School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Hazleton Area School District

School Building Name

Freeland Elementary/Middle School

4-Digit School Building Code

School Street Address

400 Alvin Street, Freeland, PA 18224

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Brian Uplinger	Superintedent	Hazleton Area School District
Jospeh Barletta	Principal	Freeland EL/MS
Jason Lagowy	Assistant Principal	Freeland EL/MS
Patrick Patte	Director of Curriculum	Hazleton Area School District
Patricia Galloway	Supervisor of Federal Programs	Hazleton Area School District
Christine DeLash	Supervisor of Special Education	Hazleton Area School District
Robert Barletta	Community Member	
Joanne Ledger	Parent	Freeland EL/MS
A. Barletta	7-8 Teacher	Freeland EL/MS
K. Pavlick	4-6 Teacher	Freeland El/MS
T. Senape	K-2 Teacher	Freeland EL/MS
T. Hunsinger	Special Education Teacher	Freeland EL/MS
		Freeland EL/MS

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).

The School Improvement Committee is comprised of a diverse group of members who are involved and invested in the school, programs, and outcomes for students such as administrators, teachers, parents, and LEA leadership. The educators and team members were selected because they have strong leadership skills and can engage in discussion with their colleagues. The school improvement committee met, multiple times as a team and within the sub groups represented by the team, to review and examine relevant data to understand the most pressing needs of students, educators, and school community members and the potential root cause of those needs.

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.

This committee has driven the process. The teacher facilitated sub group grade cluster groups. These groups were driven by Essential Practices rubric. Responses were then evaluated for trends. The team held multiple meetings to review data, identify needs, establish goals, action steps and desired outcomes. We worked collaboratively with CIS Team and SIF to craft language of the plan, solicit input from the to review, revise and finalize plan to present. Throughout implementation of the plan, team will consistently meet to review progress in carrying out the plan and making revisions 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?*
Freeland EL/MS ensures a challenging and enriching education for all students, where all students are engaged with high academic standards, rigorous curriculum and intergration of technology in an inclusive environment.	By 2030, 70% of students will score Proficient or Advanced on the Mathematics PSSA, in each garde level and student group. By 2030, 100% of eductaors will demonstrate Proficient or Distinguished Prcatices in the classroom. By 2030, 100% of students will be enagged in programs and services aligned with their academic, behavioral, and social-emotiona needs.

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, we used the framework that was provided by the planning process. At each grade level and each department, The teacher facilitated sub-group grade cluster groups. These groups were driven by Essential Practices rubric. Responses were then evaluated for trends. The team held multiple meetings to review data, identify needs, establish goals, action steps and desired outcomes. We worked collaboratively with CIS Team and SIF to craft language of the plan, solicit input from the team to review, revise and finalize the plan to present.

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

Strengths	Supporting Evidence from Needs Assessment
Growth evident in specific performance categories on ELA PSSA Exceeded the statewide growth standard (70.00) in Math with a academic growth score of (75.2)	5th Grade ELA TDA scores out performed the state average. 7&8th have preformed at or above state average in specific standard sub categories, such as craft of language.
A Community School where strategies for family enagagement are evident.	Compared to other district buildings, Freeland has less transiency. Multiple school activities engage students and parents in the community.

	According to survey results, 70% of all parents are satisfied with the school activities and 80% are pleased with amount of communictaion from educators and leadership in the school.

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
Overall Math Achievement	Only 15% of all students scored proficient or advanced on the Math PSSA	Yes	Lack of consistency with staffing, implementation of hybrid station model, overall lack of interventions for struggling students
Overall ELA Achievement and Growth	Only 49% of all students scored proficient or advanced on the ELA PSSA with an academic growth score of 50	Yes	Lack of consistency with staffing, implementation of hybrid station model, overall lack of interventions for struggling students
English Language Learners overall proficiency is very low	Only 18% of ELs are demonstrating proficiency, well below the state standard.	Yes	Lack of consistency with staffing, implementation of hybrid station model, overall lack of interventions for ELs students
		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.Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based.	If we provide time and professional development, additional support for data analysis and additional support for classroom instruction, then our teachers will be more prepared to deliver high quality instruction aligned to the standards and assessments to increase student achievement and growth.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2.Identify and address individual student learning needs	If we provide time and professional development, additional support for data analysis and additional support for classroom instruction, then our teachers will be more prepared to meet the individual learning needs of students.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
3.		Choose an item.

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: ___1.Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based_____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
All student group will meet or exceed a combined PVAAS growth increase of 1.25 by June 2020.	By September 30, 2019, 40% of all students will meet or exceed growth interim growth goals for math and ELA per identified benchmark	By December 31, 201, 60% of all students will meet or exceed growth interim growth goals for math and ELA per identified benchmark	By March 20, 2020, 80% of all students will meet or exceed growth interim growth goals for math and ELA per identified benchmark
All eductaors will demonstrate a Procifient or Distinguished rating in domains 1 (planning/prep) and 3 (Classroom Instruction) by June 2020.	25% of educators observed will demonstrate a Proficient or Distinguished rating in domains 1 (planning/prep) and 3 (Classroom Instruction)	40% of educators observed will demonstrate a Proficient or Distinguished rating in domains 1 (planning/prep) and 3 (Classroom Instruction)	70% of educators observed will demonstrate a Proficient or Distinguished rating in domains 1 (planning/prep) and 3 (Classroom Instruction)

Priority Statement #2: _2.Identify and address individual student learning needs_____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
English Langauge Proficiency will increased by the interim goal of 6.5 by June 2020.	By September 31, 2019, 40% of ELs will demonstrate on target proficieny per identified benchmark assessment or common assessment	By December 30, 2019, 60% of ELs will demonstrate on target proficieny per identified benchmark assessment or common assessment	By March 30, 2020, 80% of ELs will demonstrate on target proficieny per identified benchmark assessment or common assessment
All educators K-6 will consistently implement the hybrid model with fidelity as measured by the hybrid learning Informal Oberservation	Utilizing walkthroughs, 40%of all eductaors will consistently	Utilizing walkthroughs, 65% of all eductaors will consistently implement the hybrid	Utilizing walkthroughs, 80% of all eductaors will consistently

checklist.	implement the hybrid model with fidelity.	model with fidelity.	implement the hybrid model with fidelity.

Priority Statement #3: __ _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

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: __1.Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based_____

Measurable Goals	Evidence-Based Strategy
All student group will meet or exceed a combined PVAAS growth increase of 1.25 by June 2020	Instructional coaching helps teachers take all ideas and practices learned and implement them in useful ways to foster student achievement. They provide intensive, differentiated support and observe educators teaching practices so they can provide constructive feedback. They also actively engage teachers in supportive practices that are embedded in meaningful growth conversations. (Tier 3)
All eductaors will demonstrate a Proficient or Distinguished rating in domains 1 (planning/prep) and 3 (Classroom Instruction) by June 2020.	Teacher Study Groups pair professional development with teacher observation and feedback. "Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge and skills, [and these] settings enable teachers to help

	one another use new learning." Explicit and targeted professional development focuses on evidence-based instructional practices and recursive observation assesses the quality of reading instruction. (Tier 3)

Priority Statement #2: __2.Identify and address individual student learning needs_____

Measurable Goals	Evidence-Based Strategy
English Langauge Proficieny will increased by the interim goal of 6.5 by June 2020.	Pathway is a professional development program for teachers working with mainstreamed Latino English learners able to participate in regular English classes. The program is primarily focused on writing, but it seeks to improve reading comprehension as well. (Tier 3)
All educators K-6 will consistently implement the hybrid model with fidelity as measured by the hybrid learning Informal Oberservation checklist	Instructional coaching helps teachers take all ideas and practices learned and implement them in useful ways to foster student achievement. They provide intensive, differentiated support and observe educators teaching practices so they can provide constructive feedback. They also actively engage teachers in supportive practices that are embedded in meaningful growth conversations. (Tier 3)

Priority Statement #3: _ _____

Measurable Goals	Evidence-Based Strategy

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: _1.Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based-All student group will meet or exceed a combined PVAAS growth increase of 1.25 by June 2020-_____

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Student Grouping-research and review scheduling and grouping procedures, allocation of students with disabilities and ELs in each group	Core Team Member/Consultant to advise on scheduling	Principal, Assistant Principal, Guidance Counselor	July 1-August 15, 2019
Research and implement a new computer assisted teaching and learning program such as Study Island or Imagine Learning to replace iReady	Stakeholders input into adoption of programs, evidence of program success	Principal, Assistant Principal, Guidance Counselor	Jult 1-August 15, 2019
Provide professional development on new computers-assisted teaching and learning program	PD from vendor or IU, updated computer to support program	Curriculum Director, Principal, Assistant Principal and Technology Team	September 1-October 31, 2019
Create an instructional coaching position and schedule to utilize planning time to review data, change student groups and model instructional startegies	New position, job description and funds	Curriculum Director, Principal amd Assistant Principal	July 1- August 15, 2019
Utilize and monitor planning time to review data, change student groups and model instructional startegies	Collaborative meeting schedule/ protocol, PD- data, new program, PVAAS, emetric, etc. CDTs, instructional coach	Curriculum Director, Principal amd Assistant Principal	September 1, 2019-ongoing
Anticipated Outputs:			

Educator and student schedules will maximize all resources (technology, student program, planning time, and instructional coach) to increase student achievement and growth. All eductaors will utilize collaborative time to review data and make instructional shifts based on students learning needs.

Monitoring/Evaluation Plan:

Ongoing thorough colloborative meeting protocols, bi-weekly reports from instructional coach and quarterly review of benchmark results.

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

Expenditure (Brief Description)	Funding Source	Cost
2 Full-Time Instructional Coach	SIP/General Budget	200,000
1 Instructional Assistant	SIP	50,000
Resources/Supplies	SIP	50,000
Professional Development	SIP	20,000

Professional Learning Goal: All educators are proficienct (maximize student use and run reports) in the use of the new computer assisted teaching and learning program.	
Audience	Teachers and Instructional Support
Topics to be Included	Program capability, students view, teacher access, teacher reports
Evidence of Learning	Utilization of Program, Collabortive Time Protocols, Reports and Classroom Observations
Anticipated Timeframe	Enter Start Date:08/01/2019 Anticipated Completion Date:10/31/2019
Lead Person/Position	Principals

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: All educators will be proficient in review and utilizing data to make instrctional shifts	
Audience	Teachers
Topics to be Included	PVAAS, CDTs, emetric, classroom data, data protocols, data-driven decsions
Evidence of Learning	Collaborative Team Meetings Agendas, Protocols, Reports and Classroom Observations
Anticipated Timeframe	Enter Start Date:01/01/ 20 Anticipated Completion Date:03/30/20
Lead Person/Position	Principals/Instrcutional Coach

Priority #1- Measurable Goal #2: _.Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based-All eductaors will demonstrate a Procifient or Distinguished rating in domains 1 (planning/prep) and 3 (Classroom Instruction) by June 2020._____

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Create an instructional coaching position and schedule to utilize planning time to review data, change student groups and model instructional startegies	New position, job description and fund	Curriculum Director, Principal amd Assistant Principal	July 1- August 15, 2019
Utilize and monitor planning time to review data, change student groups and model instructional strategies	Collaborative meeting schedule/ protocol, data, new program, PVAAS, emetric, CDTs, Instructional Coach	Curriculum Director, Principal amd Assistant Principal	September 1- March 30, 2020
Provide Professional Development on utilizing data to make instructional shifts	Instructional Coach/ IU Consultants	Curriculum Director, Principal amd Assistant Principal	Januart 1- March 30, 2020

Anticipated Outputs:
All eductaors will utilize collaborative time to review data and make instructional shifts based on students learning needs.

Monitoring/Evaluation Plan:
Ongoing thorough colloborative meeting protocols, bi-weekly reports from instructional coach and classroom observations.

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 #2 – Measurable Goal #1: _Identify and address individual student learning needs-English Langauge Proficieny will increased by the interim goal of 6.5 by June 2020_____

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Research and purchase a program for ELs, computer-based with benchmark assessment	Spanish versions of online computer assisted tools, computers, training	Director of Curriculum, Supervisor of Federal Programs, Principal and Assistant Principal	July 1- August 15, 2019
Provide professional development on new computers-assisted teaching and learning program and benchmark	PD from vendor or IU, updated computer to support program	Director of Curriculum, Supervisor of Federal Programs, Principal and Assistant Principal	July 1- August 15, 2019
Implement instructional practices to ncrease language proficiency instructional time for EL students	Additional staff and curriculum resources	Principal, Assistant Principal and Guidance Counselor	September 1, 2019
Add additional ESL staff- one teacher/ one co-teacher or coach	Co-Teaching and Coach model	Director of Curriculum, Supervisor of Federal Programs, Principal and Assistant Principal	August 15, 2019

Anticipated Outputs:
Increased instructional time and high quality resources with interventions based on student needs will incresae student's language proficiency.

Monitoring/Evaluation Plan:
Quarterly data review and on going student progress monitoring.

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

Expenditure (Brief Description)	Funding Source	Cost
1 Additional Full-Time ESL Professional	SIP/General Budget	100,000
800 Chrome books	SIP	150,000

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 #2 – Measurable Goal #2: Identify and address individual student learning needs-All educators K-6 will consistently implement the hybrid model with fidelity as measured by the hybrid learning Informal Oberservation checklist

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
Research and implement a new computer -assisted teaching and learning program such as Study Island or Imagine Learning- to replace iReady	Stakeholders input into adoption of programs, evidence of program success	Curriculum Director, Principal and Assistant Principal	July 1-August 15, 2019
Provide professional development hybrid model and how to utilize new computers-assisted teaching and learning program in the hybrid setting	PD from vendor or IU, updated computer to support program	Curriculum Director, Principal and Assistant Principal	September 1- October 31, 201
Utilize and monitor planning time to review data, change student groups and model instructional strategies	Collaborative meeting schedule/ protocol, data, new program, PVAAS, emetric, CDTs, Instructional Coach	Principal and Assistant Principal	September 1- March 30, 2020
Provide Professional Development on utilizing data to make instructional shifts	Instructional Coach/ IU Consultants	Principal and Assistant Principal	January 1- March 30 2020

Anticipated Outputs:

Implementation of the hybrid model, consistently and with fidelity, is proven to increase student achievement and growth. Utlizing assessment results to group students and make instructional shifts will meet student's individual needs.

Monitoring/Evaluation Plan:

Ongoing thorough colloborative meeting protocols, bi-weekly reports from instructional coach and quarterly review of benchmark results

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:

___   _____

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 #2:

_____

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

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

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

Expenditure (Brief Description)	Funding Source	Cost

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

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

V. Communications Plan for School Improvement

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

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Presentation to Freeland EL/MS Faculty & Staff	All faculty & staff	Review plan, highlight goals and action steps	June 2019; August 2019
Public Review	Freeland/Hazelton Area Community	Public display and public input into plan	June 2019
Presentation to Education Committee/Board	School Board Members	Review plan, highlight goals and action step	June 2019
Freeland Back to School	Parents & Students	Overview of Plan	August 2109

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: