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

Hazleton Area High School

4-Digit School Building Code

7348

School Street Address

1601 West 23rd Street. Hazle Township, PA 18202

A.   School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/ Organization
Rocco Petrone	Director of HAHS	HAHS
Lori Herman	Director of HACC	HACC
Marie Ernst	Principal of HAAS	HAAS
Tony Conston	Assistant Principal at HAHS	HAHS, Chairperson for the SIP
Ann Conflitti	Math Department Chairperson/Data Team	HAHS
Rosella Matsago	English Department/Data Team	HAHS
Crystal Smith	English Department/Data Team	HACC
Tricia Marnell	Special Education Department	HACC
Jeff Weed / Selene Schagen	Special Education Department	HAHS
Angela Moore	English Language Development Department	HAHS
Shaun Rohland	English Language Development Department	HAHS
Kim Baronio	Home/School Visitor	HAHS

| Brian Jacobs | Science/Math Departments/Data Team | HAAS |

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).

An attempt was made to meet the needs of such a diverse population, including representation from ELD, ELA, IEP population, home school visitor and other attendance officers, content area teachers and administrators. We looked beyond the school representation in including outside stakeholders, including District Magistrate, Hazleton Integration Project Center, Northeast Counseling, School Based Behavioral Health, social worker, and migrant education. Perhaps the most important factor involves the community and parent involve ment.

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.

Establish and facilitate a plan that identifies and addresses the needs of the targeted groups as well as all students. Specify areas where deficiencies can be addressed, ways in which to implement the processes and progress that can be beneficial in addressing these needs. Establish training and planning so that administrators and educators can implement these plans for growth.   The committee will then monitor on a regular basis the effects of the implementation plan, through various local and state assessments, as well as student and district accounting.

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?*
Hazleton Area High School ensures that every English Learners (ELs) and students with disabilities, as well as all students, will have access to enriched educational programming and services allowing for higher achievement, improved attendance and graduation rates, and academic growth through best practices utilizing a least restrictive environment model in order to create a "Career Readiness"-styled attitude for each and every student.	By 2030, English Learners (ELs) and students with disabilities graduation rates will increase to 81.3% and 85.8% respectively. By 2030, the attendance rate for the students with disabilities will increase to 80.9%. By 2030, 63% of students with disabilities will score proficient or advanced on the Keystone Literature Exam/PASA. By 2030, 58.8% of students will disabilities will score proficient or advanced on the Keystone

	Algebra I Exam/PASA.
	By 2030, 100% of educators will receive annual professional development related to English Language Development (ELD) and special education services as part of their Act 48 requirements.

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.

Four years ago, in an effort to establish, as well as maintain a meaningful form of communication with families and community partners, the district hired a bilingual community liaison (Dr. Benjamin Arias). Following a given school day, Dr. Arias works at one of two community centers within the town of Hazleton: Hazleton Integration Project (HIP) Center and the area Migrant Center. Dr. Arias also works as a translator in one of the elementary schools that currently houses a Hispanic population of over 80%. His role is to assist English Learner (EL) parents/guardians with 1) registration of their children 2) accessing their child's progress and grades utilizing the LEA's student information System (Skyward) 3) interpreting and translating school district documents; and 4) answering questions about parent involvement opportunities within each school building.

The high school has assigned two bilingual liaisons as well as a supervisor//bilingual liaison for student services for grades 9-12 at the high school.

A second ESL community liaison has been with the school district for a number of years (Mrs. Cecelia Rico). Mrs. Rico has been instrumental in assisting parents/grandparents/guardians of the district's ESL population in term in terms of translation, guidance and mentoring. Mrs. Rico is also a member of the Youth Aid Panel Program in conjunction with the local district magistrate. This position has assisted a number of

our EL students who have found themselves in trouble with the law. By working with the local magistrate and the LEA, we are able to keep a number of these students in school.

The coordinator at the Hazleton Area Migrant Center (Ms. Susan Luna) has been an integral part of the developing process along with the implementation of policies pertaining to the AMAO program. With Ms. Luna's assistance, a Credit Assistant Program (CAP) was revised in order to offer opportunities for migrant and EL students who may need assistance in earning high school credits. The Read 180 program was made available to the Migrant Program for use after school on a volunteer basis.

The district, within the framework of each school building, has assigned a Home and School Visitor position as well as Attendance Officer positions. These individuals work with both students and parents in an effort to better assist with the district's attendance issues.

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

Strengths	Supporting Evidence from Needs Assessment
English Language Arts/Literature PVAAS Growth	• The all student group met or exceeded the statewide goal. • ELs met or exceeded the interim target for growth.
Mathematics/Algebra PVAAS Growth	• The all student group met or exceeded the interim target for growth. • ELs met or exceeded the statewide goal.
College and Career Ready Standards Benchmark	• 98.4% of all students exceeded the statewide performance standard. • 100% of students with disabilities exceeded the statewide performance standard. • 95.5% of ELs met or exceeded the interim target.
Advanced on Industry-Based Competency Assessment	• 8.8% of the all student group exceeded the statewide average. • 5.9% of ELs exceeded the statewide average.

*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
Graduation Rate (Students with disabilities)	Students with disabilities have a graduation rate that is approximately 11% (65.07%) below the state average (76.7%).	Yes	Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students • Professional development • Lack of curriculum
Graduation Rate (ELs)	ELs have a graduation rate that is approximately 12% (64.09%) below the state average (76.7%).	Yes	Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Lack of native language skills • Limited self-advocacy skills • Overcrowding

			and large class sizes • Lack of empathy from staff and students • Professional development • Lack of curriculum
Attendance (Students with disabilities)	Students with disabilities have an attendance rate that is approximately 27% (53.85%) below the state average (80.9%).	Yes	Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Monetary incentives/loss of benefits • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students • Professional development
		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 develop and enact a standards aligned ELD curriculum for grades 9-12.	If we engage cross-disciplinary (ELA and World Language) instructional teams in developing standards-aligned units of instruction and example lesson plans that tailor instruction to individual student needs, then teachers will plan and deliver standards-based personalized instruction, and each student will meet his or her growth targets in ELD each semester.	Essential Practices Condition 1: Focus on Continuous Instruction
2. Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in ELA and math for students with disabilities in grades 9-12.	If we bridge the gap between measurable annual goals and standards based assessments, teachers will have a greater chance at successfully helping students with disabilities in attaining their measurable annual goals thus showing growth and working towards proficiency on state assessments.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
3. Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations.	If we utilize professional development to address the number of environmental factors that both our students and our teachers face, the outcomes will provide students with an environment more conducive to their success in an academic and social setting.	Essential Practices Condition 4 - Foster Quality Professional Learning

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: ___Use systematic, collaborative planning processes to develop and enact a standards aligned ELD curriculum for grades 9-12._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of ELD classes will have a curriculum that will encompass all four levels by June 30, 2020.	25% of ELD classes will have a curriculum that will encompass all four levels by October 31, 2019.	50% of ELD classes will have a curriculum that will encompass all four levels by January 31, 2020.	75% of ELD classes will have a curriculum that will encompass all four levels by April 30, 2020.

Priority Statement #2: _Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in ELA and math for students with disabilities in grades 9-12._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of interventions and uniform assessments that are aligned and evidence-based in ELA and math will be available to students by June 30, 2020.	25% of interventions and uniform assessments that are aligned and evidence-based in ELA and math will be available to students by October 31, 2019.	50% of interventions and uniform assessments that are aligned and evidence-based in ELA and math will be available to students by January 31, 2020.	75% of interventions and uniform assessments that are aligned and evidence-based in ELA and math will be available to students by April 30, 2020.

Priority Statement #3: __Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of staff will receive professional development regarding progress monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring	25% of staff will receive professional development regarding progress monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring	50% of staff will receive professional development regarding progress monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring	75% of staff will receive professional development regarding progress monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring

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: __Use systematic, collaborative planning processes to develop and enact a standards aligned ELD curriculum for grades 9-12 tying into core standards and ACTFL._____

Measurable Goals	Evidence-Based Strategy
100% of ELD classes will have a curriculum that will encompass all four levels by June 30, 2020.	• Literacy Instruction in a Student's Native Language • Vocabulary Improvement Program (VIP) for ELs. • Pathway-The program is primarily focused on writing, but it seeks to improve reading comprehension as well.

Priority Statement #2: __Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in ELA and math for students with disabilities in grades 9-12.

_____

Measurable Goals	Evidence-Based Strategy
100% of interventions and uniform assessments that are aligned and evidence-based in ELA and math will be available to students by June 30, 2020.	• High School Warning System • Check and Connect • Study Island

Priority Statement #3: _Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations._____

Measurable Goals	Evidence-Based Strategy
100% of staff will receive professional development regarding progress-monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring strategies, and progress monitoring of student achievement by June 30, 2020.	• Pathway-The program is primarily focused on writing, but it seeks to improve reading comprehension as well.

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: _Measurable Goal #1: 100% of ELD classes will have a curriculum that will encompass all four levels by June 30, 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
Literacy instruction in a student's native language.	ACTFL Standards WIDA Scores Rosetta Stone Laptops Headsets Microphones Professional Development	ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher	September 2019-June 2022
Vocabulary Improvement Program (VIP) for ELs.	Targeted Word List Historical & Fictional Text Professional Development Computer Programs	ELD Teacher Content Teachers Reading Specialist	September 2019-June 2022
Align ELD 1 & 2 to ACTFL Standards	ACTFL Standards ELD Standards CANDO Descriptors Textbooks Computer Programs	ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher World Language Department Chair Director of Curriculum	February 2020-June 2020
Align ELD 3 & 4 to ELA Standards	ELD Standards CANDO Descriptors ELA Standards ELA Curriculum Textbooks Computer Programs	ELD Teacher ELA Teacher English Department Chair World Language Department Chair Director of Curriculum	September 2019-January 2020

Anticipated Outputs:

- Providing examples of performance tasks evidencing adherence to the ELA curriculum
- Analyzing the average growth of Lexile and WIDA scores

"[...] Preliminary findings support the practice of providing literacy instruction in Spanish to Spanish-speaking English learners as a means of helping them acquire literacy skills in English. By strengthening these students' Spanish literacy, this practice also enables them to use their native language well, enhancing their bilingual capability." (August, Calderón & Carlo, 2001)

"VIP is a 15-week program that includes vocabulary activities and related lessons. The program stresses targeted words from a weekly reading assignment. The curriculum includes detailed lesson plans, quasi-scripted lesson guides, overhead transparencies, worksheets, homework assignments, and all necessary reading assignment texts" (Penn State University, 2016).

Monitoring/Evaluation Plan:

Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.

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

Expenditure (Brief Description)	Funding Source	Cost
Rosetta Stone	Title III	
Study Island	Technology Budget	
Professional Development	Title III/General Budget	
Laptops	Technology Budget	

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

Professional Learning Goal: If we engage cross-disciplinary (ELA and World Language) instructional teams in developing standards-aligned units of instruction and example lesson plans that tailor instruction to individual student needs, then teachers will plan and deliver standards-based personalized instruction, and each student will meet his or her growth targets in ELD each semester. The World Language Department will work with ELD level 1.

Audience	Teachers and Administrators
Topics to be Included	• Literacy Instruction in a Student's Native Language • Vocabulary Improvement Program (VIP) for ELs. • Pathway-The program is primarily focused on writing, but it seeks to improve reading comprehension as well.
Evidence of Learning	• Providing examples of performance tasks evidencing adherence to the ELA curriculum • Analyzing the average growth of Lexile and WIDA scores
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2022
Lead Person/Position	Administrator

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
	Enter Start Date:

Anticipated Timeframe	Anticipated Completion Date:
Lead Person/Position	

Priority #1- Measurable Goal #2:

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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
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 #2 – Measurable Goal #1: _Measurable Goal #1: 100% of interventions and uniform assessments that are aligned and evidence-based in ELA and math will be available to students by June 30, 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
High School Warning System	Skyward	Home and School Visitor Attendance Officer Guidance Counselors Content Teachers Administrators	September 2019-June 2020
Check and Connect	Skyward	Home and School Visitor Attendance Officer Guidance Counselors Content Teachers Administrators Parents/Guardians Community Members	September 2019-June 2020
Study Island	Laptops Study Island Professional Development	Content Teachers	September 2019-June 2020

Anticipated Outputs:
- Analyze Study Island teacher reports
- Analyze average growth on CDT
- Analyze absenteeism, course grades, and discipline

Check & Connect is a dropout prevention program that has two main components. The "Check" piece determines student engagement through the "checking" of student performance; the "Connect" piece utilizes program staff to provide individualized attention to students, in connection with school personnel, family members, and community service providers.

Based on the research of Dr. Robert Balfanz, an Early Warning System is intended to identify students who are failing and disengaged from school and identified as at-risk for not graduating. The Early Warning System uses attendance, behavior, and course grades to identify middle school students at risk for dropping out of school (Balfanz, 2007).

Monitoring/Evaluation Plan:

Biweekly professional development meetings to discuss student course performance as well as examine individual attendance rates. A building administrator will be responsible for evaluating and monitoring the implementation process.

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

Expenditure (Brief Description)	Funding Source	Cost
Study Island	Technology Budget	
Skyward	Technology Budget	
Curriculum-based assessments	Departmental Budget	
Professional Development	General Budget	
Laptops	Technology Budget	

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

Professional Learning Goal 1:: If we bridge the gap between measurable annual goals and standards based assessments, teachers will have a greater chance at successfully helping students with disabilities in attaining their measurable annual goals thus showing growth and working towards proficiency on state assessments.

Audience	Vested Stakeholders
Topics to be Included	• High School Warning System • Check and Connect • Study Island
Evidence of Learning	• Analyze Study Island teacher reports • Analyze average growth on CDT

	• Analyze absenteeism, course grades, and discipline
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Administrator and Home School Visitor

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:

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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
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: ___100% of staff will receive professional development regarding progress monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring strategies, and progress monitoring of student achievement by June 30, 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
Pathway	Pathway Program Professional Development	Content Teachers ELD Teachers Special Education Teachers Administrators	September 2019-June 2021

Anticipated Outputs:
- Analyze Study Island teacher reports
- Analyze average growth on CDT

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. (Evidence for ESSA)

Monitoring/Evaluation Plan:
Quarterly professional development meetings to discuss student performance on reading and writing task. A building administrator will be responsible for evaluating and monitoring the implementation process.

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development	General Budget	
Pathway Project	Title III Funding	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
If we utilize professional development to address the number of environmental factors that both our students and our teachers face, the outcomes will provide students with an environment more conducive to their success in an academic and social setting.	
Audience	Teachers and Administrators
Topics to be Included	Pathway Project
Evidence of Learning	Increase in student performance in reading and writing tasks
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2021
Lead Person/Position	Administrators

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:

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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
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
Post plan on the website	Vested Stakeholders	To inform	Summer 2019-Ongoing
Bilingual Community Liaisons	Vested Stakeholders	To inform	Summer 2019-Ongoing
School Board Meeting	Vested Stakeholders	To inform	Summer 2019-Ongoing
Staff Meetings	Vested Stakeholders	To inform	Summer 2019-Ongoing
Remind	Vested Stakeholders	To inform	Summer 2019-Ongoing

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: