School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Wilkes-Barre Area School District

School Building Name

James M. Coughlin High School

4-Digit School Building Code

3007

School Street Address

80 N.Washington St. Wilkes-Barre, Pa.18702

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Hal Gabriel	Principal	Coughlin H.S
Michael Elias	Principal	Coughlin H.S
Kimberly Jones	Guidance Counselor	Coughlin H.S.
Jill Saporito	Guidance Counselor	Coughlin H.S.
Michael Galli	Teacher	Coughlin H.S.
Jennifer Perks	Teacher	Coughlin H.S.
Jerome Craig	Maintenance	Coughlin H.S.
Tom Kupetz	School Resource Officer	Coughlin H.S.
James Geiger	Director of Special Education	WBASD Administration
Robert Makaravage	Supervisor of Curriculum	WBASD Administration
Brian Costello	Superintendent	WBASD Administration
Michele Williams	Director of Federal Programs	WBASD Administration
Joseph Giomboni	Parent/ College Educator	Keystone College

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).

Students, parents and community members were invited to be on committee by posting info on the school webpage.

Schoolwide in-service was held on March 21, 2019 to explain our mission and invite faculty and staff to join.

Communicated with central administration to invite proper stakeholders such as Director of Special Education, Director of Federal Programs, Supervisor of Curriculum, Superintendent, Subject-area Supervisors etc.

SKYLERT sent to parents/guardians on April 17, 2019 regarding informational session to be held April 24, 2019

Community information session held at the school cafeteria on April 24, 2019 from 6-7 P.M.

District-wide School Improvement meetings with school improvement team members and central administration March 13, April 4th

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The committee will meet to analyze needs assessments to implement school improvements through evidence-based strategies.

Members of the school improvement committee will hold weekly work sessions to analyze needs and create the school improvement plan and action plan.

There will be a monitoring committee established that will meet weekly to discuss implementation of the plan and monitor its effectiveness. This will include faculty, class officers, and building administration.

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 mission of James M. Coughlin High School, a diverse and progressive school in the Wilkes-Barre Area School District, is to educate, enlighten, and inspire each student to grow as a responsible and productive citizen. This mission is accomplished through a dynamic, comprehensive curriculum and collaboration among school, family and community members.	By 2025, 100% of students will be on-track for post-secondary training or employment. By 2025, 100% of teachers will be proficient or distinguished on yearly evaluations. By 2030, 90% of students will score proficient or advanced on Keystone Exams.

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.

Coughlin High School formed a steering committee in March of 2019 that conducted meetings whose focus was to identify strengths and needs through a wide-range of data, such as; PA Future Ready Index, e-Metrics, PVAAS, SAS, Performance Plus, surveys administered to parents, faculty/staff, and students, discipline referrals, attendance data, and teacher observations and evaluations. Stakeholders were identified and invited to attend meetings to provide valuable input and help assess needs and areas of improvement.

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

Strengths	Supporting Evidence from Needs Assessment
English Language Arts/ Literature	65.2% of all students scored proficient or advanced on the 2018 Keystone Exam. Coughlin High School scored a maximum of 100 Academic Growth Score (PVAAS) for

	all students groups compared to the state average of 74.9
Mathematics	50.8% of students scored proficient or advanced on the 2018 Keystone Exam, surpassing the statewide average by 5.3%.
School climate	90% of parents surveyed felt welcome in our school, based off of 2019 Parent Survey (question 2f) 100% of parents agree their child was not treated badly due to religious beliefs or language barrier (Parent Survey 3d, 3g) 87% of students surveyed believe they are treated with respect by their teachers based off of a 2019 Student Survey (question 9d) 91% of students feel they are safe and comfortable with teachers at school (Student Survey 9d)

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
Regular attendance	All student groups, including all subgroups, did not meet the statewide performance standard of 85.4%. All groups were 73% with ELL being the lowest subgroup at 59.3% based off of data from PA Future Ready Index	Yes	Student perception towards the importance of attending school, achieving academically, and connecting curriculum to future career plans.
		Choose an item.	

Parental involvement and communication	Over 40% of parents do not believe they are notified of school events. 55% of parents did not receive emails, letters, or other communication about what their child is learning (Parent Survey 5c) 89% of teachers have little to no parent-initiated contact about academic performance based off of a 2019 Educator Survey (question 3c)	Yes	Lack of consistent communication between the school and parents/guardians.
Keystone Exam Academic Growth	All student groups, including subgroups were below the state average for growth on the 2018 Keystone Exam in math Math and Science (except White subgroup in Science).	No	Student attitudes towards test preparation, school attendance and paying attention in class.
Teacher collaboration	65% of teachers have collaborated 2 times or less this school year (Educator Survey question 2d) 60% of teachers stated that there is no formal time set aside for collaboration Educator Survey question 4)	No	Personnel shortage, lack of available substitutes and separated facilities.

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. 1. Implement an evidence-based system of schoolwide positive behavior interventions and supports to increase regular attendance.	If students are given clear expectations and routines they will develop into responsible and productive citizens consistent with our vision for the future	Student Attendance
2. 2. Implement evidence-based strategies to engage families to support learning by improving communication, expectations, and overall involvement in their child's education.	Parental involvement is known to be linked to improved behavior, regular attendance, and positive attitudes. If we increase parent involvement students are more likely to have higher self-esteem, intrinsic motivation, and achieve academic success.	Community Engagement
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: ___ Implement an evidence-based system of schoolwide positive behavior interventions and supports to increase regular attendance._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The percent of regular attendance will meet or exceed the current PA Future Ready Index statewide average of 85.4% by June 30, 2020	Regular student attendance will meet or exceed 76% by the end of the 1st quarter marking period (Student day 45)	Regular student attendance will meet or exceed 79% by the end of the 2nd quarter marking period (Student day 90)	Regular student attendance will meet or exceed 82% by the end of the 3rd quarter marking period (Student day 135)

Priority Statement #2: _Implement evidence-based strategies to engage families to support learning by improving communication, expectations, and overall involvement in their child's education._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
50% of all Parents/Guardians will sign-up for a monthly electronic newsletter by June 30, 2020.	12.5% of all Parents/Guardians will sign-up for a monthly electronic newsletter by the end of the 1st quarter marking period.	25% of all Parents/Guardians will sign-up for a monthly electronic newsletter by the end of the 2nd quarter marking period.	37.5% of all Parents/Guardians will sign-up for a monthly electronic newsletter by the end of the 3rd quarter marking period.
80 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School by June 30, 2020.	20 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School by	40 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School by December 30, 2019.	60 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School by March 30, 2020.

	September 30, 2019.		

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: __ Implement an evidence-based system of schoolwide positive behavior interventions and supports to increase regular attendance._____

Measurable Goals	Evidence-Based Strategy
The percent of regular attendance will meet or exceed the current PA Future Ready Index statewide average of 85.4% by June 30, 2020	Implement a Positive Behavioral Intervention and Supports (PBIS) system with a three tiered approach focusing and rewarding Tier 1 (all students) while identifying Tier 2 (targeted groups) and Tier 3 (individuals).
The percent of regular attendance for English Learners will increase from 59.5% to 72% by June 30, 2020.	Supports (PBIS) system targeting Tier 2 and Tier 3 students using an unobtrusive intervention (postcards sent home about the importance of attendance) based on the Nudge Theory.

Priority Statement #2: __ Implement evidence-based strategies to engage families to support learning by improving communication, expectations, and overall involvement in their child's education. _____

Measurable Goals	Evidence-Based Strategy
50% of all Parents/Guardians will sign-up for a monthly electronic newsletter by June 30, 2020.	Sending home a monthly newsletter that includes parental tips, schedules, student achievement, school happenings, guidance information, policies and procedures, and contact information. These strategies have been supported by the Harvard Research Project and Iowaparents.org.
80 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School by June 30, 2020.	Quarterly community outreach/ community informational sessions held at Coughlin High School- Based off of the Sanders, Epstein, and Conneris-Tadros study of 1999 " Involvement at school is most strongly influenced by school practices that encourage volunteering and participation in school decision making."

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: _The percent of regular attendance will meet or exceed the current PA Future Ready Index statewide average of 85.4% 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
Implement a Positive Behavioral Intervention and Supports (PBIS) system focusing and rewarding Tier 1 (all students).	SKYWARD Attendance Reports Attendance reward gifts (gift cards for education) Positive reward activity in the school setting	Hal Gabriel- Principal Michael Elias - Principal Wayne Waslasky - Home School Visitor Marla Biniek- Attendance Secretary Coughlin Annex Deborah Harvey - Attendance Secretary Mackin Attendance Kim Jones - Guidance Counselor Jill Saporito - Guidance Counselor	Beginning of the 2019/2020 school year; to be monitored quarterly.
Identify Tier 2 (targeted groups) and formulate appropriate interventions with relevant stakeholders.	SKYWARD Attendance Reports Special Education/ESL teachers	Hal Gabriel- Principal Mike Elias - Principal Wayne Waslasky - Home School Visitor Marla Biniek- Attendance Secretary Kim Jones - Guidance Counselor Jill Saporitio - Guidance Counselor Genelle Hoban-Sedon- ESL Teacher Nicole Karkut- Special Education Teacher Joe Rodzinak- Special Education Teacher	Beginning of the 2019/2020 school year; to be monitored monthly.

		Megan Sabbatini - Emotional Support Teacher	
Identify Tier 3 (individuals) and formulate a direct intervention with parent/guardian and implement a "check and connect" program with a member of the faculty.	SKYWARD Attendance Reports SKYWARD Profile/contact information Faculty Mentors Guidance Counselors/Administrators	Hal Gabriel- Principal Michaele Elias - Principal Wayne Waslasky - Home School Visitor Marla Biniek- Attendance Secretary Kim Jones - Guidance Counselor Jill Saporito - Guidance Counselor Faculty Mentor Team	Beginning of the 2019/2020 school year; to be monitored weekly.

Anticipated Outputs:

The percent of regular attendance will meet or exceed the current PA Future Ready Inmnmnmndex statewide average of 85.4% by June 30, 2020.

Monitoring/Evaluation Plan:

We will implement the positive-based intervention and supports (PBIS) at the beginning of the 2019/2020 school year. We will monitor tier-one students on a quarterly basis and have a gift raffle for any student with three absences or less per quarter. There will be a pizza party/movie reward event per quarter to reward all individuals. Tier-two (groups) will be monitored monthly and interventions will be formulated based on the appropriate group (such as having an ESL specific reward per month). Tier-three (Individuals) will be monitored weekly, focusing on students that are habitually truant and conduct direct interventions with parents/guardians. Students that are the most at risk (absent 2 or more times per week) will be assigned a mentor that they must "check and connect" with weekly.

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

Expenditure (Brief Description)	Funding Source	Cost
Reward Gift Cards- 1 per grade/quarter	School General Fund/TBD	$100 per quarter
Movie Tickets for targeted groups	School General Fund/TBD	$15 per month/group
Reward Event- food costs	School General Fund/TBD	Varies by student eligibity

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Faculty and staff will be able to identify students needing intervention based on attendance habits.	
Audience	School Faculty and Staff
Topics to be Included	PBIS System to Improve Attendance and School Action Plan
Evidence of Learning	Appropriate attendance referrals based on the PBIS System
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:June, 2020
Lead Person/Position	Building Administrators

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Educate the check and connect committee on the procedures to follow for attendance interventions.	
Audience	Check and Connect Committee
Topics to be Included	Attendance procedures and goals; appropriate mentors per grade
Evidence of Learning	Proper implementation of procedures by members of the committee.
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:June, 2020
Lead Person/Position	Building Administrators

Priority #1- Measurable Goal #2: _The percent of regular attendance for English Learners will increase from 59.5% to 72% 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
Identify ELL students that are chronically absent (2 or more times per month)	SKYWARD Attendance Reports ESL teachers	Hal Gabriel- Principal Mike Elias - Principal Wayne Waslasky - Home School Visitor Marla Biniek- Attendance Secretary Kim Jones - Guidance Counselor Jill Saporito - Guidance Counselor Genelle Hoban-Sedon- ESL Teacher	Beginning of the 2019/2020 school year; to be monitored monthly.
Send home informational postcards specifying the importance of school attendance based off of the "Nudge Theory"	SKYWARD Profile Information (address) SKYWARD Attendance INformation School-generated postcards containing absences/ importance of regular attendance	Hal Gabriel- Principal Mike Elias - Principal Wayne Waslasky - Home School Visitor Marla Biniek- Attendance Secretary Kim Jones - Guidance Counselor Jill Saporito - Guidance Counselor Genelle Hoban-Sedon- ESL Teacher	Beginning of the 2019/2020 school year; to be monitored monthly.
Anticipated Outputs:			

The percent of regular attendance for English Learners will increase from 59.5% to 72% by June 30, 2020
Monitoring/Evaluation Plan:
We will implement the positive-based intervention and supports (PBIS) at the beginning of the 2019/2020 school year. Tier-two (groups), specifically ELL, will be monitored monthly and interventions will be formulated based on the appropriate group. In addition to the PBIS interventions, chronically absent students within the ELL subgroup will receive postcards containing attendance information. Monitoring committee will meet monthly and identify those at risk.

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

Expenditure (Brief Description)	Funding Source	Cost
Mailer (postcard) and postage	School General Fund	$1.50 per card sent

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:ESL faculty and staff will be able to identify students needing intervention based on attendance habits.	
Audience	ESL faculty and staff
Topics to be Included	Identification of students requiring postcards
Evidence of Learning	Proper identification of students requiring postcards
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:June, 2020

Lead Person/Position	Building Administrators

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: ESL staff will be able to create computer-generated postcards using Microsoft Publisher and a database of chronically absent ELL students.	
Audience	ESL staff
Topics to be Included	Microsoft Publisher templates and mail merges
Evidence of Learning	Creation of Postcard template for 2019/2020 School Year
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:October, 2019
Lead Person/Position	District Technology Coaches

Priority #2 – Measurable Goal #1: _50% of all Parents/Guardians will sign-up for a monthly electronic newsletter 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
Implement a digital edition of the school newspaper that will be sent home to registered parents	Newspaper Staff Microsoft Publisher	Heather Johnson- Newspaper Advisor	September, 2019
Create a Google Form for parents to register and post on our district website	Google Account Computer with internet access Access to district website	District Technology Staff	September, 2019
Create monthly newsletters	Newspaper Staff Computer lab with access to Microsoft Publisher	Heather Johnson- Newspaper Advisor	Monthly, beginning September, 2019

Anticipated Outputs:
Monthly newsletters home to increase communication with parents and inform them of school activities, rules, and procedures.
Monitoring/Evaluation Plan:
Newspaper Advisor will monitor progress weekly and approve of a final edition of the monthly newsletter.

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

Expenditure (Brief Description)	Funding Source	Cost
Computer and Software Upgrades	TBD	TBD
Digital Camera	TBD	TBD

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Formulate a process to submit entries to be published in the school newsletter.	
Audience	School Faculty and Staff
Topics to be Included	Emails with attachments, collaboration with Google Drive
Evidence of Learning	Every teacher will send a test email containing attachments and will share a picture with Google Drive
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date: October, 2019
Lead Person/Position	District Technology Coaches

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Faculty and staff will be informed of the importance of communication with all stakeholders.	
Audience	School Faculty
Topics to be Included	Applying the Principles of a Parental Engagement Project to a monthly newsletter
Evidence of Learning	Increase in faculty contributions to the monthly newsletter
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:December, 2019

Lead Person/Position	Hal Gabriel/Mike Elias- Building Principal

Priority #2 – Measurable Goal #2: 80 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School 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
Hold quarterly informational/outreach sessions to promote an increase in parental and community involvement in our school, based on Epstein's Levels of Parental Involvement	Access to school building after hours. Security personnel.	Hal Gabriel- Principal Jennifer Perks- School Improvement Committee Michael Galli- School Improvement Committee Kim Jones- Guidance Counselor Jerome Craig- Head Custodian Tom Kupetz- School Resource Officer	September, 2019 December, 2019 March, 2019 June, 2019
Send home text messages to promote sessions via SKYWARD, based off of the principles of the Parent Engagement Project (PEP)	Access to SKYWARD alert system.	Gene Manning- Director of Technology Hal Gabriel- Principal	September, 2019 December, 2019 March, 2019 June, 2019

Anticipated Outputs:
80 stakeholders will attend quarterly community outreach/ community informational sessions held at Coughlin High School by June 30, 2020.
Monitoring/Evaluation Plan:
School Staff will calculate the amount of participants by registering entrants during each session.

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

Expenditure (Brief Description)	Funding Source	Cost
Light refreshments and snacks	School General Fund	TBD
Security for informational session	District	
Informational Speaker	TBD	Varies

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Identify and evaluate community needs, issues, and suggested improvements via a Google Form available to the public that would be posted on our school website	
Audience	School Faculty
Topics to be Included	Data assessment, action planning
Evidence of Learning	Community submissions through google forms
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date:May, 2020
Lead Person/Position	School Improvement Team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.
Professional Learning Goal 2: Create a system via Google Forms to allow educators to communicate needs to community stakeholders that will be addressed at informational sessions.

Audience	School Staff
Topics to be Included	Building issues, communication barriers
Evidence of Learning	Submissions through google forms
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:May, 2020
Lead Person/Position	School Improvement Team

Priority #3 – Measurable Goal #1:

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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 #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
Faculty In-Service	School Faculty	Explanation of A-TSI designation and identifying volunteers for School Improvement Team	March 21, 2019
Website Posting	Community Stakeholders	To invite stakeholders to informational meeting	April 12, 2019
SKYLERT Phone Call	Parents/Guardians	To invite parents and guardians to informational meeting	April 17, 2019
Community Information Session	Community Stakeholders	Explanation of A-TSI designation of proposal of preliminary plan/ community feedback and suggestions	April 24, 2019
Posting of Approved School Improvement Plan on School Website	General Public	To allow public viewing of School Improvement Plan	June 30, 2019

VI. Plan Submission

Affirmations

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

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

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

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

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

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

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(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: