

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Scranton School District

School Building Name

West Scranton Intermediate School

4-Digit School Building Code

6791

School Street Address

1401 Fellows Street, Scranton , PA 18504

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Mina Ardestani	Facilitator	Scranton School District
Paul Dougherty	Principal	West Scranton Intermediate School
Danyel Boyce	Assistant Principal	West Scranton Intermediate School
Kellen Kraky	Community member	The Wright Center
Kevin Tonic	Community member	Scranton Counseling Center
Alicia Rodezno	Student	West Scranton Intermediate School
Julainna Lewonczyk	Student	West Scranton Intermediate School
Heisy Duverge	Student	West Scranton Intermediate School
Paul Martin	Guidance Counselor	West Scranton Intermediate School
Amanda McKenna	Special Education Teacher	West Scranton Intermediate School
Ellen Cawley	Math Teacher	West Scranton Intermediate School
Franschezca Nieves	Parent	West Scranton Intermediate School

Erin Keating	Chief of Leadership Development	Scranton School District
Ann Genett	Special Education Supervisor	Scranton School District

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).

West Scranton Intermediate School is comprised of 789 sixth, seventh and eighth grade students. 82.9% of the population are economically disadvantaged, 6.6% of populations are English learners, and 20.8% of the population are special education students. In order to develop a committee to meet the needs of WSIS diverse population of students, school leaders invited stakeholders that serve this population of students within the school and within the community.

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 has played a crucial role in the development of this school improvement plan. Prior to the development and implementation of the improvement of plan, the committee met to establish their role in the A-TSI process and define the purpose of the improvement process.

In order to authentically complete a needs assessment and identify root causes, the committee walked through all steps of the A-TSI process with fidelity.

Prior to meeting to dive into needs assessment and review evidence:

- teacher and student focus groups were completed
- teacher, student and parent surveys were distributed
- walkthroughs by steering committee were completed
- the committee reviewed guiding questions and rubric for Essential Practices.

The committee members assessed the needs of the school by walking through 18 essential practices independently based on their perceptions of the school. The committee met to discuss misconceptions, address concerns by all stakeholders, and review all data points.

As a committee we were able to walkthrough all data points such as SPP, Future Ready Index, PSSA scores, and PVAAS data. In addition, teacher, parents and students surveys, along with focus groups feedback were included in the discussion and analysis of WSIS' needs.

In doing so, we were able to analyze root causes and prioritize planning.

## 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 or students?</i>
West Scranton Intermediate School prepares students to be socially responsible and academically successful as they encounter challenges in the school and beyond.	Comprehensive curricula for core subjects; maintained by quarterly report cards and quarterly progress reports.
West Scranton Intermediate School educates students to their full potential and prepares them to be successful in all aspects of their lives (Scranton ONE Vision).	By the end of 8 <sup>th</sup> grade, all students will have six pieces of evidence for college and career readiness. All students will have at least one piece of evidence towards a student's individualized career plan.

## 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 LEA held several steering committee meetings. The first steering committee meeting was held on March 5th, 2019. A presentation was given by Dr. Kirijan and Erin Keating, giving an overview of A-TSI and the purpose and goal of our committee. The team then met, introduced each other and their role. The facilitator and principal gave an overview of what was to come and walked through the documentation to be used for needs assessments and walkthroughs, and reviewed rubrics. Mr. Dougherty gave a brief overview of data to team, identifying the areas why WSIS was identified as A-TSI. Team members asked questions and gave opinions on the areas of needs. The team was given the time to discuss issues related to WSIS specifically. During this process, parent, teacher and student surveys were administered electronically to the entire school community. In March, Mr. Martin, school counselor held 3 focus groups with students, and Mr. Martin and Ms. Ardestani, facilitator, held three focus groups with educators. Additionally, all committee members conducted walkthroughs of the building. All data was gathered and reviewed by Mr. Dougherty, Ms. Ardestani and Mr. Martin. The steering committee met again on March 14, 2019 to review feedback from the needs assessment, and review each essential practice along with evidence. March 21, 2019, the committee met to intricately analyze the data, PSSA results, PVAAS, SPP data and Future Readiness data, in order to move forward and develop a plan. The team had open and meaningful discussions of concerns, but also focused on strengths of the school relating to essential practices. Each committee member was able to share the three biggest concerns they had moving forward. The facilitator collected feedback and identified common concerns from the committee, creating a list of common themes/concerns from greatest to least. The feedback from the committee, parent, teacher and student surveys, feedback from teacher and student focus groups, along with school-wide data and essential practices were used to identify root causes and help committee members to identify necessary goals for school improvement.

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

Strengths	Supporting Evidence from Needs Assessment
Daily Attendance	Daily attendance rate, using SPP, is 93.2%
ELA (6 <sup>th</sup> -8 <sup>th</sup> )	94% of students with disabilities met annual growth expectations in ELA, using PVAAS data. 98% of total population met annual growth expectations.
MATH (grade 8)	All students who participated in Algebra Keystone exceed the standard for PA Academic Growth (PVAAS)

**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
Mathematics in grades 6-8	*75.6% of students were basic/below basic on the 2018 PSSA assessment.	Yes	Math curriculum issue; truancy issue
Mathematics in grades 6-8	All student groups did not meet the standard for demonstrating growth (FRI) (68%)	Yes	Math curriculum issue; truancy issue
Differentiated instruction/differentiated assessment	All student groups did not meet the standard for demonstrating growth (FRI) (68%)	Yes	Lack of staff 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. Promote and sustain a positive school environment.	Creating an environment where all members feel welcomed, supported, and safe in school, academic, social, emotional, and physical needs can be met with fidelity.	Community Engagement Provide Student Centered Support System
2. Identify professional learning	Focusing on necessary	ELA

needs.	professional development regarding differentiating instruction and assessment will tailor instruction to students' individual needs	ELL Mathematics Focus on Continuous Improvement of Instruction Foster Quality Professional Learning
3.Align curriculum, assessments, and instruction to meet PA math standards	Creating a strategic standards based instruction educational program that includes forms of assessment will improve achievement and growth on quarterly student benchmarks	ELA ELL Mathematics Focus on Continuous Improvement of Instruction Foster Quality Professional Learning

### III. Measurable Goal Statements

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority Statement #1: Promote and sustain a positive school environment.**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Increase family engagement within the school.	Increase the amount of families that visit the school by 5.	Increase the amount of families that visit the school by 10 families.	Increase the amount of families that visit the school by 15.
Increase family involvement within programs and clubs	Measure the amount of family participation at EL Night and Back to School Night with a sign-in sheet	Increase family participation as school events and programs by 5%	Increase family participation as school events and programs by 10%

**Priority Statement #2: Identify professional learning needs.**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Provide staff development on differentiated instruction and assessment (diagnostic, formative, and summative practices)	Encourage teacher-teacher observations	Utilize a differentiated supervision model to increase student achievement	Observe staff development initiatives in progress
Utilize subject area teams to improve student achievement	Staff development that provides common meeting time to plan objectives	Implementation and review of objectives	Implementation and review of objectives

**Priority Statement #3: Align curriculum, assessments, and instruction to meet PA math standards.**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Provide remediation within assigned class periods	Observe math teacher practices on a weekly basis	Observe math teacher practices on a weekly basis	Observe math teacher practices on a weekly basis
Increase basic math skills in sixth grade students	Create a rewards-based initiative to promote basic math skills mastery	Promote a rewards-based initiative to promote basic math skills mastery	Promote a rewards-based initiative to promote basic math skills mastery

**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, and 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: Promote and sustain a positive school environment.**

Measurable Goals	Evidence-Based Strategy
Increase family engagement within the school	Personal invitations through class meetings, events, and programs; positive phone calls quarterly
Promote family involvement within programs and clubs	Create welcoming environments that sustain familial needs

**Priority Statement #2: Identify professional learning needs.**

Measurable Goals	Evidence-Based Strategy
Provide development on differentiated instruction and assessment (diagnostic, formative, and summative practices)	Small-group instruction based on specific learning needs
Utilize grade level teams to improve student achievement	Grade level teams will design instruction and assessment around planning and pacing, data analysis, intervention, and enrichment

**Priority Statement #3: Align curriculum, assessments, and instruction to meet PA math standards.**

Measurable Goals	Evidence-Based Strategy
Provide remediation within assigned class periods	Apply differentiated instructional techniques to small groups with assigned class periods

## ***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: Promote and sustain a positive school environment - Increase family engagement within the school.

*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
Welcome families to WSIS by personal invitation	Email, PTA meetings, class meetings, Remind, missives, all-call system	Principal and Asst. Principal	Quarterly beginning September 2019
Encourage family involvement in WSIS clubs and programs	Family segments in Bleed Blue productions; Art shows; food availability	Principal and Asst. Principal; Club Advisors and Moderators	Quarterly beginning September 2019
Increase IEP attendance	Special education teacher, email, Remind, missives	Special education teacher; Principal	Required IEP meetings
Increase ELL night attendance	ELL teacher, email, Remind, missives	ELL teacher; Principal and Asst. Principal	ELL Night
<b>Anticipated Outputs:</b>			
Participation increase in EL/Back to School Nights; Families visiting WSIS daily for positive purposes			
<b>Monitoring/Evaluation Plan:</b>			
The principal and assistant principal in conjunction with club advisors and moderators, where applicable, will assess the increase in family engagement within the school. New initiatives to promote and sustain a positive school environment will be sustained and monitored by students, staff, and administrators accordingly.			

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

Expenditure (Brief Description)	Funding Source	Cost
Food, if applicable for the event		



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

**Professional Learning Goal: Faculty and staff members will be educated on the importance of creating a positive school environment in staff meetings; faculty will be provided with necessary handouts to promote positive feedback**

Audience	Teachers and staff members
Topics to be Included	The Effects of Positive Feedback; The Impact Families Have on a School Environment; How to Integrate Families into the School Community
Evidence of Learning	Discussions at staff meetings; feedback from students and families; attendance of families at school events and the number of families that visit
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

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

**Professional Learning Goal 2:**

Staff members will assist in increasing family engagement within the school to heighten student achievement.

Audience	Staff Member
Topics to be Included	Family Engagement; Creating a Community-based School; Family Inclusion within School Clubs and Programs
Evidence of Learning	Increased Family Support and Presence at School Events
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

**Priority #1- Measurable Goal #2: Promote family involvement within programs and clubs.**

*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
Encourage family involvement in WSIS clubs and programs	Family segments in Bleed Blue productions; Art shows; food availability	Principal and Asst. Principal; Club Advisors and Moderators	Quarterly beginning September through June
<b>Anticipated Outputs:</b>			
Bleed Blue Productions; Art Show; School Events throughout the Year			
<b>Monitoring/Evaluation Plan:</b>			
The principal and assistant principal in conjunction with club advisors and moderators, where applicable, will assess the increase in family engagement within the school. New initiatives to promote and sustain a positive school environment will be sustained and monitored by students, staff, and administrators accordingly.			

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

Expenditure (Brief Description)	Funding Source	Cost
Food, where applicable	TBD	TBD

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

**Professional Learning Goal 1:** Staff members will assist in increasing family engagement by promoting family involvement within programs and clubs to heighten student achievement.

Audience	Teachers, staff members, club advisors and moderators
Topics to be Included	The Impact Families Have on a School Environment; How to Integrate Families into the School Community
Evidence of Learning	Discussion at staff meetings; feedback from students and families; attendance at school events
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

**Priority #2 – Measurable Goal #1: Identify professional learning needs - Provide staff development on differentiated instruction and assessment (diagnostic, formative, and summative) practices.**

*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 Staff Development on Differentiated Instruction	Faculty members; IU curriculum specialists	Principal and Asst. Principal	2019-2020 school year to the 2021-2022 school year
Provide Staff Development on Assessment Practices	Faculty members; IU curriculum specialists	Principal and Asst. Principal	2019-2022 school year to the 2021-2022 school year
Observe Teacher Practices		Principal and Asst. Principal	Quarterly beginning September 2019
Collect Teacher Evidence	Copies of tests, projects, lesson plans	Principal and Asst. Principal	Quarterly and during observations
<b>Anticipated Outputs:</b>			
Observable implementation of differentiated instruction and diagnostic, formative, and summative assessments			
<b>Monitoring/Evaluation Plan:</b>			
Teacher observations will be conducted by the principal and assistant principal			

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

Expenditure (Brief Description)	Funding Source	Cost
IU Specialists for Staff Development	TBD	TBD

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

**Professional Learning Goal 1: Teachers will be trained in effective differentiated instruction practices and implementation and use of diagnostic, formative, and summative assessments**

Audience	Teachers
Topics to be Included	Differentiated Instruction and Assessment Practices
Evidence of Learning	Teacher Observations; Assessments
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

**Priority #2 – Measurable Goal #2:** Utilize grade level teams to improve student achievement.

*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 grade level teams	Schedules	Principal and Asst. Principal	Beginning September 2019 through June 2022
Provide opportunity for grade level teams to meet	Staff Development Days	Principal and Asst. Principal	Scheduled Staff Development Days
Provide objectives for grade level team meetings	Data Analysis	Principal and Asst. Principal	Scheduled Staff Development Days
<b>Anticipated Outputs:</b>			
Heightened student achievement in core classes and PSSAs			
<b>Monitoring/Evaluation Plan:</b>			
Teacher observations will be conducted by the principal and assistant principal as well as monitored grade level team meetings.			

*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: Faculty and Staff will be given the opportunity to participate in grade level team meetings to design instruction and assessments.**

Audience	Teachers
Topics to Be Included	How Grade Level Teaming Impacts Student Success

	Instructional Design and Assessments
Evidence of Learning	Enter Start Date: September 2019
Anticipated Timeframe	Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

**Priority #3 – Measurable Goal #1: Align curriculum, assessments, and instruction to meet PA math standards - Provide remediation within assigned class periods.**

*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 student-centered learning environments	Textbooks, curriculum	Principal and Asst. Principal	2019-2020 school year through 2021-2022 school year
Engage students in small-group instruction	Textbooks, curriculum	Principal and Asst. Principal	2019-2020 school year through 2021-2022 school year
<b>Anticipated Outputs:</b>			
Teachers being observed delivering instruction designed to meet individual student needs; observable small-group instruction; an increase in student achievement			
<b>Monitoring/Evaluation Plan:</b>			
Teacher observations will be conducted by the principal and assistant principal; student achievement data will be analyzed by principal and assistant principal; student achievement data will be shared with teachers to continue to adapt lessons accordingly			

*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:**

Teachers will be trained in effective differentiated instruction practices and implementation and use of diagnostic, formative, and summative assessments

Audience	Teachers
Topics to be Included	Differentiated Instruction and Assessment Practices
Evidence of Learning	Teacher Observations; Assessments
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

**Priority #3 – Measurable Goal #2: Align curriculum, assessments, and instruction to meet PA math standards - increase basic math skills in students.**

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

<b>Action Steps</b>	<b>Materials/Resources/Supports Needed</b>	<b>Person(s)/Position Responsible</b>	<b>Implementation Timeline</b>
Create a rewards-based initiative to promote basic math skills mastery	Textbooks; paper, wall	Administration; 6 <sup>th</sup> grade staff	September 2019- June 2022
Require the inclusion of basic math skills across all subject areas	paper	Administration and Staff	September 2019 - June 22
<b>Anticipated Outputs:</b>			
Increased student achievement on math assessments			
<b>Monitoring/Evaluation Plan:</b>			
Wall of Fame; teacher observation; personal student monitoring of their success			

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

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>

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

**Professional Learning Goal 1: Provide remediation with assigned class periods.**

Audience	Staff
Topics to be Included	Inclusion of Basic Math Skills
	Wall of Fame; Teacher Observation; Student Self-Assessment

Evidence of Learning	
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

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

**Professional Learning Goal 2: Increase basic math skills.**

Audience	Teachers
Topics to be Included	How Basic Math Skills Can Improve Overall Math Achievement
Evidence of Learning	Increase in student achievement and PSSA scores
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2022
Lead Person/Position	Paul Dougherty, Principal

## 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
Discussion through Staff Meetings	Staff	To inform staff members of the purpose and goals of the school improvement plan	September 2019 - June 2022
Professional Development	Staff	To educate staff members on differentiated instruction and assessment	September 2019 - June 2022
Emails, Reminds, Missives, One-calls, Social Media Outlets	Staff, parents, guardians, students	To welcome families to WSIS, to inform community members of events and programs occurring at WSIS, to encourage family involvement	September 2019- June 2022

## 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: