

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Pocono Mountain School District

School Building Name

West Junior High School (WJHS)

4-Digit School Building Code

7867

School Street Address

HC 89, Box 2006 (Panther Lane) Pocono Summit, PA 18346

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Eric Vogt	Principal	WJHS
Ann Marie Vaughn	Assistant Principal	WJHS
John Reifer	Special Education Supervisor	WJHS
Sara Brandt	School Psychologist	WJHS
Kenneth Hassenbein	School Counsleor	WJHS
Jamilyn Husted	Teacher (ELA)	WJHS
Leah Rinker	Teacher (Science)	WJHS
Pamela Husick	Teacher (Math)	WJHS
Danielle Pelligrino	Teacher (Reading)	WJHS
Collette Kuchmay	Teacher (Special Education)	WJHS
Elizabeth Romig	Teacher (Special Education)	WJHS
Beth Fisher	Contracted Service Provider	One to Won
Melissa Guenst	Parent/Community Member	WJHS

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).

When considering membership for the WJHS Steering Committee, it was imperative that all constituents be able to provide insight into the needs of our students through academic, social, emotional, and behavioral lenses. Additionally, it was vital this group understood why our school was designated for improvement and that all members were capable and willing to engage in serious discussions and tasks relevant to school improvement efforts.

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's role will be to prioritize the steps which need to be taken based off the goals developed within WJHS's school improvement plan. The process will begin with the PA Essential Practices Self-Assessment Process. The committee will be tasked with determining what outcomes need to be realized and create a timeline to ensure completion. Progress monitoring will occur in a cyclical fashion, measuring milestones and adjusting goals as needed.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>The West Junior High School ensures every student has equitable access to a positive school environment where a rigorous, standards based curriculum is delivered consistently in order to promote increased achievement, growth, and attendance.</p>	<p>By 2022 regular student attendance will improve and students will demonstrate increased academic proficiency and growth.</p>

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.

To identify the school community needs, the Pocono Mountain West Junior High Steering Committee analyzed a variety of sources such as:

- Parent, Educator, and Student Surveys
- School level data - CDT assessments, quarterly grades, attendance
- Demographic data
- PVAAS data on growth and achievement

Following the completion of the Staff and Student Focus Groups, and the additional compilation of data, a Steering Committee comprised of administrators, teachers, parents, and other stakeholders was formed. The results from surveys and meetings with the Steering Committee has led to a number of recommendations which have been integrated within this plan.

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

Strengths	Supporting Evidence from Needs Assessment
Academic Growth Grade 8 Math	PVAAS 3-Year Average Growth Measure of "Dark Blue" (Significant evidence that the school exceeded the standard)
Academic Growth Grade 8 Science	PVAAS 3-Year Average Growth Measure of "Light Blue" (Moderate evidence that the school exceeded the standard)
Academic Growth Grade 7 and 8 ELA Predicted Performance Group: Below Basic	PVAAS 3-Year Average Growth Measure of "Blue" (Moderate evidence that the school exceeded the standard)
Diversity	Focus Groups Surveys
Safety Nets	Math/Reading Enhancement Tutoring

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
Academic Achievement Academic Growth	PVAAS Growth Measure over Grades (7 and 8). 3-Year Average: ELA = "Red" (Significant evidence that the school did not meet the standard) Math = "Yellow" (Moderate evidence that the school did not meet the standard)	Yes	Consistency of instruction
Attendance	Low attendance in identified student groups (IEP, Economically Disadvantaged and Hispanic). Attendance data.	Yes	Individual student needs (social, emotional and learning).

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. Provide increased instructional time in Math and ELA so that all students have equitable access to a standards-aligned and rigorous curriculum, that is delivered consistently and with fidelity, in order to improve academic achievement and growth.	By increasing instructional time, teachers will be able to ensure that all relative, eligible content is thoroughly covered, differentiated instruction techniques are utilized and re-teaching of difficult material can occur as needed, based on diagnostic, formative, and/or summative assessments.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. Effectively identify and address students' social, emotional and learning needs in order to improve student attendance.	By identifying individual student needs, teachers will be able to adjust their instruction and foster a culture of high expectations for all students.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction

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: Provide increased instructional time in Math and ELA so that all students have equitable access to a standards-aligned and rigorous curriculum, that is delivered consistently and with fidelity, in order to improve academic achievement and growth.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3																																																						
By 2022 students will demonstrate improved academic growth as evidenced by a PVAAS 3-year value added denotation of "Blue" (Moderate or Significant evidence that the school exceeded the Standard) on the Math and ELA PSSA.	2020 Value Added Math and ELA PSSA denotation of "Green" (Evidence that the school met the standard for PA Academic Growth) Diagnostic, Formative and Summative testing during 2019-2020 school year to monitor progress and adjust efforts accordingly.	2021 Value Added Math and ELA PSSA denotation of "Light Blue" (Moderate evidence that the school exceeded the standard for PA Academic Growth) Diagnostic, Formative and Summative testing during 2020-2021 school year to monitor progress and adjust efforts accordingly.	By 2022 students will demonstrate academic growth as evidenced by a PVAAS 3-year value added denotation of "Blue" (Moderate or Significant evidence that the school exceeded the Standard) on the Math and ELA PSSA. Diagnostic, Formative and Summative testing during 2021-2022 school year to monitor progress and adjust efforts accordingly.																																																						
By 2022 the student groups identified below will demonstrate increased academic achievement by meeting their respective "Exit Criteria" for Aggregate Gains in Math and ELA Proficiency or Growth. 1) Students with Disabilities 2) Economically Disadvantaged 3) Hispanic	2020 - Target Annual Increases met. Diagnostic, Formative and Summative testing during 2019-2020 school year to monitor progress and adjust efforts accordingly.	2021 - Target Annual Increases met. Diagnostic, Formative and Summative testing during 2020-2021 school year to monitor progress and adjust efforts accordingly.	2022 - Required Aggregate Gains met. Diagnostic, Formative and Summative testing during 2021-2022 school year to monitor progress and adjust efforts accordingly.																																																						
<p>WJHS Specific Exit Criteria</p> <p>Academic Proficiency:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Baseline (%)</th> <th colspan="6">Target Annual Increase (%)</th> <th colspan="2">Required Aggregate Gains (%) by 2021-2022</th> </tr> <tr> <th>ELA</th> <th>Math</th> <th colspan="2">2019-2020</th> <th colspan="2">2020-2021</th> <th colspan="2">2021-2022</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>IEP</td> <td>15.6</td> <td>10.6</td> <td>3.9</td> <td>4</td> <td>3.9</td> <td>4</td> <td>3.9</td> <td>4</td> <td>11.7</td> <td>12</td> </tr> <tr> <td>ED</td> <td>39.9</td> <td>16.8</td> <td>2.5</td> <td>3.5</td> <td>2.5</td> <td>3.5</td> <td>2.5</td> <td>3.5</td> <td>7.5</td> <td>10.5</td> </tr> <tr> <td>Hispanic</td> <td>39.8</td> <td>15.1</td> <td>2.3</td> <td>3.2</td> <td>2.3</td> <td>3.2</td> <td>2.3</td> <td>3.2</td> <td>6.9</td> <td>9.6</td> </tr> </tbody> </table>					Baseline (%)		Target Annual Increase (%)						Required Aggregate Gains (%) by 2021-2022		ELA	Math	2019-2020		2020-2021		2021-2022		ELA	Math	IEP	15.6	10.6	3.9	4	3.9	4	3.9	4	11.7	12	ED	39.9	16.8	2.5	3.5	2.5	3.5	2.5	3.5	7.5	10.5	Hispanic	39.8	15.1	2.3	3.2	2.3	3.2	2.3	3.2	6.9	9.6
	Baseline (%)		Target Annual Increase (%)						Required Aggregate Gains (%) by 2021-2022																																																
	ELA	Math	2019-2020		2020-2021		2021-2022		ELA	Math																																															
IEP	15.6	10.6	3.9	4	3.9	4	3.9	4	11.7	12																																															
ED	39.9	16.8	2.5	3.5	2.5	3.5	2.5	3.5	7.5	10.5																																															
Hispanic	39.8	15.1	2.3	3.2	2.3	3.2	2.3	3.2	6.9	9.6																																															

WJHS Specific Exit Criteria				
Academic Growth:				
Aggregate Gains in Proficiency (%)	ELA		Aggregate Gains in Proficiency (%)	Math
	Required PVAAS Growth 3-year Aggregate			Required PVAAS Growth 3-year Aggregate
>=11.7	Green, Light Blue or Dark Blue		>=12.0	Green, Light Blue or Dark Blue
8.8-11.6	Light Blue or Dark Blue	IEP	9.0-11.9	Light Blue or Dark Blue
7.8-8.7	Dark Blue		8.0-8.9	Dark Blue
>=7.5	Green, Light Blue or Dark Blue		>=10.5	Green, Light Blue or Dark Blue
5.6-7.4	Light Blue or Dark Blue	ED	7.9-10.4	Light Blue or Dark Blue
5.0-5.5	Dark Blue		7.0-7.8	Dark Blue
>=6.9	Green, Light Blue or Dark Blue		>=9.6	Green, Light Blue or Dark Blue
5.2-6.8	Light Blue or Dark Blue	Hispanic	7.2-9.5	Light Blue or Dark Blue
4.6-5.1	Dark Blue		6.4-7.1	Dark Blue

Priority Statement #2: Effectively identify and address students' social, emotional and learning needs in order to improve student attendance.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By 2022 the Average Daily Attendance Rate will increase by 1.5% from the 2018-2019 Rate.	2020 - 0.5% Increase in Average Daily Attendance from previous year. Analyze daily attendance rates on a monthly basis during the 2019-2020 school year.	2021 - 0.5% Increase in Average Daily Attendance from previous year. Analyze daily attendance rates on a monthly basis during the 2020-2021 school year.	By 2022 the Average Daily Attendance Rate will increase by 1.5% from the 2018-2019 Rate. Analyze daily attendance rates on a monthly basis during the 2021-2022 school year.
By 2022 the student groups identified below will demonstrate improved attendance by meeting their respective "Exit Criteria" for Aggregate Gains in Regular Attendance. 1) Students with Disabilities 2) Economically Disadvantaged 3) Hispanic	2020 - Target Annual Increases met. Analyze daily attendance rates on a monthly basis during the 2019-2020 school year.	2021 - Target Annual Increases met. Analyze daily attendance rates on a monthly basis during the 2020-2021 school year.	2022 - Required Aggregate Gains met. Analyze daily attendance rates on a monthly basis during the 2021-2022 school year.

WJHS Specific Exit Criteria					
Regular Attendance:		Target Annual Increase (%)			Required Aggregate Gains (%) by 2021-2022
	Baseline (%)	2019-2020	2020-2021	2021-2022	
IEP	63.4	2.6	2.6	2.6	5.1
ED	70.2	2	2	2	4
Hispanic	73.6	1.7	1.7	1.7	3.4

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: Provide increased instructional time in Math and ELA so that all students have equitable access to a standards-aligned and rigorous curriculum, that is delivered consistently and with fidelity, in order to improve academic achievement and growth.

Measurable Goals	Evidence-Based Strategy
<p>By 2022 students will demonstrate improved academic growth as evidenced by a PVAAS 3-year value added denotation of "Blue" (Moderate or Significant evidence that the school exceeded the Standard) on the Math and ELA PSSA.</p>	<p>Instructional time in Math will be increased from 55 minutes per day to 90 minutes per day for all students.</p> <p>Instructional time in ELA will be increased/supported by adding a 45 minute Reading course for most students in addition to a 45 minute ELA course for all students.</p> <p>Data from diagnostic, formative and summative assessments will be used to inform instruction.</p>
<p>By 2022 the student groups identified below will demonstrate increased academic achievement by meeting their respective "Exit Criteria" for Aggregate Gains in Math and ELA Proficiency.</p> <ol style="list-style-type: none"> 1) Students with Disabilities 2) Economically Disadvantaged 3) Hispanic 	<p>Instructional time in Math will be increased from 55 minutes per day to 90 minutes per day for all students.</p> <p>Instructional time in ELA will be increased/supported by adding a 45 minute Reading course for most students in addition to a 45 minute ELA course for all students.</p> <p>Data from diagnostic, formative and summative assessments will be used to inform instruction.</p>

Priority Statement #2: Effectively identify and address students' social, emotional and learning needs in order to improve student attendance.

Measurable Goals	Evidence-Based Strategy
<p>By 2022 the Average Daily Attendance Rate will increase by 1.5% from the 2018-2019 Rate.</p>	<p>Utilize positive school-wide behavior interventions to create an environment where all students feel welcome and safe.</p> <p>Utilize School Attendance Improvement Plans to identify barriers to regular attendance and empower students and/or parents to develop their own strategies to overcome these obstacles.</p> <p>Utilize professional development to ensure increased cultural awareness and competence of all faculty/staff.</p>
<p>By 2022 the student groups identified below will demonstrate improved attendance by meeting their respective "Exit Criteria" for Aggregate Gains in Regular Attendance.</p> <ol style="list-style-type: none"> 1) Students with Disabilities 2) Economically Disadvantaged 3) Hispanic 	<p>Utilize positive school-wide behavior interventions to create an environment where all students feel welcome and safe.</p> <p>Utilize School Attendance Improvement Plans to identify barriers to regular attendance and empower students and/or parents to develop their own strategies to overcome these obstacles.</p> <p>Utilize professional development to increase cultural awareness and competence of all faculty/staff.</p>

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: By 2022 students will demonstrate improved academic growth as evidenced by a PVAAS 3-year value added denotation of "Blue" (Moderate or Significant evidence that the school exceeded the Standard) on the Math and ELA PSSA.

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
Increase instructional time for all students in Math	Professional Development to modify the scope, sequence, pacing and eligible content for all Math courses/levels as needed.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer of 2019 (Ongoing)
Increase instructional time for most students in ELA by adding a complimentary Reading course	Professional Development to modify the scope, sequence, pacing and eligible content for ELA and Reading courses as needed.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer of 2019 (Ongoing)
Provide effective after-school tutoring instruction in Math and ELA	Professional Development to develop/modify the scope, sequence, pacing and eligible content of relevant after-school tutoring instruction for Math and ELA/Reading.	Building Administrators Supervisor of Special Education Curriculum Directors	Fall of 2019 (Ongoing)
Provide feedback and support on instructional practices	Protocols for classroom visits and consistent feedback via an agreed upon template/form.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer 2019 (Ongoing)
Use diagnostic, formative and summative assessment data to inform instruction.	CDT, PVAAS, eMetric, Achieve 3000, Performance Plus	Building Administrators Supervisor of Special Education Curriculum Directors	Ongoing
Anticipated Outputs:			
Increased academic growth on the Math and ELA PSSAs.			
Monitoring/Evaluation Plan:			
Teachers, Curriculum Directors, Special Education Supervisor and Principals will analyze assessment data, including CDT and PSSA results, to inform instruction and determine progress toward stated goals.			

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development for Math, ELA and Reading	Title	\$30.50/hr
Professional Development for After-school Tutoring	Title	\$30.50/hr
After-school Tutoring Program	General Fund	\$50,000

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

Professional Learning Goal 1: Teachers will follow the scope, sequence and pacing guide related to the required eligible content for their respective subject area based on increased/supported instructional time.

Audience	All Math, ELA and Reading teachers/tutors
Topics to be Included	Math, ELA and Reading... Scope, Sequence, Pacing and Eligible Content
Evidence of Learning	Incorporation into instruction/planning of scope, sequence, pacing and eligible content
Anticipated Timeframe	Enter Start Date: 06/14/2019 Anticipated Completion Date: 08/26/2019
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

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

Professional Learning Goal 2: Teachers will identify, track the progress of and work toward meeting the individual learning needs of students using data from diagnostic, formative and summative assessments.

Audience	Teachers, Counselors and Principals
Topics to be Included	Data-driven analysis and progress monitoring
Evidence of Learning	Supporting documentation/analysis of academic performance
Anticipated Timeframe	Enter Start Date: 08/27/2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

Priority #1- Measurable Goal #2: By 2022 the student groups identified below will demonstrate increased academic achievement by meeting their respective "Exit Criteria" for Aggregate Gains in Math and ELA Proficiency.

- 1) Students with Disabilities**
- 2) Economically Disadvantaged**
- 3) Hispanic**

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
Increase instructional time for all students in Math	Professional Development to modify the scope, sequence and eligible content for all Math courses/levels as needed.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer of 2019 (Ongoing)
Increase instructional time for most students in ELA by adding a complimentary Reading course	Professional Development to modify the scope, sequence and eligible content for ELA and Reading courses as needed.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer of 2019 (Ongoing)
Provide effective after-school tutoring instruction in Math and ELA	Professional Development to develop/modify the scope, sequence and eligible content of relevant after-school tutoring instruction for Math and ELA/Reading.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer/Fall of 2019 (Ongoing)
Provide feedback and support on instructional practices	Protocol for classroom visits and consistent feedback via an agreed upon template/form.	Building Administrators Supervisor of Special Education Curriculum Directors	Summer of 2019 (Ongoing)
Use diagnostic, formative and summative assessment data to inform instruction.	CDT, PVAAS, eMetric, Achieve 3000, Performance Plus	Building Administrators Supervisor of Special Education Curriculum Directors	Summer of 2019 (Ongoing)
Anticipated Outputs:			
Increased academic achievement on the Math and ELA PSSAs for identified student groups.			
Monitoring/Evaluation Plan:			
Teachers, Curriculum Directors, Special Education Supervisor and Principals will analyze assessment data, including CDT and PSSA results, to inform instruction and determine progress toward stated goals.			

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development for Math, ELA and Reading	Title	\$30.50/hr
Professional Development for After-school Tutoring	Title	\$30.50/hr
After-school Tutoring Program	General Fund	\$50,000

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

Professional Learning Goal 1: Teachers will follow the scope, sequence and pacing guide related to the required eligible content for their respective subject area based on increased/supported instructional time.

Audience	All Math, ELA and Reading teachers/tutors
Topics to be Included	Math, ELA and Reading... Scope, Sequence, Pacing and Eligible Content
Evidence of Learning	Incorporation into instruction/planning of scope, sequence, pacing and eligible content
Anticipated Timeframe	Enter Start Date:08/27/2019 Anticipated Completion Date:Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

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

Professional Learning Goal 2: Teachers will identify, track the progress of and work toward meeting the individual learning needs of students using data from diagnostic, formative and summative assessments.

Audience	Teachers, Counselors and Principals
Topics to be Included	Data-driven analysis and progress monitoring.
Evidence of Learning	Supporting documentation/analysis of academic performance.
Anticipated Timeframe	Enter Start Date: 08/27/2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

Priority #2 – Measurable Goal #1: By 2022 the Average Daily Attendance Rate will increase by 1.5% from the 2018-2019 Rate.

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 school culture that understands and values regular attendance.	Technology: Remind App, Twitter, Parent Link, Phone Calls, eMail Communication and Newsletters	Building Administrators Supervisor of Special Education Curriculum Directors	August 2019 (Ongoing)
Develop and implement a system of incentives for regular attendance.	Attendance Data Incentives/Recognition Funding	Building Administrators Supervisor of Special Education Curriculum Directors	August 2019 (Ongoing)
Utilize positive schoolwide behavior interventions to create an environment where all students feel welcome and safe.	PRIDE Curriculum Incentives/Rewards Peer Support Program Funding	Building Administrators Supervisor of Special Education Curriculum Directors	August 2019 (Ongoing)
Increase cultural awareness and competence of all faculty/staff to ensure students feel socially, emotionally and intellectually supported.	Professional Development	Building Administrators Supervisor of Special Education Curriculum Directors	1 st Semester 2019 (Ongoing)
Anticipated Outputs:			
Improved Average Daily Attendance			
Monitoring/Evaluation Plan:			
Principals will analyze attendance data to determine progress toward stated goals.			

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

Expenditure (Brief Description)	Funding Source	Cost
Attendance Incentives/Rewards	School-based Fundraising	\$1,000
Professional Development (cultural competence)	Title	\$3,000

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

Professional Learning Goal 1: Faculty and Staff will be familiar with and implement positive schoolwide behavior interventions.

Audience	All Faculty and Staff
Topics to be Included	Positive schoolwide behavior interventions, PRIDE framework
Evidence of Learning	Interventions and framework utilized consistently
Anticipated Timeframe	Enter Start Date: 08/27/2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

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

Professional Learning Goal 2: Faculty and Staff will increase their cultural awareness and competence.

Audience	All Faculty and Staff
Topics to be Included	Cultural Awareness and Competence
Evidence of Learning	Improved school climate, attendance and staff/student relationships
Anticipated Timeframe	Enter Start Date: 08/27/2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

Priority #2 – Measurable Goal #2: By 2022 the student groups identified below will demonstrate improved attendance by meeting their respective "Exit Criteria" for Aggregate Gains in Regular Attendance.

- 1) Students with Disabilities**
- 2) Economically Disadvantaged**
- 3) Hispanic**

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 school culture that understands and values regular attendance.	Technology: Remind App, Twitter, Parent Link, Phone Calls, eMail Communication and Newsletters	Building Administrators Supervisor of Special Education Curriculum Directors	August 2019 (Ongoing)
Develop and implement a system of incentives for regular attendance.	Attendance Data Incentives/Recognition Funding	Building Administrators Supervisor of Special Education Curriculum Directors	August 2019 (Ongoing)
Utilize positive schoolwide behavior interventions to create an environment where all students feel welcome and safe.	PRIDE Curriculum Incentives/Recognition Funding	Building Administrators Supervisor of Special Education Curriculum Directors	August 2019 (Ongoing)
Increase cultural awareness and competence of all faculty/staff to ensure students feel socially, emotionally and intellectually supported.	Professional Development	Building Administrators Supervisor of Special Education Curriculum Directors	1 st Semester 2019 (Ongoing)
Anticipated Outputs:			
Improved Regular Attendance for identified student groups.			
Monitoring/Evaluation Plan:			
Principals will analyze attendance data to determine progress toward stated goals.			

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

Expenditure (Brief Description)	Funding Source	Cost
Attendance Incentives/Rewards	School-based Fundraising	\$1,000
Professional Development (cultural competence)	Title/Access	\$3,000

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

Professional Learning Goal 1: Faculty and Staff will be familiar with and implement positive schoolwide behavior interventions.

Audience	All Faculty and Staff
Topics to be Included	Positive schoolwide behavior interventions, PRIDE framework
Evidence of Learning	Interventions and framework utilized consistently
Anticipated Timeframe	Enter Start Date: 08/27/2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

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

Professional Learning Goal 2: Faculty and Staff will increase their cultural awareness and competence.

Audience	All Faculty and Staff
Topics to be Included	Cultural Awareness and Competence
Evidence of Learning	Improved school climate, attendance and staff/student relationships
Anticipated Timeframe	Enter Start Date: 08/27/2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administrators, Supervisor of Special Education, Curriculum Directors

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Faculty/Staff Meetings eMail Updates	Faculty/Staff	To educate all members of the faculty/staff of the plan's Vision, Priorities, Goals, Action Plan and Exit Criteria	August 2019 Ongoing
Posted on District Website (Linked to Special Education Page) Discussed at Open House Title I Meetings	Community/Parents	To provide all members of the School Community to review the plan.	June 2019 August 2019 Fall 2019
Assemblies	Students	To ensure that the most important stakeholders are aware of and understand the reason, purpose, and intent of the plan.	September 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:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Superintendent of Schools/Chief Executive Officer:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Building Administrator:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

School Improvement Facilitator:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Scan and insert the signed Assurances Page: