
Plan will be publicly posted on the district's website for public review and comment Creation of hyperlink to the plan from the Special Education webpage	Parents and School Community	To provide information on school improvement plan	June 2019
Student Assembly	Students	To convey attendance and academic expectations	August 2019
Plan will be posted on the School's website	School Community	To provide information on the school improvement plan	August 2019

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 <u>Pocono Mountain West High School </u>for the <u>2019</u>-<u>2020</u> 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: