

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Scranton School District

School Building Name

Scranton High School

4-Digit School Building Code

6413

School Street Address

63 Munchak Way Scranton Pa 18508

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
John Coyle	Principal	SHS
Joe Lalli	Facilitator	SSD
Christina Nasser	Guidance Counselor	SHS
Maggie Walsh	ELL Teacher	SHS
Maggie Cosgrove	ELL Program Manager	SSD
Lori Stezar	Math Teacher	SHS
Lynne Huggler	English Teacher	SHS
Gerilyn Vecerkauskas	Special Education Teacher	SHS
Dr. Tata Mbugua	Professor	University of Scranton
Maureen Mertha	Reach-Hi Coordinator	Geisinger Medical College
Chelsea LaTorre	ELL Adult Literacy Coordinator	United Neighborhood Center
Caroline Quinn	Executive Director	Educational Opportunity Centers

Matthew Grippi	Student	SHS
Megan Grippi	Parent	SHS
Jose Artigas	Student	SHS
Geiselle Torres	Parent	SHS
Dr. Erin Keating	Chief of Leadership Development	SSD
Ann Genett	Special Education Supervisor	SSD

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).

Scranton High School is an urban high school located in Lackawanna County, Scranton, PA with an enrollment of nearly 1800 students in grades nine through twelve. 66% of students are economically disadvantaged, 16% of the student population are ELL Learners and 23% of the student population are special education. Our rationale was to reach out to community agencies, higher education institutions and community groups that already support our school community to be a part of our steering committee. Mr. Coyle contacted these groups and was able to obtain a blend of individuals that would represent our school population on this steering committee.

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 steering committee has played a dynamic role in the development of this plan. Individuals were selected to be part of the committee to improve our school. Each participant played an active role in a collaborative setting to look at the school as a whole and pinpoint areas of strengths and concerns. The team looked at data on such topics as attendance, failure rates, and graduation rates and then analyzed possible root causes that may be impacting success in these areas. This data analysis was gathered from such documents as SPP, PVAAS, Keystone Exam results, Future Ready Index, and SAT/ACT scores. The committee then examined the areas of concern and pinpointed how we could assist our student body to improve upon the concerns. The team then discussed costs, implementation, staffing and resources that were associated with the issues discussed.

Prior to a needs assessment, the following was completed:

- *Teacher, Parent, and Student surveys were completed
- *Teacher and Student focus groups were completed

The Steering Cmte reviewed the “18 Essential Practices” based on their knowledge of the school. The steering committee then met and discussed all 18 points.

The role of the committee in implementation and monitoring of the plan is to ensure that the plan is functioning appropriately and implemented with fidelity. A monthly professional development meeting will allow the steering committee to review the available data pertinent to the plan and adjust accordingly.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
Scranton High School partners with the community to provide students with a broad and balanced education in a safe and positive learning environment.	Graduation rate at Scranton High School and Career Technology Center, Academic Achievement and Growth towards State Proficiency standards in ELA, Math and Science for students in grade 9-12, Graduation Survey
Scranton High School embraces the uniqueness of all students while promoting responsible and productive citizens.	College and Career Readiness Survey, Smart Futures (Evidence of CCR 11th grade)

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.

The initial steering committee meeting was held on March 5, 2019. Superintendent Kirijan and Dr. Erin Keating gave a presentation outlining A-TSI. Following the introductory meeting, Scranton High School's committee met. Introductions were done. Mr. Coyle, Principal, and Joseph Lalli, Facilitator, distributed a school performance profile and discussed the reasons why SHS was identified as an A-TSI school. A lengthy discussion followed.

The steering committee followed up with additional meetings on April 2, and April 16, 2019, each lasting approximately three hours. During these meetings, the committee discussed and analyzed the Pa Essential Practices from PDE. As preparation for this, data was collected from teachers, parents, students, and community members based on surveys. Focus groups were created and interviewed by Joe Lalli, our facilitator. This data was compiled by NEIU 19 and disseminated to all committee members. The committee actively discussed each practice and the essential questions relating to each. The data in combination with the Pa Essential Practices was analyzed to create a framework for improvement. In addition, the committee examined the schools demographics, diverse culture, socioeconomic concerns, and school finance which directly influence student performance and attendance.

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

Strengths	Supporting Evidence from Needs Assessment
<p>PA Essential Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.</p>	<p>Data analysis and Steering Committee Consensus have found this area to be operational based on curriculum meetings, staff development, teacher workshops, and PVAAS analysis. The school has developed and aligned curriculum to PA Standards in all subjects and created core teachers in ELA and math to work collaboratively on lesson plans, instruction, and common assessments. Differentiated instruction and assessment is a collaborative professional process. This is an ongoing process where teachers are given time to meet and access data from PVAAS. Adjustments are made based on data and student needs.</p>
<p>PA Essential Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of school.</p>	<p>Scranton High School has active and extensive relationships with agencies and support services in our community. Agencies such as Lackawanna College, Keystone College, and Geisinger's Reach High Program partner with the school to give students who are economically disadvantaged as well as all students opportunities for Dual Enrollment and enrichment programs. The National Academic Foundation (NAF) in conjunction with the school's curriculum enable students to utilize high school experiences and courses to earn certifications applicable to career and college readiness. SHS also partners with support agencies such as the Educational Opportunity Center (EOC), Goodwill, Center For Independent Living (CIL), and United Neighborhood Centers (UNC). Migrant Education programs are also integrated into the school yearly to assist our increasing diversity. The Scranton Chamber of Commerce also assists in establishing programs and opportunities for students throughout the year.</p>

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
Attendance rates for students in grades 9-12.	Attendance rate for the 2017-18 sy was 87.92% according to SPP.	Yes	Truancy
Graduation Rate for SHS students.	Graduation rate for the 2017-18 sy was 76.67% according to SPP.	Yes	Failure to meet graduation requirements.
Differentiated Instruction/Assessment	All student indicators of academic achievement and growth (Keystone Exams, WIDA scores, SAT/ACT scores, PASA results). See attached for data.	Yes	Lack of professional development.

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. Identify and address individual student learning needs in conjunction with using a variety of assessments including diagnostic formative and summative to monitor student learning and adjust programs and instructional practices. Professional Development for Differentiated Assessment.	Based on steering committee meetings and analysis of the survey data, teachers are in need of professional development on differentiated assessment.	Develop a variety of quality assessments that focus on multiple modalities of learning. ELA, Math, IEP and EL
2. Identify and address individual student learning needs in conjunction with using a variety of instructional methods/strategies to	Student achievement/growth will be maximized by designing various forms of instructional	Evidence based instructional practices to focus on multiple modalities of learning.

<p>promote student learning and adjust programs and instructional practices.</p>	<p>practices specific to student needs.</p>	<p>ELA, Math, IEP and EL.</p>
<p>3. Implement an evidence based system of schoolwide positive behavior interventions and supports to promote and sustain a positive school environment where all feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically.</p>	<p>Due to a decrease in attendance and graduation rates.</p>	<p>Initiate a positive incentive program to promote school attendance and graduation requirements.</p>

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: Differentiation of Instruction

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Provide four professional development sessions on differentiated instruction to all teachers by June 30th, 2020. *No prior professional development.	One professional development will take place by September 30th 2019.	Two professional development sessions will take place by December 30th 2019.	A total of four professional development sessions will take place by June 30th, 2020
Subject specific groups to improve student achievement and growth will meet four times by June 30th, 2020. *No prior professional development.	Subject specific group meeting will take place by September 30th 2019.	Two subject specific group meetings will take place by December 30th 2019.	A total of four subject specific group meeting will take place by June 30th 2020.

Priority Statement #2: Differentiation of Assessment

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Provide three professional development sessions on differentiated assessment to all teachers by June 30th, 2020. *No prior professional development.	One professional development will take place by October 30th 2019.	Two professional development sessions will take place by January 30th 2020.	A total of three professional development sessions will take place by June 30th, 2020
To improve student achievement and growth, all teachers will include differentiated assessments in lesson plans 100% of the time by June 30th, 2020. *No prior requirement	33% of teacher lesson plans will include evidence of differentiated assessment as measured by observation. November 1st, 2019	66% of teacher lesson plans will include evidence of differentiated assessment as measured by observation. February 30th, 2020	100% of teacher lesson plans will include evidence of differentiated assessment as measured by observation. June 30th, 2020

Priority Statement #3: Implement an evidence based system of schoolwide positive behavior interventions and supports to promote and sustain a positive school environment where all feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase graduation rate to 91.6 by June 30th 2022 as measured by the SPP. Baseline 76.6% June 30th, 2018	Increase the graduation rate by 5% during the 2019-20 SY	Increase the graduation rate by 10% during the 2020-21 SY	Increase the graduation rate by 15% during the 2021-22 SY
Increase student attendance rate by 10% by June 30th, 2022 as measured by the SPP. Baseline 87.9% June 30th 2018	At the end of the 2019-20 school year, there will be a 5% increase in the attendance rate compared to the baseline.	At the end of the 2020-21 school year, there will be a 8% increase in the attendance rate compared to the baseline.	At the end of the 2021-22 school year, there will be a 10% increase in the attendance rate compared to the baseline.

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: Differentiation of Instruction

Measurable Goals	Evidence-Based Strategy
Student population will show a 3 % annual increase in growth and proficiency on all tested areas of the Keystone Exams based on the baseline data from the 17-18 school year by June 30th, 2022.	Professional development on Differentiated Instruction will provide resources and exemplars for teachers to utilize in their classrooms. (See Attached)

Priority Statement #2: Differentiation of Assessment

Measurable Goals	Evidence-Based Strategy
Provide three professional development sessions on differentiated assessment to all teachers by June 30th, 2020. *No prior professional development.	Professional development of differentiated assessments will provide teachers with a variety of techniques on adapting assessments to meet the needs of all students. (see Attached)
100% of lessons will include evidence of differentiated assessment in all subject areas in grade 9-12 by June 30th of 2021.	Apply differentiated assessments in all subject areas (See Attached)

Priority Statement #3: Implement a Schoolwide Positive Behavior Support System

Measurable Goals	Evidence-Based Strategy
Increase graduation rate to 91.6 by June 30th 2022 as measured by the SPP. Baseline 76.6 June 30th, 2018	Motivate students to meet graduation requirements through an incentive based school wide positive behavior system. (see Attached)
Increase student attendance rate by 10% by June 30th, 2022 as measured by the SPP. Baseline 87.9% June 30th 2018	Inspire students to attend school daily through a rewards based school wide positive behavior system. (see Attached)

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:

Differentiated Instruction through Professional Development

Student population will show a 3 % annual increase in growth and proficiency on all tested areas of the Keystone Exams based on the baseline data from the 17-18 school year by June 30th, 2022.

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 Professional Development on Differentiated Instruction.	NEIU 19 Experts, Faculty Members and other SSD professionals (Special Education Department and ELL Department)	Principal and Assistant Principals	2019-2020 School year
Department Chair Meeting to review data.	Data	Principal and Vice Principals and Department Chairs	September 2019- June 30th, 2022
Common planning time for tested subject areas (Algebra, Biology and Literature)	Data	Principal and Vice Principals and subject area teachers	September 2019- June 30th, 202
Anticipated Outputs:			
Student achievement and growth will increase nine percent over the course of the plan.			
Monitoring/Evaluation Plan:			
Monitoring of the Keystone Results			

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

Expenditure (Brief Description)	Funding Source	Cost
NEIU experts and teaching staff	TBD	TBD

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

Professional Learning Goal: Teachers and staff will become familiar with the strategies, importance and implementation of differentiated instruction.

Audience	Teachers and staff
Topics to be Included	Differentiated Instruction
Evidence of Learning	Discussion and feedback, documented work samples
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 30, 2022
Lead Person/Position	John P. Coyle, Principal

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

Professional Learning Goal 2: Teachers will review students' individualized needs based on prior student achievement

Audience	Tested subject area teachers
Topics to be Included	Areas of strengths/ concern
Evidence of Learning	Data on areas of concern/strengths
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	John P. Coyle, Principal

Priority #1- Measurable Goal #2: _

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

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

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	

Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

Professional Learning Goal 2:

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

Priority #2 – Provide Professional Development on Differentiated Assessment

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 Professional Development on Differentiated Assessment	NEIU 19 Experts, Faculty Members and other SSD professionals (Special Education Department and ELL Department)	Principal and Vice Principals	Implementation Timeline
Teacher observation	Lesson Plans/ Assessments	Principal and Vice Principals	2019-2020 School school year
Anticipated Outputs:			
All teachers will become familiar Differentiated Assessments			
Monitoring/Evaluation Plan:			
Group feedback and informal discussion			

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

Expenditure (Brief Description)	Funding Source	Cost
Teachers and NEIU	TBD	TBD

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

Professional Learning Goal 1: Teachers will grasp the importance of differentiating assessments for students' needs.

Audience	Teachers
Topics to be Included	Differentiating Assessment techniques and Tools
Evidence of Learning	Discussion/feedback in small group setting
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	John Coyle

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

Professional Learning Goal 2: Teachers will create differentiated assessments in their small groups.

Audience	Teachers
Topics to be Included	Differentiated assessments
Evidence of Learning	Small group portfolio
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	John P. Coyle

Priority #2 – Measurable Goal #2: 100% of lessons will include evidence of differentiated assessment in all subject areas in grade 9-12 by June 30th of 2021.

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 Professional Development on Differentiated Assessment	NEIU 19 Experts, Faculty Members and other SSD professionals (Special Education Department and ELL Department)	Principal and Assistant Principals	September 2019 until June 30, 2020r 20
Teacher observation	Lesson Plans	Teachers, Principal and Assistant Principals	September 2019 until June 30, 2020r
Anticipated Outputs:			
Teachers will utilize differentiated assessments in lesson plans.			
Monitoring/Evaluation Plan:			
Teacher Observation			

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

Expenditure (Brief Description)	Funding Source	Cost
Binders and tabs	SHS General Fund	TBD

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

Professional Learning Goal 1: Teachers will utilize Differentiated Assessments to increase student achievement

Audience	Teachers
Topics to be Included	Differentiated Assessments
Evidence of Learning	Lesson Plans
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	John P. Coyle

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: Implement a Schoolwide Positive Behavior Support System

Increase graduation rate to 91.6% by June 30th 2022 as measured by the SPP.

Baseline 76.6 June 30th, 2018

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
Establish a PBIS Team	NA	Principal, Vice Principal and teachers	September 2019
Provide training to entire school personnel	Trainer	Principal, Vice Principal and teachers	September 2019 until June 30, 2022
Motivate students through a positive rewards system to graduate on time	TBA	Principal, Vice Principal and teachers	September 2019 until June 30, 2022
Anticipated Outputs:			
To increase graduation rate			
Monitoring/Evaluation Plan:			
Collection of PIMS data			

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

Expenditure (Brief Description)	Funding Source	Cost
TBD	SHS General Fund	TBD

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

Professional Learning Goal 1: Teachers will be informed about SWPBS program and how it will be implemented in the school.

Audience	Teachers and Staff
Topics to be Included	SWPBS
Evidence of Learning	Completion of PBIS training
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	John P. Coyle, Principal

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: Implement a Schoolwide Positive Behavior Support System

Increase student attendance rate by 10% by June 30th, 2022 as measured by the SPP.

Baseline 87.9% June 30th 2018

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
Establish a PBIS Team	NA	Principals, Vice Principals , and teachers	September 2019-June 30, 2022
Provide training to entire school personnel	TBD	Principals and Vice Principals	September 2019-June 30, 2022
Motivate students through a positive rewards system to graduate on time	TBD	Principals and Vice Principals	September 2019-June 30, 2022
Anticipated Outputs:			
To increase attendance rate			
Monitoring/Evaluation Plan:			
Collection of PIMS data			

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

Expenditure (Brief Description)	Funding Source	Cost
TBD	SHS General Fund	TBD

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

Professional Learning Goal 1: Teachers will understand the purpose and principles of the SWPBS.

Audience	Teachers and Staff
Topics to be Included	PBIS to increase attendance rate
Evidence of Learning	Completion of training
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	John P. Coyle, Principal

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
Professional Development Meetings	Staff	Successful implementation of Differentiation in Instruction and SWPBS plan	9-19 / 6-23
Forming of Committees of both staff and students to evaluate success of Differentiation and SWPBS	Students, Staff	Monitor and Evaluate plans	9-19 / 6-23
Use of Website, Twitter, Remind App to disseminate information	Students, Staff, family	Disseminate information	9-19 / 6-23
Quarterly Steering Committee meetings	Steering committee meetings	Disseminate information and modify aspects of the plan to fit needs of school community	9-19 / 6-23
Parental informative meetings	Parents	To increase awareness of plan and strategies	9-19 / 6-23

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: