

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Allentown School District

School Building Name

William Allen High School

4-Digit School Building Code

2794

School Street Address

106 North 17<sup>th</sup> Street / Allentown / PA 18104

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Susan Artiachi	World Language Chair	WAHS
Randy Atiyeh	Dean of Students	WAHS
Catherine Bianco	Lead Counselor	GEAR UP - 3
Fe Candelario	Parent Liaison	WAHS
Karen Comegys	Math Department Chair	WAHS
Corey Cowen	Assistant Principal	WAHS
Adam Dinney	Assistant Principal	WAHS
Jerry Epler	Librarian	WAHS
Catherine Hamscher	English Department Chair	WAHS
Coney Ganey	Business Department Chair	WAHS
Matthew Givler	Tech Ed/FCS Department Chair	WAHS
Scott Glidden	Special Ed Department Chair	WAHS
Mike Jernegan	Home School Visitors	WAHS
Justin Rupelli	School Outreach Worker	WAHS

Nicole Leskosky	Science Department Chair	WAHS
Frank Magee	Math Teacher	WAHS
Shannon Mayfield	Principal	WAHS
Jarrad Max	Health/PE Department Chair	WAHS
Matthew Rohrbach	Dean of Students	WAHS
Jon Roylance	Art Department Chair	WAHS
Michele Kloiber	Supervisor of Instruction	WAHS
Craig Smith	Counseling Department Chair	WAHS
Jeremy Thatcher	Assistant Principal	WAHS
Dawn Wadsworth	School Psychologist	WAHS
Heather Pearson	ESOL Facilitator	WAHS
Dawn Traumbuer -Wright	Virtual Academy	WAHS
Katie Gill	Director of ESOL	ASD
Brian Sikett	Director of Special Ed	ASD
Dr. Charlotte Golden	CLIU	IU21

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 current composition of committee members is constructed across multiple stakeholder sets within the school as result of the ASD Strategic Framework which emphasizes a commitment to Equity and driven to designing and implementing a system of education that will be a model for others in advancing the educational outcomes for all students. The team includes ESOL, Special Education, all academic areas, school community representatives, family liaisons, and school service based parties. The team also includes the Director of ESOL, the Director of Special Education, and the Director of Secondary Education.

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

The role of the committee is mirrored in the Core Values of ASD which state: 1) We will honor each student's unique qualities, 2) Ensure that equity of access and opportunities are afforded, 3) Nurture the pursuit of lifelong learning, 4) Strengthen the partnerships with families and communities. 5) Promote cultural responsiveness, and 6) Build trust and mutual respect amongst all stakeholders. The committee is charged with using research based practices to specifically increase the academic performances of our ESOL and Special Education student groups along with the additional students within our school setting. The committee will actively engage in the efficacy and monitoring of the ATSI plan through biweekly meetings, walkthroughs, classroom observations, and review of benchmark data as scheduled quarterly throughout the school year. Data from recent Keystone Exams indicated that ESOL and Special Education students scored significantly lower than other students in the state, specifically on the Algebra I Keystone Exam. As a result, this committee will analyze historical Keystone scores and work to develop a plan to provide additional support to our ESOL and Special Education students.

## ***B. School Level Vision for Learning***

### Long-term Vision and the Measures of Success

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <i>How will you know you are on track to achieving your vision for students?</i>
WAHS is dedicated to providing a versatile education and exceptional instruction from outstanding teachers, as well as extracurricular opportunities, and supports that enable students to cultivate passions, develop character, and explore the world outside of the classroom. We, at Proud Canary Nation, want to meet students where they are and assist them in reaching their full potential regardless of circumstances.	By June 2022, increase the achievement rates of our EL, Hispanic and Students with Disabilities subgroups based upon the state indicators and benchmarks.  By 2022, the graduation rate for all students including Hispanics will be 87.7%, per ATSI exit criteria.

## **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.

William Allen High School surveyed parents, students, and staff members using the ATSI 18 essential questions. The survey results were analyzed and presented to the committee, which included district and high school administrators, teachers, students, and parents.

William Allen High School is in the process of revising its Comprehensive Plan as the pilot from PDE was executed one year prior. The ATSI committee utilized additional data from the previous year's piloted plan, which yielded information/patterns with our ESOL and Special Education students as well as specific achievement needs. The members of the ATSI committee engaged in dialogue and planning to address the specific needs of the ESOL and Special Education students through the gathering and execution of research based practices to increase the instructional components and the achievement of our designated students.

The Directors for ESOL, Special Education, and Secondary Education in addition to the ATSI committee will be continuously collaborating for greater understanding and execution of research based instructional practices and student/staff needs.

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

<b>Strengths</b>	<b>Supporting Evidence from Needs Assessment</b>
Parents have a good relationship with the school.	78% of the parents believe their child is getting an average education.
Parents feel welcomed at the high school.	87% of the parents feel they are welcomed at the high school.
Professional Learning Opportunities	40% of Teachers are taking the initiative to lead professional development opportunities.
Staff feel respected by one another.	91% of the staff feel respected by other faculty and staff at the high 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
#4 - Identify and address individual student learning needs (specifically for	Student low performance on Keystone Exams and lack of formalized interventions. ATSI report reflects current level of academic proficiency: ELs = 15.36%, Students with Disabilities combined Math and ELA = 14.5%, and the Hispanic = 31%.	Yes	Lack of training in research based strategies, lack of co-teaching strategies.
#6 - Foster a culture of high expectations of success for all students (emphasis on Students with Disabilities, Hispanic and EL subgroups), educators, families, and community members.	High Expectations for students/family/staff are not clearly defined per the survey results. The school's vision is not clearly defined as stated by staff in the survey results. ATSI report reflects: ELL = 15.36%, Special Education combined Math and ELA = 14.5%, and the Hispanic = 31%.	Yes	With an ever increasing EL population and the largest population of second language learners in ASD as well as: frequent changes, adjustments, and a lack of modifications to the curriculum as related to student needs. The vision has not previously been addressed.
		Choose an item.	
		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.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. #6 - Foster a culture of high expectations of success for all students (emphasis on Students with Disabilities, Hispanic and EL subgroups), educators, families, and community members.	If we re-train, re-enforce, and re-instate Restorative Practices with fidelity, then a culture of high expectations will be evident by all parties.	Essential Practices Condition 2 - Empower Leadership
2. #4 - Identify and address individual student learning needs (specifically for Students with Disabilities, Hispanic and EL subgroups).	If we provide evidence based professional development, teachers will possess additional skills that will lead to increased student achievement.	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:** Foster a culture of high expectations of success for all students (emphasis on Students with Disabilities, Hispanic and EL subgroups), educators, families, and community members.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, all staff will execute Restorative Practices with fidelity.	By Sept 30, 2019 40% of all staff will demonstrate Restorative Practices through as measured by the walkthrough checklist.	By Dec 31, 2019 60% of all staff will demonstrate Restorative Practices through as measured by the walkthrough checklist	By March 31, 2020 80% of all staff will demonstrate Restorative Practices through as measured by the walkthrough checklist.
By June 2020, student disciplinary level three and four referrals will decrease by 5% and attendance will increase by 3% across all grade levels.	By Sept 30, 2019 5% decrease in level three and four referrals and a 3% increase in regular attendance.	By Dec 31, 2019 5% decrease in level three and four referrals and a 3% increase in regular attendance.	By March 31, 2020 5% decrease in level three and four referrals and a 3% increase in regular attendance.

**Priority Statement #2:** Identify and address individual student learning needs (specifically for Students with Disabilities, Hispanic and EL subgroups).

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, 100% of staff will implement strategies and techniques that support English Language Development for EL's, Second Language Learners, and Students with Disabilities.	Sept 2019 40% of all staff will demonstrate these strategies and techniques as measured by walkthroughs and observations.	Dec 2019 60% of all staff will demonstrate these strategies and techniques as measured by walkthroughs and observations.	March 2020 80% of all staff will demonstrate these strategies and techniques as measured by walkthroughs and observations.
By June 2020, all student group and targeted subgroups will meet or exceed a combined PVASS growth increase of .5 (1.5 SY).	Sept 2019 20% of students will meet the growth index of an SGP of Star 35.	Dec 2019 30% of students will meet the growth index of an SGP of Star 35.	March 2020 40% of students will meet the growth index of an SGP of Star 35.

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**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: Foster a culture of high expectations of success for all students (emphasis on Students with Disabilities, Hispanic and EL subgroups), educators, families, and community members.** \_\_\_\_\_

Measurable Goals	Evidence-Based Strategy
By June 2020, 100% of staff will execute Restorative Practices with fidelity.	Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.  Teacher Study Groups ( <a href="http://www.evidenceforpa.org/strategies/90">www.evidenceforpa.org/strategies/90</a> ) 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. (Gersten, 2009, Murphy, 1992) ESSA Tier 3
By June 2020, student disciplinary level three and four referrals will decrease by 5% and attendance will increase by 3% across all grade levels.	Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

**Priority Statement #2: \_\_ Identify and address individual student learning needs (specifically for Students with Disabilities, Hispanic and EL subgroups).**

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Measurable Goals	Evidence-Based Strategy
By June 2020, 100% of staff will implement strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's by June 2020.	<p>Performance skills in the research based areas of speaking, listening, reading and writing.</p> <p>Direct instruction, Differentiated Instruction, Small Group Instruction, Re-teaching previously taught skills.</p> <p>It is essential that students have the opportunity to discuss their work with one another, refining and critiquing each other's ideas and understandings (Protheroe, 2007).</p>
By June 2020, all student group and targeted subgroups will meet or exceed a combined PVASS growth increase of .5 (1.5 SY).	<p>Performance skills in the research based areas of speaking, listening, reading and writing.</p> <p>Direct instruction, Differentiated Instruction, Small Group Instruction, Re-teaching previously taught skills.</p> <p>It is essential that students have the opportunity to discuss their work with one another, refining and critiquing each other's ideas and understandings (Protheroe, 2007).</p>

**Priority Statement #3: \_**

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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: \_Foster a culture of high expectations of success for all students (emphasis on Students with Disabilities, Hispanic and EL subgroups), educators, families, and community member- By June 2020, all staff will execute Restorative Practices with fidelity.**

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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
Create a plan to operationally define and identify high expectations within all classrooms	Committee, rubrics and examples	Principal, Assistant Principals, committee and staff	July 15, 2019 - October 31, 2019
Provide training for new staff on Restorative Practices.	Professional development and implementation tools and resources	Principal and Assistant Principals	August 15, 2019- June 30, 2020
Provide refresher training on Restorative Practices for all staff	Professional development and implementation tools and resources	Principal and Assistant Principals	August 15, 2019 - June 30, 2020
Modify master schedule to allow for increased collaboration of teaching team to address academic and behavioral concerns	Master Schedule	Principal, Assistant Principals, and SOI	July 15, 2019-August 15, 2019
<b>Anticipated Outputs:</b>			
Allowing for additional collaboration for staff, identifying high expectations and the integration of restorative practices will foster a culture of shift at WAHS.			
<b>Monitoring/Evaluation Plan:</b>			
Through walkthroughs, observations, and the number and level of referrals.			

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
<b>Professional Learning Goal: All stakeholders will implement the practices of Restorative Practices consistently and with fidelity.</b>	
Audience	All staff
Topics to be Included	Building a successful culture for all learners while address student behaviors and emotional concerns.
Evidence of Learning	Through walkthroughs, observations, and the number/level of referrals.
Anticipated Timeframe	Enter Start Date: August 15, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	High School Principal

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

Expenditure (Brief Description)	Funding Source	Cost
None / Zero Based Budgeting	0	0

Professional Learning - Describe the Professional Learning Plan to achieve this goal.
<b>Professional Learning Goal 2:</b>

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #1- Measurable Goal #2: \_Foster a culture of high expectations of success for all students (emphasis on Students with Disabilities, Hispanic and EL subgroups), educators, families, and community members-By June 2020, student disciplinary level three and four referrals will decrease by 5% and attendance will increase by 3% across all grade levels.**

*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
Provide training for new staff on Restorative Practices.	Professional development and implemenation tools and resources	Principal and Assistant Principals	August 15,2019-June 30, 2020
Provide refresher training on Restorative Practices for all staff	Professional development and implemenation tools and resources	Principal and Assistant Principals	August 15,2019-June 30, 2020
Educate and refresh students on Restorative Practices	Implemenation tools and resources for students	Principal and Assistant Principals	August 15,2019-June 30, 2020
<b>Anticipated Outputs:</b>			
Integration of restoratives practices will foster a culture of shift at WAHS allowing for all student groups and subgroups to reach their fullest potential.			
<b>Monitoring/Evaluation Plan:</b>			
Through walkthroughs, observations, and the number and level of referrals.			

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

Expenditure (Brief Description)	Funding Source	Cost
Zero Based Budgeting - None	0	0


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	
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**Priority #2 – Measurable Goal #1: \_ Identify and address individual student learning needs (specifically for Students with Disabilities, Hispanic and EL subgroups)-By June 2020, 100% of staff will implement strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's by June 2020**

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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
Data Teams- Analyze Keystone results to identify and trends or patterns that can inform instruction and professional development.	Keystone Data/Sapphire	Principal, Assistant Principals and SOI	September 1, 2019- June 15, 2020
Actuate PLC Time for the purposes of formative data discussions	PLC Time, data protocol	Principal, Assistant Principals and SOI	September 1, 2019- June 15, 2020
Plan and deliver professional development that focuses on strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's.	Professional Development, ESOL and Special Education reps/consultatives	SOI, ESOL Facilitator, and Director of Special Education,	October 14, 2019
High School Adm will conduct regular walkthroughs looking for evidence of research based practices	PA-Etep, Time	Principal and Assistant Principals	September 1, 2019- June 15, 2020
.		I	
<b>Anticipated Outputs:</b>			
With and emphasis on data informed instruction, strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's, student achievement and growth will occur.			

**Monitoring/Evaluation Plan:**

**High School Administrators will collaboratively plan with teachers to allot the necessary time for data discussions. High School Administrators will also plan appropriately for regular walkthroughs.**

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

Expenditure (Brief Description)	Funding Source	Cost
In Service at Zero Budget	0	0

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

**Professional Learning Goal 1: All faculty will be trained in strategies and techniques that support English Language Development for ELs, Second Language Learners, and students with IEP's.**

Audience	Teachers
Topics to be Included	Strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's.
Evidence of Learning	Observation of strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's.
Anticipated Timeframe	Enter Start Date: October 14, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	SOI

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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 (specifically for Students with Disabilities, Hispanic and EL subgroups)-By June 2020, all student group and targeted subgroups will meet or exceed a combined PVASS growth increase of .5 (1.5 SY). -**

*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
Review and use Star benchmark data to inform alter intruction and provide interventions for targeted students	Star Benchmark Data, PLC time and data review protocol.	Principal, Assistant Principals and SOI	October 1, 2019- April 30, 2020
Review and use PVAAS projections to inform instruction.	PVAAS reports, PLC Time and data review protocol.	Principal, Assistant Principals and SOI	November 1, 2019- April 30, 2020
High School Adm will conduct regular walkthroughs looking for evidence of effective instruction based on use of data.	PA-ETEP	Principal and Assistant Principals	October 1, 2019- April 30, 2020
.	.		
<b>Anticipated Outputs:</b>			
With and emphasis on data informed instruction and strategies and techniques that support English Language Development for EL's, Second Language Learners, and students with IEP's, student achievement and growth will occur.			
<b>Monitoring/Evaluation Plan:</b>			
High School Administrators and teachers will collaboratively plan to establish the necessary time for data discussions. High School Adminstrators will also plan appropriately for regular walkthroughs.			

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

Expenditure (Brief Description)	Funding Source	Cost
Zero Based Budgeting	0	0

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

**Professional Learning Goal 1:**

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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:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	High School Adm / SOI / Sp Ed Faciliators / ESOL Facilitators

**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
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*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:J
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
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*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
Present initial plan to the board of school directors at Committee of Whole meeting.	Board of School Directors / Community <div></div>	Initial presentation of plan	May 2019
Communication home via letter from High School Principal explaining the approval of the plan and next steps.	Parents and students	Informational sharing	August 2019
Communication with teachers about expectation for upcoming trainings and what role they have in the success of the plan.	Teachers	Roles and responsibilities	August 2019
Post plan on district / school website for public access.	Community	Informational	August 2019

Place a copy of the ATSI plan in the local libraries.			
	Community	Informational	August 2019

## VI. Plan Submission

### Affirmations

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

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

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

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

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

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

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

**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

\_\_\_\_\_  
*Name (printed)*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**Superintendent of Schools/Chief Executive Officer:**

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*Name (printed)*

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*Signature*

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*Date*

**Building Administrator:**

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*Name (printed)*

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*Signature*

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*Date*

**School Improvement Facilitator:**

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*Name (printed)*

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*Signature*

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*Date*

Scan and insert the signed Assurances Page: