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

Swiftwater Elementary Center

4-Digit School Building Code

7739

School Street Address

135 Academic Drive, Swiftwater, PA 18372

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Krislin R. Ofalt Tamala Toleno	Principals	SEC
Kate Lesoine	Teacher-IST/Parent	SEC
Christine Chemchick	Teacher- Special Education	SEC
Robin Greeley	Teacher-IST	SEC
Melissa Pinkerton	Teacher- Special Education	SEC
Kelly Bender	Counselor	SEC
Helen Koblish	Teacher- Grade Two	SEC
Kelley Taylor	Teacher- Grade Three	SEC
Katie Williams	Parent	SEC
Beth Laubach	Community Member	SEC
Kristy Walters	Teacher- Grade 3	SEC
Mindy Emch	Psychologist	SEC

Amy Berman	Teacher- Reading Support	SEC
Melinda Yacuboski	Teacher- Kindergarten	SEC
Beth Fisher	Contracted Services Provider	Youth Advocate Program
Thomas Barbush	Supervisor of Special Education	SEC

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).

Swiftwater Elementary Center identified a diverse and knowledgeable team of school stakeholders to comprise our SEC School Improvement Team/Steering Committee. We began this process as staff, student and parent surveys were sent out to the community and within our district. Data from those surveys was collected. Our school hosts several committees that allow for staff to be empowered and provide programming to meet the needs of our students. One of our school based committees is entitled 'SEC School Improvement Team' comprising of professional and support staff.

As the school improvement process via ATSI guidelines was implemented, our SEC School Improvement Team/Steering Committee was formed and began to lead the way. Participants volunteered their efforts coming from backgrounds to allow for diversity, inclusion and representation of many areas of our school shareholders. Thus far, we have communicated in many ways; face to face meetings, google hangout meetings, email correspondence, input forms, surveys and various google share forms to enhance our communication and collaboration.

Our team will continue to monitor and evaluate the ATSI School Improvement plan process throughout its duration, specifically focusing on improvement of instructional practices and programming. Our team will continue to utilize data to identify students in need and implement strategies and interventions to assist students during the process.

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 SEC Steering Committee has taken this role very seriously as we have followed the PA Essential Practices- School Improvement Plan- Guidelines and Processes. Each of the steps outlined was followed as our team identified, strengths, weaknesses and root causes according to the PA Essential Practices. The four main conditions include: 1. Focus on Continuous Improvement of Instruction 2. Empower Leadership 3. Provide Student-Centered Support Systems 4. Foster Quality Professional Learning; these are all aligned to the eighteen essential practices. The committee has agreed upon keeping the lines of communication within the committee during the process, continuing to be committed to the agreed upon plan. SEC shareholders will be involved in the process through focus group meetings and continued communication. We will monitor and evaluate the effectiveness of the plan during its implementation making strides to adapt and change where necessary to benefit our students' needs.

B. *School Level Vision for Learning*

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
Swiftwater Elementary Center staff will ensure that students show progress toward their academic goals.	● Study of student assessment data focusing on growth and achievement followed by adapting instruction to meet the needs of our students ● Core curriculum will be implemented with fidelity ● Progress monitoring will be completed in the areas of ELA and Math for all students
Swiftwater Elementary Center staff will provide support systems for students who are struggling to meet their academic, behavioral and attendance goals. ➢ Through implementation of a consistent MTSS processes, SAP and attendance meetings and behavioral meetings, staff will identify students with specific needs and address them through building level programming and targeted interventions.	● Study of student assessment data focusing on growth and achievement followed by adapting instruction to meet the needs of our students ● Core curriculum will be implemented with fidelity ● Instructional strategies are designed to meet individual student needs and to achieve at a higher level of proficiency ● Progress monitoring will allow for a plan for interventions to be implemented
Swiftwater Elementary Center and staff will collaborate with building level leadership to create professional development opportunities that addresses effective instructional practices to increase student achievement and attendance.	● Leadership will collaborate with staff members and study survey data to ensure effective professional development programming aligned to effective instruction

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.

In order to identify the school community needs, the SEC Steering Committee collected and analyzed varying sources of evidence including: (Parent Survey, Educator Survey, School level data, Demographic data, and PVAAS data on growth and achievement). Follow WIN (INTERVENTIONS/ENHANCEMENT) the administering and collection of data, focus groups, representative of students and faculty were formed. The results from the surveys have been incorporated into the plan.

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

Strengths	Supporting Evidence from Needs Assessment
SEC uses a variety of assessments to monitor student learning and adjusts programming and instructional practices to meet the needs of students	● Parent / Staff Surveys ● Focus Group Information ● MTSS Meetings ● Localized Assessment Data
SEC implements and evidenced based system of schoolwide positive behavior interventions and supports	● Parent Survey/Staff Surveys ● Focus Group Information ● SWPBS Data and Programming Information
SEC promotes and sustains a positive school environment where all members feel welcomed, supported and safe in school	● Parent Survey/Staff Survey ● Focus Group Information ● SEC School Safety Team Information and Data ● SAFE TEAM input ● Title One Survey Information
SEC fosters leadership and empowers staff in the development and successful implementation of initiatives that better serve students, staff and the school	● Parent Survey/Staff Survey ● Focus Group Information ● SEC Committee Data ● SEC School Calendar of Parental Events and participation rates ● Title One Survey Information

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
SEC needs to improve upon identifying and addressing individual student needs in the area of Mathematics specifically in the area of students with disabilities	State and District Assessment Data Staff Survey Data Title One Data	Yes	Schedule to allow for common planning/collaboration time Time for regular education, support teachers and special education teachers to study student data and plan for effective, focused instruction
SEC needs to improve upon implementing a multi-tiered system of supports for academics, behavior and attendance issues specifically in the area of students with disabilities	State and District Assessment Data Staff Survey Data	Yes	Schedule to allow for common planning/collaboration time Time for regular education, support and special education teachers to study student data and plan for effective, focused remediation and intervention strategies
SEC needs to improve upon using multiple professional learning designs to support the learning needs of staff	According to the Staff Survey results, teachers reported a significant need in the area of collaboration and time needed to work effectively and collaboratively Staff surveys indicate the need for input from staff prior to planning professional development opportunities	Yes	District initiatives and federal/state mandated trainings required typically take much of our professional development time Teachers would like some choice regarding professional development District Calendar does not support time for Early Release or Late Start Days for educators to meet in Learning Communities on a frequent and consistent basis. For example, monthly or every other week, either an Early Release Day or Late Start Day to accommodate this necessity

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. Staff will continually monitor student data to improve upon instructional practices specifically in the area of Mathematics with specific focus on students with disabilities.	SEC is designated as ATSI because of low PSSA Math Test Scores aligned with students with disabilities.	Essential Practices Condition: Focus on Continuous Improvement of Instruction #5 Identify and address individual student needs
2. Staff will continue to implement multi-tiered systems of support for students' academic and attendance needs with specific focus on students with disabilities.	SEC is designated as ATSI because of low attendance in a specified subgroup. Daily attendance has a direct correlation to increase student achievement and growth.	Essential Practices Condition: Provide Student-Centered Support Systems #13 Implement a multi-tiered level of supports for academics and behavior (attendance)
3. SEC will implement a system of professional development opportunities that allows for staff input and increased collaboration and planning time to support effective instructional practice.	Staff survey information identified a need for programming that allows for staff input and increased collaboration and planning time to support effective instructional practice.	Essential Practices Condition: Foster Quality Professional Learning #16 Identify Professional learning needs through analysis of a variety of data

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: 1. Staff will continually monitor student data to improve upon instructional practice specifically in the area of Mathematics with specific focus on students with disabilities.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
PSSA- Students with disabilities Mathematics Math Baseline Performance 18.6% Targeted Annual Increase: 2019-2020 22% (+3.1) 2020-2021 25% (+3.1) 2021-2022 28% (+3.1) Required Aggregate Gains: 9.3	Mathematics Math Baseline Performance 18.6% Targeted Annual Increase: 2019-2020 22% (+3.1) 2020-2021 25% (+3.1) 2021-2022 28% (+3.1) Required Aggregate Gains: 9.3	Mathematics Math Baseline Performance 18.6% Targeted Annual Increase: 2019-2020 22% (+3.1) 2020-2021 25% (+3.1) 2021-2022 28% (+3.1) Required Aggregate Gains: 9.3	Mathematics Math Baseline Performance 18.6% Targeted Annual Increase: 2019-2020 22% (+3.1) 2020-2021 25% (+3.1) 2021-2022 28% (+3.1) Required Aggregate Gains: 9.3
Students with disabilities will show growth according to localized assessments (CDTs) 15 point increase from the initial CDT assessment	CDT Tests September 2019 September 2020 September 2021	CDT Tests January 2020 January 2021 January 2022	CDT Tests May 2020 May 2021 May 2022

Priority Statement #2 Staff will continue to implement multi-tiered systems of support for students' academic and attendance needs with specific focus on students with disabilities.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Students with disabilities: Regular Attendance Baseline: 76.7% Targeted Annual Increase 2019-2020 78.2% (+1.5) 2020-2021 80% (+1.5) 2021-2022 81% (+1.5) Required Aggregate Gains by 2021-2022 2.9%	Compare daily attendance rate average of the subgroup for the month to previous month's data	Compare daily attendance rate average of the subgroup for the month to previous month's data	Compare daily attendance rate average of the subgroup for the month to previous month's data

Priority Statement #3: SEC will implement a system of professional development opportunities that allows for staff input and increased collaboration and planning time to support effective instructional practices.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Building level administration will collaborate with staff members to identify strengths and areas of improvement regarding current professional development programming. SEC will implement a system of professional development opportunities that allows for staff input and increased collaboration and planning time to support effective instructional practices. This will be measured by a participatory survey taken by staff on three occasions during the school year.	August 2019 Initial Survey (baseline data)	January 2020 Mid-Year Survey	June 2020 End of Year Survey

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, 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 Staff will continually monitor student data to improve upon instructional practice specifically in the area of Mathematics with specific focus on students with disabilities.

Measurable Goals	Evidence-Based Strategy
MG1 Students with disabilities will show at least a 3.1% percent increase in proficiency on PSSA Mathematics Test. Mathematics Math Baseline Performance 18.6%	• Test-taking strategies will be incorporated in Mathematics classes. • Data from CDT's will be used to inform instruction. • Teachers will continuously collaborate and identify areas of concern and address concerns during mathematics core classes and WIN (INTERVENTIONS/ENHANCEMENT).

Targeted Annual Increase: 2019-2020 22% (+3.1) 2020-2021 25% (+3.1) 2021-2022 28% (+3.1) Required Aggregate Gains: 9.3	
MG 2 Students with disabilities will show growth according to localized assessments (CDTs) 15 point increase from the initial CDT assessment	• Third grade math teachers of special education students will align WIN (INTERVENTIONS/ENHANCEMENT) time with curriculum goals based on their needs on CDT assessments • Third grade math teachers will meet individually with students to review progress and develop individualized goals from CDT data (for each specified benchmark)

Priority Statement #2: Staff will continue to implement multi-tiered systems of support for students' academic and attendance needs with specific focus on students with disabilities.

Measurable Goals	Evidence-Based Strategy
Students with disabilities: Regular Attendance Baseline: 76.7% Targeted Annual Increase 2019-2020 78.2% (+1.5) 2020-2021 80% (+1.5) 2021-2022 81% (+1.5) Required Aggregate Gains by 2021-2022 2.9%	• Utilization of SEC School Attendance Incentives • Continued use of SAP/Attendance meetings • Continued use of District SAIP initiatives • Continued use of special education revisions to IEP to address attendance concerns • New Initiation of 'Attendance Outreach'- providing factual attendance information at all parent events • Monitor data entry and accuracy **According to Attendance Works, attendance improves when schools engage students and parents in a positive way. A tiered approach to addressing student need has been shown most effective. This involves closer monitoring, group support and mentoring for identified students. In addition, students and families complete a School Attendance Improvement Plan with their School Counselor to identify barriers and make a plan to improve daily attendance with inclusion of all the stakeholders. Empower students to develop their own strategies to get to school and monitor their attendance

Priority Statement #3 SEC will implement a system of professional development programming that allows for staff input and increased collaboration and planning time to support effective instructional practice.

Measurable Goals	Evidence-Based Strategy
Building level administration will collaborate with staff members to identify strengths and weaknesses regarding current professional development programming. SEC will implement a system of professional development	• Conduct a Professional Development Survey three times throughout the school year • Research based professional development programming and building based initiatives will be implemented based on new survey input and re-visit ATSI staff surveys and Focus Group Information • Analyze student data during benchmark testing times to

programming that allows for staff input and increased collaboration and planning time to support effective instructional practice.	implement specific targeted professional development experiences to address students' instructional concerns • Plan for and implement programming from CIU20 as needed to focus on school improvement strategies that specifically target students with disabilities

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 follow WIN (INTERVENTIONS/ENHANCEMENT) 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: PSSA- Students with disabilities

Mathematics
Math Baseline Performance 18.6%
Targeted Annual Increase:
2019-2020 22% (+3.1)
2020-2021 25% (+3.1)
2021-2022 28% (+3.1)
Required Aggregate Gains: 9.3

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
• Test-taking strategies will be incorporated in Mathematics classes. • Data from CDT's will be used to inform instruction. • Teachers will continuously collaborate and identify areas of concern and address concerns during mathematics core classes and WIN (intervention/ enhancement.	Professional Development to focus on areas of need	Curriculum Directors Administrators Supervisor of Special Education	Professional Development provided over the summer to be implemented at the start of the 2019-2020 school year.

Anticipated Outputs:

An overall increase in the number of students with disabilities scoring according to goal statement

Monitoring/Evaluation Plan:

Monitoring: Curriculum directors, supervisor of special education, administrators and teachers will monitor CDT test scores to determine progress toward goal.
Evaluation Plan: At the culmination of the year teachers, principals, special education supervisor and curriculum directors will analyze the results and track the percentage of proficiency to determine progress towards the goal.

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 special education teachers, math support teachers	ACCESS Funds	$4,099 8 teachers, 2 days, 6 hours/day, at $30.50/hr. *1.4
Professional development for regular education teachers (grade 3 math)	Title Funds	$2,562 5 teachers, 2 days, 6 hours/day, at $30.50/hr. *1.4

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

Professional Learning Goal: Teachers will be familiar with PSSA testing preparations in the areas of mathematics specifically focusing on the needs of students with disabilities.

Audience	Grade 3 Math Teachers who have special education students in class
Topics to be Included	Grade 3 Common Core Grade 3 Scope and Sequence Special education strategies to address students with disabilities
Evidence of Learning	Knowledge of the PSSA readiness and will be reflected in teacher lesson plans and instruction.
Anticipated Timeframe	Enter Start Date: 6/14/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	Curriculum Directors

Priority #1- Measurable Goal #2: Students with disabilities will show growth according to localized assessments (CDTs)

15 point increase from the initial CDT 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
• Third grade math teachers of special education students will align WIN (intervention/ Enhancement) time with curriculum goals based on their needs on CDT assessments • Third grade math teachers will meet individually with students to review progress and develop individualized goals from CDT data	Time to identify these students Student Assessment data	Curriculum Directors Administrators Support teachers	Students to be identified over the school year between each of the benchmark assessments.

Anticipated Outputs:
Students will show growth on benchmark assessments 15% per CDT assessments.

Monitoring/Evaluation Plan:
Evaluation Plan: When test results are received, Principal, Supervisor of Special Education, Curriculum Directors and teachers will analyze the data to see if the goal was met.

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

Expenditure (Brief Description)	Funding Source	Cost
Summer hours to study student data	Title /ACCESS Funds	$769 3 teachers, 1 day 6 hours *1.4

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

Professional Learning Goal 1: Develop data analysis skills

Audience	Faculty
Topics to be Included	Identifying students that have potential to score a level of proficiency and increased growth
Evidence of Learning	Test Results
Anticipated Timeframe	Enter Start Date: June 2019 Anticipated Completion Date: August 2020
Lead Person/Position	Curriculum Directors, Building Administrators, Supervisor of Special Education

Priority #2 – Measurable Goal #1:

Students with disabilities:

Regular Attendance Baseline: 76.7%

Targeted Annual Increase
2019-2020 78.2% (+1.5)
2020-2021 80%   (+1.5)
2021-2022 81%   (+1.5)

Required Aggregate Gains by
2021-2022 2.9%

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
Utilization of SEC School Attendance Incentives Continued use of SAP/Attendance meetings Continued use of District SAIP initiatives Continued use of special education revisions to IEP to address attendance	Student data Attendance Incentives materials SEC SAP/Attendance Programming Information	Teachers, Counselors, Administrators, Attendance Secretary	Start Date: August 2019 Continuing daily through June 2020

concerns			
New Initiation of 'Attendance Outreach'- providing factual attendance information at all parent events			

Anticipated Outputs:
An increase in the students with disabilities attendance by at least 3 percent in the 2019-2020 school year
Monitoring/Evaluation Plan:
Weekly attendance review of students with disabilities

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

Expenditure (Brief Description)	Funding Source	Cost
Funds for Attendance Incentives	Fundraising Efforts	$2,500.00
Professional Learning - Describe the Professional Learning Plan to achieve this goal.		

Professional Learning Goal 1: Build Awareness of Attendance policies, procedures and supports

Audience	Faculty
Topics to be Included	Attendance policy Attendance procedures Attendance Initiatives Professional learning on current research and evidence based strategies on student attendance Data entry and accuracy
Evidence of Learning	Increased attendance
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	School Administrator, Supervisor of Special Education, SAP Attendance Team

Priority #3 – Measurable Goal #1: Building level administration will collaborate with staff members to identify strengths and weaknesses regarding current professional development opportunities. SEC will implement a system of professional development programming that allows for staff input and increased collaboration and planning time to support effective instructional 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
To conduct Professional Development Survey three times throughout the school year. Implement research based professional development opportunities and building based initiatives will be implemented based on new survey input and re-visit ATSI staff surveys and Focus Group Information	District Curriculum and materials to support learning	Administration	August 2019 through June 2020
Anticipated Outputs:			
Effective professional development opportunities will be initiated			
Monitoring/Evaluation Plan:			
Administration			

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 opportunities for special education teachers and math support teachers	Title /ACCESS Funds	$4,099 8 teachers, 2 days, 6 hours/day, at $30.50/hr. *1.4

Professional Learning - Describe the Professional Learning Plan to achieve this goal.
Professional Learning Goal 1: SEC will initiate a needs assessment to address strengths and weaknesses of current professional development program and initiate a needs based program with teacher input.

Audience	Staff

Topics to be Included	Survey
Evidence of Learning	Student Data
Anticipated Timeframe	Enter Start Date: 08/2019 Anticipated Completion Date: 06/2020
Lead Person/Position	Administrators

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
Plan will be shared with faculty at Faculty Meetings	School Faculty	To inform the faculty of our strategies for improvement	August 2019
Plan will be publicly posted on the district's website for public review and comment	Parents and School Community	To provide information on school improvement plan	June 2019
Plan will be posted on the School's website and Special Education website	School Community	To provide information on the school improvement plan	August 2019

V. 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 <u>Pocono Mountain West High School</u> for the <u>2019</u>-<u>2020</u> 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: