School Improvement Plan – Guidelines and Process

I.   School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Scranton School District

School Building Name

Isaac Tripp Elementary School

4-Digit School Building Code

2481

School Street Address

1000 N. Everett Avenue Scranton, PA 18504

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Kelly Coyne	Principal, PreK-2	Isaac Tripp Elementary School
Paul Stefani	Principal, 3-5	Isaac Tripp Elementary School
Jennifer Zaleski	5th Grade Teacher	Isaac Tripp Elementary School
Nicole Valenzano	Learning Support Teacher	Isaac Tripp Elementary School
Susan Murray	4th Grade Teacher	Isaac Tripp Elementary School
Amy Walsh	5th Grade Teacher	Isaac Tripp Elementary School
Tracy Capalongo	Kindergarten Teacher	Isaac Tripp Elementary School
Maria Anuzewski	Preschool Teacher	Isaac Tripp Elementary School
Monica Osborne, Vincenza Glynn, Benita Trently, Jasmiry Romaldini, and Antonio Bossio	Parents	Isaac Tripp Elementary School
Phil Odum	Director of Youth Enrichment	Scranton School District

Bridget Founfelker	Parent	Isaac Tripp Elementary School
Gary DiBileo	DiBileo Insurance/Lackawanna County Control Officer	Community Member/Elected Official
Laureen O'Handley	Children's Librarian	Lackawanna County Children's Library (business partner for students in PreK-2)
Tammy Reiprich	Attendance Liaison for the Office of Youth and Family Services	Advocacy Organization

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).

School leaders reached out to team members who would have a vested interest in the success of Isaac Tripp Elementary. Faculty members along with parents, community members, and business partners were approached to ask to participate. The parameters of the committee were discussed and explained. Those listed above were contacts who were immediately interested in having a role in the development of our school improvement plan. There were some members who were contacted but were unable to attend our Steering Committee meetings due to personal commitments. School leaders requested that parents of special education students, English as a second language students, and regular education students be represented on the committee. Four of the parents have children with Individualized Education Plans; one parent has a students with a Gifted Individualized Education Plan; and three of the parents are bilingual. School leaders chose to reach out to a long standing West Scranton business man in addition to a school business partner. Finally, school leaders chose to have multiple faculty members present to represent various aspects of the school because of the large size of our faculty.

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.

Members of the Steering Committee were asked to come to the school to do Walk Throughs so they could gain a more personal perspective with regard to the daily operations and academic atmosphere of Isaac Tripp Elementary. During the Walk Throughs, they were encouraged to ask questions. At the completion of the Walk Through sessions, school leaders scheduled 2 Steering Committee meetings. At those meetings, the committee discussed the Walk Through feedback; used the Pennsylvania Essential Practices for Schools rubric; and referenced the guiding questions, sources of evidence and look fors for each of the 18 Essential Practices. Steering Committee members were asked to share honestly and ask questions. Notes were taken for each Essential Practice. The members came to a consensus for each practice and then determined the top 3 priorities for school improvement for Isaac Tripp Elementary.

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?*

The vision of the Scranton School District is to educate students to their full potential and to prepare them to be successful in all aspects of their lives. Isaac Tripp Elementary's vision is for students to know all of the expected academic information related to the PA State Standards (at each grade level). Students will leave Isaac Tripp Elementary as well rounded members of the community, especially with regard to their character and citizenship.	Teacher input; formative and summative assessment; and classroom performance will all be indicators with respect to whether or not our students are on track with meeting the goals of our vision. Isaac Tripp Elementary will monitor their School Wide Positive Behavior Support Program to ensure needs of students are being met and discipline referrals decrease (i.e., continue to use our tenants of Work Hard, Own My Behavior, Listen and Learn, and Focus on Respect; utilize our SWPBS team to provide interventions; emphasize the importance of a positive school culture).

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.

Isaac Tripp Elementary faculty/staff, parents/guardians, and students were surveyed. Members of the Steering Committee (as previously referenced) met to participate in classroom walk throughs; met to dissect and discuss the 18 Essential Practices for Schools; and used the guiding questions, sources of evidence and look-fors to come to a consensus to identify the top 3 priorities for school improvement.

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

Strengths	Supporting Evidence from Needs Assessment
#8 Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	The school district offers Educational Research and Dissemination courses for teachers. Teachers participate on curriculum counsel and curriculum committees. There is evidence of a train the trainer model within the district (teachers training other teachers). There is also a mentor teacher program available for first year, new, and/or struggling teachers.
#15 Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	There are 2 business partners for the school. One partner is for students in PreK-2nd grade. That partner is the Lackawanna County Children's Library. Monthly visits from the Lackawanns County Children's Library librarian are made. The other business partner is for students in grades 3-5. This partner is Crunch Fitness. The school has a School Based Behavioral Health team (SBBH). Our guidance counselor has a list of community resources available upon demand for those in need. The school also has volunteers within the school from the Volunary Action Center. Visits have been made by PPL Electric Utilities personnel as well as Pennsylvania American Water personnel to build curricular connections between the professional world and the academic world within the elementary school. We also have an active PTA.
#2 Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Teachers have common planning time at least 4 days a week. Cross-curricular and cross-grade level collaboration is encouraged (there is a collaboration from teachers use to document their collaboration/planning). The curriculum committees meet regluarly to assess and reassess the current curricula to ensure alignment. Title I Reading staff created a list of research-based

	instructional strategies to address deficits with regard to reading. Beginning of the year, middle of the year, and end of the year Acadience data is reviewed. This data with classroom data is used to generate WIN groups for K-2 (WIN is intervention/enrichment time). Fresh reads data and Pearson benchmark data are used to group students for grades 3-5 during their intervention/enrichment time (I/E-time) and for flexible grouping during class instruction.

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
#11 Promote and sustain positive school culture	Student feedback from walk-throughs indicated a lack of connection with the school being "theirs" because of the disrespect that exists among a small sub-group of students who seem to overpower the climate of the building. related Arts teachers need to support the schoolwide goals in the same way that the classroom teachers communicate and support these values. The entryway of the building could be more inviting. School Wide Positive Behavior Support program is in place. This program has recently been re-vamped.	Yes	Lack of communication and lack of adherance by some to SWPBS. If resolved, our parents/guardians will be more informed and involved with the school community thereby supporting our expectations and ultimately positively influencing student achievement. If resolved, faculty and staff will become more culturally sensitive to students' needs thereby providing more support for students and ultimately positively influencing student achievement. An

	The team is working with the PBIS NEIU 19 representative to rebuild the program for state recognition. More communication with parents/guardians with regard to the tenants of our SWPBS program was requested so they are keenly aware of the expectations.		additional root cause identified by the Scranton School Distric's Chief Recovery Officer's plan is the need for intensive, well-staffed, research-based programming for students with social and emotional challenges. Yet another root cause is related to compulsory school attendance (i.e., unlawful absences) which is being addressed throughschool attendance improvement conferences and the local magistrate. If resolved, the students who are chronically absent will feel more connected to and invested in the Isaac Tripp Elementary School community and their own academic growth.
#16 Identify professional learning needs through an analysis of a variety of data.	District-wide, there is not enough building-level input for professional development. Professional development is determined through the central office. Professional development needs to be more building specific versus an outlet for delivering district information. Create a connection between Educational Research and Dissemination (ER&D) and administration to help meet the needs of the teachers.	Yes	Inablity for building level input for PD as it is typically decided by central office. If resolved, PD will be more building specific and used to meet the needs of our school improvement plan. Designing building-specific professional development will narrow our focus and allow us to enhance our strengths and correct our weaknesses to ultimately improve student achievement.
#13 Implement a multi-tiered system of supports for academics and behaviors.	There is no data or evidence to support that there is a formal system put in place.	Yes	There is no formal multi-tiered system of supports present at the building level. RTII will be planned for the 2019-2020 school year with full implementation during the 2020-2021 school year. If implemented and tied to our building specific PD, we will be able to provide more strategic and

			evidenced-based approaches to meet the needs of our struggling students. Additionally, RTII will assist with promoting and sustaining a positive school culture.
		Choose an item.	
		Choose an item.	

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.Isaac Tripp Elementary will increase Parent and Family Engagement and hold faculty and staff 100% accountable for implementing the tenants of SWPBS. Communication will increase through use of multiple modes such as the One Call Now automated calling system, Remind App, Facebook, Twitter, school website, and traditional paper notices. Involvement will increase through opportunities for parents and families to participate in building level academic and social programs and activities. Administration along with the SWPBS team will do quarterly checks to ensure the tenants of the program are being implemented with fidelity by all members of the faculty and staff. The goal is for the school and parents/guardians to build and develop a partnership to help students achieve the state's high standards.	This is urgent because based on Steering Committee and student feedback along with the parent/guardian and faculty surveys, there is a disconnect between the school and community. There is also a disconnect with regard to students feeling a sense of ownership of their school because high levels of disrespect displayed by a small percentage of students overshadows all that is positive and good. There is also a disconnect between our school vision of Working hard; Owning behavior; Listening and learning; and Focusing on respect. We will promote, enhance, and sustain a positive school climate; address barriers to learning and teaching and reengage students who have become disengaged; promote learning and positive social, emotional, ethical, and civic	Other - please specifyBefore we can foster and develop positive relationships with parents and families, we need to reassess our approach to promoting a positive school culture among administration, faculty/staff, students, and parents/guardians.

	development of students; and engage practices, activities, and norms that promote social and civic responsibility and commitment to social justice.	
2.Building administration and professional staff will have input with respect to the design of professional development with the ultimate goal being having ownership over our building professional development.	This is urgent because in order to meet the specific needs of our building, professional learning needs must be identified and differentiated through a collaborative approach that includes school leaders, educators, and staff using a variety of data (i.e., student achievement and growth; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).	Essential Practices Condition 4 - Foster Quality Professional Learning
3.ITE will implement RTII planning within the K-2 grade span for the 2019-2020 school year with full implementation in the 2020-2021. Information acquired will also be extended to our struggling learners in 3-5.	This is urgent because there is currently a seamless system of integrated service delivery that is sustainable is non-existent. There is no consistent evidence of equitable, efficient, and effective outcomes.	Essential Practices Condition 3 - Provide Student-Centered Support Systems

III.   Measurable Goal Statements

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

Priority Statement #1: ___ITE will increase Parent and Family Engagement and hold faculty and staff 100% accountable for implementing the tenants of SWPBS. Communication will increase through use of multiple modes such as the One Call Now automated calling system, Remind App, Facebook, Twitter, school website, and traditional paper notices. Involvement will increase through opportunities for parents and families to participate in building level academic and social programs and activities. Administration along with the SWPBS team will do quarterly checks to ensure the tenants of the program are being implemented with fidelity by all members of the faculty and staff. The goal is for the school and parents/guardians to build and develop a partnership to help students achieve the state's high standards. _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase communication with parents/guardians along with parent and familiy engagement from the current baseline of only pertinent information being shrared and no formal opportunities outside of our Trageted Title I program for Parent and Family Engagement to include pertinent information along with instructional strategies that can be implemented at home(send home research-based instructional strategies at least monthly and provide webinars realted to ELA and math concepts). In addition, opportunities will be provided on a monthly basis (if not more frequent) for parents and families to come to the school to particiate in educationally rich programs (i.e., Family Fun Friday; PTA Family Fun Nights; Mystery Readers, etc).	Send home pertintent information along with research - based instructional strategies/webinars at least monthly. Ask parents/guardians to complete a survey at the start of the school year to get baseline data.	Send home pertinent information along with research -based instructional strategies/webinars at least monthly. Ask parents/guardians to complete the same survey mid-year to compare data to ensure we are increasing our communicationand parent and family engagement.	Send home pertnitent information along with research - based instructional strategies/webinars at least monthly. Ask parents/guardians to complete the same survey end-of-year to compare data to ensure we increased our communication and parent and family engagement.
Implement SWPBS with fidelity among all faculty and staff from current baseline of 80% implementation to 100% implementation by the end of the school year. The goal is to address the needs of all of the children in the school but particularly the needs of	Introduce the new tracking sheets. Ask for evidence to be presented during classroom walk-throughs. This information	Continue to monitor the tracking sheets by asking for evidencec during classroom walk-throughs as stated in benchmark 1 with the goal of 95% of faculty	Faculty and Staff required to complete documentation related to the SWPBS program (behavior chart

those at risk of not meeting the challenging state academic standards.	will be used to drive the tenants of the SWPBS program (i.e., implement change if needed). Goal is to have at least 85% of staff implementing with fidelity.	and staff implementing with fidelity.	colors; tracking minors/majors in schoolwide Google Sheet). Goal is to have 100% of faculty and staff implementing with fidelity. This information will be used to drive our Cool Tools to reduce student disciplines and foster student achievement.

Priority Statement #2: _Isaac Tripp Elementary building leaders and professional staff will have input with respect to the design of professional development with the ultimate goal being having ownership over our building professional development.______

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Early dismissal days will be used to the extent possible to target individual building needs. ITE will use monthly early release days for students in addition to the regularly scheduled PD in order to implement building level specific training related to increasing and sustaining a positive school culture; differentiating instruction and assessment; and targeting and focusing math and ELA content and pedagogy. The current baseline is zero for building specific early releases. The goal is to implement monthly meetings per quarter.	Implement 3 meetings within the first third of the school year (the first focusing on school culture; the second on differentiation; and the third on math and ELA instruction. We will take a baseline assessment of teachers with regard to their comfort in all 3 areas prior to the professional development sessions. We will also do beginning of the year assessments with students in math and ELA.	Implement 3 meetings within the second third of the school year (the first focusing on school culture; the second on differentiation; and the third on math and ELA instruction. We will use the same faculty assessment prior to the mid-year meetings to ensure our PD is targeted. We will also do a mid-year assessment of students in math and ELA.	Implement 3 meetings within the final third of the school year (the first focusing on school culture; the second on differentiation; and the third on math and ELA instruction. We will use the same faculty assessment prior to the final session of PD to ensure we are remaining aligned with our goals. We will use the same assessment at the end of the school year to determine overall growth of teachers' comfort and knowledge of each area. Finally, we will conduct an end of the year assessment of

			students in math and ELA with the goal of having at least 80% of our students scoring proficient/advanced on the assessment.

Priority Statement #3: __ITE will implement RTII planning for K-2 during the 2019-2020 school year with full implementation in the 2020-2021 school year. Information gained will be applied to our struggling learners in grades 3-5. _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Formal training for the selected RTII K-2 team will begin at the start of the school year. The goal is to bring a sustainable RTII program into the building in K-2 and ultimately extend it to grades 3-5.	Ensure the RTII K-2 team attend the designated trainings through PaTTAN.	Take information learned from the RTII trainings with PaTTAN and begin implementing it into the targeted PD.	Have the K-2 RTII team generate aan effetive and sustainable building wide plan for instruction and intervention strategies.
Increase the Acadience performance in each of the assessed areas according to the benchmarks for each grade level (K-2). In addition, increase overall academic achievement in Math for students in grades 3-5.	Complete Beginning of the Year assessment in September. Complete a data review to plan for targeted instruction. Use the data to structure WIN groups for intervention and enrichment. Ask the K-5 classroom teachers to document the research based strategies being used to deliver instruction. Tie the teachers' SLOs to the ultimate goal of sending at least 80% of the students in each	Complete the Mid-year assessment. Complete a data review to plan for targeted instruction. Use the data to structure WIN groups for intervention and enrichment. Ask the K-5 classroom teachers to document the research based strategies being used to deliver instruction. Complete a mid year review of the teachers' SLOs and review instructional practices.	Complete the end-of-year assessment. Complete a data review to plan for targeted instruction. Use the data to structure WIN groups for intervention and enrichment. Ask the K-5 classroom teachers to document the research based strategies being used to deliver instruction. Complete the SLO with at least 80% of students moving onto the next grade level at benchmark.

	grade level K-5 at benchmark to the next grade level.		

IV.   Action Plans

A.   *Evidence-Based Strategies*

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

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

Priority Statement #1: __ITE will increase Parent and Family Engagement and hold faculty and staff 100% accountable for implementing the tenants of SWPBS. Communication will increase through use of multiple modes such as the One Call Now automated calling system, Remind App, Facebook, Twitter, school website, and traditional paper notices. Involvement will increase through opportunities for parents and families to participate in building level academic and social programs and activities. Administration along with the SWPBS team will do quarterly checks to ensure the tenants of the program are being implemented with fidelity by all members of the faculty and staff. The goal is for the school and parents/guardians to build and develop a partnership to help students achieve the state's high standards.

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Measurable Goals	Evidence-Based Strategy
Increase communication with parents/guardians along with parent and familiy engagement from the current baseline of only pertinent information being shrared and no formal opportunities outside of our Targeted Title I program for Parent and Family Engagement to include pertinent information along with instructional strategies that can be implemented at home(send home research-based instructional strategies at least monthly).	Research supporting family engagement; Modify the Title I Targeted Parent and Family Compact to correlate to the change to a Schoolwide Title I Parent and Family Engagement; providing full opportunities for participation of parents/guardians of LEP students, students with disabilties, and parents/guardians of migrant children; informing parents/guardians of the existence of a parent/guardian resource center; educate instructional staff in the value and utility of contributions from parents, how to reach out and communicate with and work with parents as equal parnters; implement and coordinate parent programs and build ties between parents and schools; provide materials and training to provide opportunities for parents to provide support for their children, especially with regard to literacy and technology training; provide assitance to parents in understanding the academic content state standards and student academic achievement standards, state and local assessments, and how to monitor a child's progress and work with educators to improve student achievement; send information realted to school and parent programs to parents in a format and language the parents can understand.

Implement SWPBS with fidelity among all faculty and staff from current baseline of 80% implementation to 100% implementation by the end of the school year.	PBIS.org houses a multitude of research-based strategies to coordinate a program with fidelity (developing and monitoring our mission, Cool Tools, lessons on how to intervene with disruptive behaviors).

Priority Statement #2: __Isaac Tripp Elementary building leaders and professional staff will have input with respect to the design of professional development with the ultimate goal being having ownership over our building professional development._____

Measurable Goals	Evidence-Based Strategy
Early dismissal days will be used to the extent possible to target individual building needs. ITE will use monthly early release days for students in addition to the regularly scheduled PD in order to implement building level specific training related to increasing and sustaining a positive school culture; differentiating instruction and assessment; and targeting and focusing ELA and math instruction. The current baseline is zero for building specific early releases. The goal is to implement at least monthly meetings throughout the school year.	PBIS.org; RTII trainings through PaTTAN; RTII Action Network; SAS; Florida Center for Reading Research; SSD Intevention Strategies; National Center on Intensive Intervention at American Institutes for Research; ASCD Assessment and Student Success in Differentiated Classrooms; NEIU 19 support. We will conduct beginning of the year assessments in addtion to end of the year assessments; implement student reflection; student interviews; learning stations based on students' needs; use think-pair-share, gallery walks, turn and talk, project-based learning, tiered learning targets, self-directed learning, learning through exploration, STEM actvities; analyzing differentiation strategies on a regular basis.

Priority Statement #3: _ITE will implement RTII planning for K-2 during the 2019-2020 school year with full implementation in the 2020-2021 school year. Information gained will be applied to our struggling learners in grades 3-5.
_____

Measurable Goals	Evidence-Based Strategy
Formal training for the selected RTII K-2 team will begin at the start of the school year. The end goal is to bring a	RTII trainings through PaTTAN;RTII Action Network; SAS. Strategies will be identified through the trainings and applied as necessary.

sustainable RTII program into the building in K-2 and ultimately extend it to grades 3-5.	
Increase the Acadience performance in each of the assessed areas according to the benchmarks for each grade level (K-2). Students identified in grades 3-5 will demonstrate growth and achievement gains in mathematics.	RTII trainings through PATTAN; RTII Action Network; SAS; Florida Center for Reading Research; SSD Intevention Strategies; National Center on Intensive Intervention at American Institutes for Research. During the interim that RTII is being implemented in grades K-2, students in grades 3-5 will be screened to identify those at risk for potential math difficulties. Instructional materials for students receiving interventions will focus intensely on instruction of whole numbers for students in grades 3-5, and on rational numbers in grades 4 and 5. These instructional materials will be selected by a committee. Instruction during invention will be explicit and systematic, including models of effective problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Interventions will include instruction on solving word problems based on common structures. Interventions will include opportunities for students to work with manipulatives and visual representations. Training will be provided in use of effective visual representation. Interventions in grades 3-5 will devote 10 minutes of each session to fact fluency of basic arithmetic. Students' progress will be monitored. Motivational strategies will be implemented in the intervention process. (Some strategies adopted from Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools by a panel from the Institute of Education Sciences)

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: _Increase communication with parents/guardians along with parent and familiy engagement from the current baseline of only pertinent information being shrared and no formal opportunities outside of our Targeted Title I program to include pertinent information along with instructional strategies that can be implemented at home(send home research-based instructional strategies at least monthly).

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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
Actively update and monitor school website; One Call Now; Remind and paper notices; access to webinars (design a video library of ELA and mathematics methods/strategies to share via the school website	Access to website; training for those designated; training for management and use of One Call Now; traning and management and use of Remind App	Kelly Coyne, Paul Stefani, Main Office Clerks, professional staff, and other volunteers	Begin August 2019 and continue throughout the school year
Employ the benefits of social media modes of communication	Create new accounts if applicable and training of use	Kelly Coyne, Paul Stefani, Main Office Clerks	Continue with PreK-2 and start with 3-5 August 2019 and continue throughout the school year
Send monthly educationally rich newsletters with ELA and Math strategies per grade level (reach out to the EOTC to make connections with their Parents as Teachers program)	Research-based strategies for ELA and Math; formatting for newsletter	Kelly Coyne, Paul Stefani, professional staff and members of the SWPBS Team	Begin August 2019 and continue throughout the school year
Create and implement parent/guardian surveys for BOY, MOY, and EOY to track perception of communication and opportunities for parent and family engagement	Training on how to generate survey through Google or another survey engine	Kelly Coyne and Paul Stefani	Summer 2019 throughout the school year
Work with the PTA to create more	TBD based on the events that can	Kelly Coyne, Paul Stefani,	Begin planning June 2019

Parent and Family Engagement opportunities.	be scheduled	SWPBS, professional staff, PTA, and other volunteers	and carry throughout the school year

Anticipated Outputs:

Parent/Guardian survey results should show an increase in satisfaction with regard to building level communication and opportunities for parents and family engagement. Documentation of the newsletters and other forms of communication/flyers for parent and family engemagent opportunities between home and school will be evidence to support communication and engagement.

Monitoring/Evaluation Plan:

Multiple areas of the Danielson Framework for Teacher Evaluations and multiple areas of the Framework for Leadership rubric will be referenced to monitor the effectiveness of increasing communication and parent and family engagement as well as monitoring the perception of sustaining a positive school culture. Parent/family surveys in addition to SWPBS data and planning will be used to inform school leaders of the effectiveness of the plan to increase and sustain a positive school climate.

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

Expenditure (Brief Description)	Funding Source	Cost
SWPBS monthly meetings (for newsletter creation)	Title I or Title IV Funds	$29.50 per hour minimum cost $2655 plus benefit costs
Website training for designated staff if applicable through the SSD IT department	Free	Free
Parent and Family Engagement materials and activities	Title I Funds	TBD based on the activities planned
Video camera and microphone	Title I or Title IV funds	TBD (may be available through the IT department)

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Create trainings to proficiency with Newsletter formatting and website maintenance.	
Audience	Kelly Coyne, Paul Stefani, Main office staff, Professional Staff and SWPBS team members (if applicable), professional staff
Topics to be Included	Using Google or other formats to generate a newsletters and webinars.
Evidence of Learning	The monthly newsletters that will be sent to each grade level; the library of webinars available on the website; webinar certificates of participation from parents/guardians
Anticipated Timeframe	Enter Start Date:June 2019 Anticipated Completion Date:Ongoing throughout the duration of the plan (as needed)
Lead Person/Position	SSD IT Department; Kelly Coyne, Paul Stefani, professional staff

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

Priority #1- Measurable Goal #2: _Implement SWPBS with fidelity among all faculty and staff from current baseline of 80% implementation to 100% implementation by the end of the school year._____

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
Present new tracking sheets to faculty and staff	copies of the student record sheets as well we copies of teacher record sheets	Kelly Coyne, Paul Stefani, SWPBS team members and ITE faculty/staff	September 2019 throughout the duration of the plan (ongoing)
Present behavioral Google sheet to faculty and staff	creation of the Google sheets for Minors and Majors to track school data	Kelly Coyne, Paul Stefani, SWPBS team members and ITE faculty/staff	September 2019 throughout the duration of the plan (ongoing)

Anticipated Outputs:
Student record sheets along with the Google behavioral sheets will allow for tracking of behaviors and then drive the SWPBS approach to behavioral interventions. This will also drive any modifications to our Cool Tools and the manner in which the Cool Tools need to be presented and reinforced with students.

Monitoring/Evaluation Plan:
Faculty and Staff will have to present evidence of this data during classroom walk throughs and formal observations (as tied to Domain 2 of the Danielson Framework - Creating a Culture for Learning and Managing Student Behaviors).

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

Expenditure (Brief Description)	Funding Source	Cost
Faculty and Staff trainings on the implementation of both the	Free	Free

student record sheets as well as the Google behavioral sheet.		

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:Increase SWPBS implementation with fidelity to 100% of faculty and staff	
Audience	ITE Faculty and Staff
Topics to be Included	PBIS Tier 1-3 trainings
Evidence of Learning	Evidence presented through classroom walk throughs (tracking sheets) and any assignments provided through PD sessions.
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2021
Lead Person/Position	Kelly Coyne, Paul Stefani, ITE SWPBS Team and/or NEIU 19

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

Lead Person/Position	

Priority #2 – Measurable Goal #1: _Early dismissal days will be used to the extent possible to target individual building needs. ITE will use monthly early release days for students in addition to the regularly scheduled PD in order to implement building level specific training related to increasing and sustaining a positive school culture; differentiating instruction and assessment; and targeting and focusing math instruction. The current baseline is zero for building specific early releases. The goal is to implement at least 3 meetings per quarter.

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
Trageted PD with regard to differntiated instruction and assessment	NEIU 19; research based strategies ER&D	NEIU 19; ITE faculty and staff; SFT	September 2019 and throughout the duration of the plan (ongoing)
Targeted PD with regard to focused inteventions and instruction in Math	NEIU 19; research based strategies; ER&D	NEIU 19; ITE faculty and staff; SFT	September 2019 and throughout the duration of the plan (ongoing)
Targeted PD with regard to focused inteventions and instruction in ELA	NEIU 19; research based strategies; ER&D	NEIU 19; ITE faculty and staff; SFT	September 2019 and throughout the duration of the plan (ongoing)
Targeted PD with regard to focused PBIS implementation	NEIU 19; research based strategies; ER&D	NEIU 19; ITE faculty and staff; SFT	September 2019 and throughout the duration of the plan (ongoing)
Creation of Grade Level Teams for ELA and Math	NEIU 19; research based strategies; ER&D	NEIU 19; ITE faculty and staff;SFT	September 2019 and throughout the duration of the plan (ongoing)

Anticipated Outputs:

Staff surveys will be used (BOY, MOY, and EOY) to determine and monitor comfort level and knowledge in each of the afreomentioned areas with an increase in comfort and knowledge with each survey given. Evidence of imlementation will be required during classroom walk throughs and formal observations.

Monitoring/Evaluation Plan:

Building principals along with PD trainers will monitor effectiveness. Building Principals will apply the tenants of the Danielson Framework. Documentation will be required during formal observations and classroom walk throughs.

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

Expenditure (Brief Description)	Funding Source	Cost
Differentiated Instruction/Assessment trainings (through NEIU 19)	Free	Free
Targeted instruction in Math (building level PD with support through NEIU 19)	Free	Free
Targeted instruction in ELA (building level PD with support through NEIU 19)	Free	Free
Creation and implementation of Grade Level Teams	Title I and/or school budget to cover cost of substitutes	$90 a day per teacher covered (with the potential to share substitute coverage)
Data meetings	Title I and/or school budget to cover cost of substitutes	$90 a day per teacher covered (with the potential to share substitute coverage)

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

Professional Learning Goal 1:PD will vary based on need ranging from PBIS; differentiatd instruction/assessment; targeted instruction for ELA and Math	
Audience	ITE faculty and staff
Topics to be Included	Please see aforementioned information above.
Evidence of Learning	Classroom implementation of trainings as required to be shown in lesson plans/classroom instruction as indicated through the Danielson Framework.
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2021
Lead Person/Position	Kelly Coyne, Paul Stefani, NEIU 19 represenitve, Grade Level Team members as applicable

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

Priority #2 – Measurable Goal #2:

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

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

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

Expenditure (Brief Description)	Funding Source	Cost

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

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

Priority #3 – Measurable Goal #1: ___Formal training for the selected RTII K-2 team will begin at the start of the school year. The end goal is to bring a sustainable RTII program into the building in K-2 and ultimately extend it to grades 3-5._____

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
Attend RTII training at PaTTAN	TBD	PaTTAN	As indicated through PaTTAN trainings
Grade level team collaboration for RTII between K-2 and 3-5	TBD	ITE RTII team members	September 2019 throughout the school year

Anticipated Outputs:

Documentation from the formal trainings through PaTTAN and NEIU 19 that will be implemented and tracked via instruction to intervene and enrich instruction thereby increasing student achievement.

Monitoring/Evaluation Plan:

RTII Team will be responsible for attending trainings and then bringing the information back to ITE for implementation (i.e., the RTII team will serve as building level resources/trainers for the remainder of the staff to ensure research based intevention strategies are implemented daily).

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

Expenditure (Brief Description)	Funding Source	Cost
RTII team trainings at PATTAN	Title I or Title II Funds	$90 per day for substitutes for those teachers involved

		in the team (3 classroom teachers) and any cost for the trainings (if applicable)
Building Level RTII teams presenting to faculty and staff	Title I funds	$90 per day for substitutes as needed and if applicable

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: School level RTII team will gain knowledge of how to structure and implement a formal tiered system of supports at ITE.	
Audience	School level RTII team
Topics to be Included	RTII implementation as per trainings at PaTTAN
Evidence of Learning	Requirements for the trainings as well as classroom documentation of implementation
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:Continued through the 2020-2021 school year (ongoing)
Lead Person/Position	PaTTAN / NEIU 19 Consultants

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

Priority #3 – Measurable Goal #2: _Increase the Acadience performance in each of the assessed areas according to the benchmarks for each grade level (K-2)._____

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Re-evaluate SLOs for teachers in K-5 to reflect increased rigor with regard to achievement based on skills benchmarked by end of year testing	Time to meet as grade level teams to examine SLOs; examine current instructional practices; implement researched-based instructional practices. Support through school level RTII team and NEIU 19 consultants	Kelly Coyne, Paul Stefani, classroom teachers (K-2), RTII team members, Title I Reading Teachers	Beginning May 2019 and continuing through to June 2021
Hold quarterly data meetings to review student achievement and to restructure instructional practices as needed	Acadience data; classroom data (formative/summative assessments); research-based instructional strategies.	Kelly Coyne, Paul Stefani, professional staff, RTII team members, Title I Reading Teachers	Beginning May 2019 and continuing through June 2021.
ITE professional staff collaborating, designing, implementing, and distributing information regarding research-based practices in ELA and mathematics instruction	TBD	Kelly Coyne, Paul Stefani, and Professional Staff	September 2019 throughout the duration of the plan (ongoing)

Anticipated Outputs:
Grade level team meetings (K-5) will occur to review data and examine research-based strategies being imlemented. Direct feedback will be provided from the classroom teachers with regard to monitoring and documenting student achievement and progress.

Monitoring/Evaluation Plan:
Grade level team meetings (K-5) will serve as a means to document student progress and achievement in addition to monitoring the instructional framework being implemented (i.e., does the structure of the ELA block need to be modified; does the approach to our

intervention/enrichment time need to be more structured or more fluid, etc).

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

Expenditure (Brief Description)	Funding Source	Cost
Grade Level team meetings quarterly	Title I Funds or Building Level Budgets	$90 per day for stubstitutes for those teachers participating (intention will be to have one substiture cover 2 teachers per day for a total of 5 subsitutes to cover 2 grade levels one day and then 5 substitutes to cover another grade level on a separate day approximate yearly cost being $4680)
Benchmark Assessments	Title I Funds or Building Level Budgets	TBD
ELA and Mathematics intervention tools and strategies	Title I Funds or Building Level Budgets	TBD

Professional Learning - Describe the Professional Learning Plan to achieve this goal.		
Professional Learning Goal 1:Grade level teams collaborating to use data to drive instruction		
Audience	ITE K-5 Staff and Title I reading teachers	
Topics to be Included	Data review and research-based strategies being implemented	
Evidence of Learning	Documenting changes to instruction as needed; documenting successful implementation; SLO completion	

Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:through June 2021
Lead Person/Position	Grade level teams and school leaders

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

V. Communications Plan for School Improvement

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

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Review the drafted plan with professional staff who are also part of the Sterring Committee	Prfoessional Staff who are part of the Steering Committee	Provide an opportunity for vested members to review the plan and implement revisions	May 6-16, 2019
Submission to Central Office (Superintendent and Chief of Leadership Development and School Operations)	Dr. Alexis Kirijan and Erin Keating	Provide an opportunity for the Superintendent and Chief of Leadership Development and School Operations to review the plan and implement revisions	May 17-30, 2019
Formal meeting with the Steering Committee members to be held at Isaac Tripp Elementary	Steering Committee Members	Provide an opportunity for the Steering Committee to review the plan and implement revisions.	Upon final review from the Superintendent and Chief of Leadership Development and School Operations (review will continue throughout the improvement timeline)
Formal communication to Isaac Tripp Elementary Professional and Paraprofessional Faculty as well as other staff via faculty meeting as well as via email communication.	Isaac Tripp Elementary Professional and Paraprofessional Faculty as well as other staff	To communicate the tenants of the plan and to provide information regarding upcoming professional development plans in addition to expectations within the plan to improve student attendance and achievement	June 20, 2019 (review will continue throughout the improvement timeline)
Notification of the plan to all	Isaac Tripp	To communicate the overall	June 20, 2019 (and throughout the

parents/guardians via the school website (communicating access to the plan via social media, automated phone call, posts through communication apps)	Parents/Guardians	vision of the plan	improvement timeline)

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

 We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* _____ _____ for the _____-_____ school year.

Board Approval*: Date of Board Meeting:* _____

Board President:

_____   _____   _____

Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

_____   _____   _____

Name (printed)   _Signature_   _Date_

Building Administrator:

_____   _____   _____

Name (printed)   _Signature_   _Date_

School Improvement Facilitator:

_____   _____   _____

Name (printed)   _Signature_   _Date_

Scan and insert the signed Assurances Page: