

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

East High School

4-Digit School Building Code

3216

School Street Address

231 Pocono Mountain School Rd, Swiftwater, PA 1370

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Michael Jones	Principal	East High School
Marsha Kloss	Special Education Supervisor	East High School
Amy Bullis	Parent	East High School
Diane Schaffer	Parent	East High School
Robert Pagotto	General Education Teacher	East High School
Kyleen Newlander	General Education Teacher	East High School
Teresa Griesbach	Special Education Teacher	East High School
Aida Rivera	Special Education Teacher	East High School
Jessica Johnson	General Education Teacher	East High School
Amy Martin	General Education Teacher	East High School

Gabrielle Bullis	Student	East High School
Sierra Stout	Student	East High School
Brian Williams Heather Knickerbocker	Community Member Project One to Won Counselor	East High School Youth Advocate Program

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The efforts school leaders took to ensure that the committee was comprised of a diverse group of stakeholders was a collective whole group approach to gathering support and involvement, including mass group email invitations. In addition, individual recruitment occurred by the building principal and special education supervisor to include leadership, general and special education teachers, parents and students. Forms of communication included email and individual conversations to solicit commitment 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 role of the committee in developing the school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan is to review data and analyze data from various sources, complete the self-assessment and then identify strengths, weaknesses, areas for improvement and opportunities for growth. Following the identification of these essential practices, the committee identified root causes and remedies to address concerns, along with necessary resources, interventions, supports and services.

The committee will continue to meet through the 2019-2020 school year to review progress of implementation and make modifications as necessary.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
East High School will ensure students will be on target with their state level peers in ELA and Mathematics prior to graduating.	By 2022, all students will be performing at the same level as their peers or above their state level peers on Keystone exams in ELA and Math on Keystone exams in ELA and Math.
East High School will prepare students to be academically successful and socially responsible upon graduation by providing	By 2022, all students will be on track for the military, employment or post-secondary education.

necessary supports and interventions.	
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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.

<p>During the 2018-2019 school year, the East High School underwent a reflective process that engaged stakeholders and examined data to identify ongoing and immediate building concerns that were impacting student performance. This process included the establishment of a Steering Committee that was made of students, parents, teachers, administrators and community members. In addition, parents were given access to a survey that focused on parent perceptions of academics, safety, culture, support, activities and other interconnected areas.</p> <p>Additionally, students were also given a survey that focused on school culture, academics and support. Staff was given a third survey that focused on their perspective of academics and school climate. Focus groups were conducted with volunteer teachers on two occasions and student focus groups included volunteer students that were both general and special education students.</p> <p>Information collected from these surveys and focus groups, along with building level evidence, including lesson plans, sample IEPs, professional development agendas, building committee agendas, access to teacher grades and sample assignments, discipline referrals, observations, standardized performance data and attendance data (along with other pieces of evidence) were analyzed and referenced while completing the essential practices self-assessment. The completion of this assessment, along with a review of all evidence allowed the Steering Committee to review input from many stakeholders and determining several needs for the building.</p>

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

Strengths	Supporting Evidence from Needs Assessment
EHS has implementation of an evidence based schoolwide PBIS system	SWPBIS lessons, PRIDE Matrices, staff and student surveys, focus groups, discipline data
EHS has curriculum and instruction that is aligned to Pennsylvania State Standards	Staff surveys, district curriculum, district textbooks, sample lesson plans
EHS has a community where students feel safe	Student survey, parent survey
EHS professional development needs are developed through the analysis of a variety of data points	Professional development committee agenda, staff survey, department meeting agendas, in-service agendas, faculty meeting agendas

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
EHS does not use a variety of assessments to monitor student learning and adjust programs and instruction as necessary	Teacher lesson plans, assessments identified in teacher access center, student performance data, student survey, student focus groups, parent survey	Yes	Lack of teacher time; focused on scope and sequence, need for training on assessments and differentiation strategies, need for collaboration time and opportunities with staff, need for increased support
EHS does not collectively shape the vision for continuous improvement of teaching and learning	Teacher survey, teacher focus groups, student focus group	Yes	Lack of collaboration among colleagues, feelings of not being able to share among staff, focus on scope and sequence
EHS does not have an established MTSS framework for both academics and behaviors	Staff focus group, student performance data, student focus group	Yes	Lack of core team with training, missing alignment of resources
Administrators and evaluators of EHS teachers do not provide frequent, timely, and systematic feedback and support on instructional practices to educators.	Staff survey, staff focus groups, teacher observations	No	Lack of administrative time, oversight and accountability, challenge of potential conflict, training

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. All teachers will use a variety of	Teachers will develop and share	Essential Practices

<p>evidence based and collaboratively developed assessment strategies to determine student progress in achieving academic objectives and modify instruction as necessary to support learners based on that assessment data.</p>	<p>common assessment strategies that are aligned with the curriculum and standards to help ensure consistency of instruction. Through collaboration, teachers will share student progress and share alternate teaching strategies to maximize student exposure to differentiation and increase re-teaching of difficult concepts. This priority statement will help improve student performance (proficiency and growth) by addressing root issues that were identified during an analysis of building information. Additionally, students receiving applicable and engaging instruction may have increased desire to attend school/ return to school when absent.</p>	<p>Condition 1 - Focus on Continuous Improvement of Instruction</p>
<p>2. EHS will develop a multi-disciplinary MTSS framework that provides students with academic and behavioral support.</p>	<p>The development of a MTSS framework will organize available resources and interventions available within the building and in doing so, provide teachers additional support in addressing student academic and behavioral concerns. When implemented with fidelity, this prevention and intervention framework would provide students with supports earlier in each class and has the potential to reduce the number of students referred for special education services. These supports would improve student growth and proficiency in assessed areas; additionally, students receiving necessary supports may have increased desire to attend school/ return to school when absent.</p>	<p>Essential Practices Condition 3 - Provide Student-Centered Support Systems</p>

III. Measurable Goal Statements

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

Priority Statement #1: All teachers will use a variety of evidence based and collaboratively developed assessment strategies to determine student progress in achieving academic objectives and modify instruction as necessary to support learners based on that assessment data.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Test takers with IEPs will score the required aggregate gain of 8.7% (at least 37% of students with IEPs) as compared to the 2017-2018 school year on Algebra Keystone exams by June 30, 2022.	At least 29% of test takers with IEPs will score proficient or advanced on Algebra Keystone exams by June 30, 2020	At least 32% of test takers with IEPs will score proficient or advanced on Algebra Keystone exams by June 30, 2021	At least 35% of test takers with IEPs will score proficient or advanced on Algebra Keystone exams by June 30, 2022
Test takers with IEPs will score the required aggregate gain of 8.7% (at least 36% of students with IEPs) as compared to the 2017-2018 school year on the Literature Keystone exam by June 30, 2022.	At least 30% of test takers with IEPs will score proficient or advanced on Literature Keystone exams by June 30, 2020	At least 33% of test takers with IEPs will score proficient or advanced on Literature Keystone exams by June 30, 2021	At least 35% of test takers with IEPs will score proficient or advanced on Literature Keystone exams by June 30, 2022

Priority Statement #2: EHS will develop a multi-disciplinary MTSS structure that provides students with academic and behavioral support.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
EHS will establish multi-disciplinary teams and establish goals for each team that are focused on student academic and behavioral interventions by December 1, 2019.	Identify necessary teams and members by July 2019	Develop referral process for students for each team and develop menu of available resources for each team by August 2019	Develop meeting schedule (maintain agenda and notes) for 2019-2020 school year by September 1, 2019
The number of students with IEPS identified as having regular attendance will increase by 4% by June 30, 2022.	The number of students with IEPS identified as having regular attendance will increase by 1% by June 30, 2020.	The number of students with IEPS identified as having regular attendance will increase by 2% by June 30, 2021	The number of students with IEPS identified as having regular attendance will increase by 3% by June 30, 2022

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: All teachers will use a variety of evidence based and collaboratively developed assessment strategies to determine student progress in achieving academic objectives and modify instruction as necessary to support learners based on that assessment data.

Measurable Goals	Evidence-Based Strategy
Test takers with IEPs will score the required aggregate gain of 8.7% (at least 37% of students with IEPs) as compared to the 2017-2018 school year on Algebra Keystone exams by June 30, 2022.	Teachers will be grouped into professional learning communities (PLCs) that will meet at least monthly to discuss student progress, share resources and instructional strategies and develop shared materials.
Test takers with IEPs will score the required aggregate gain of 8.7% (at least 36% of students with IEPs) as compared to the 2017-2018 school year on the Literature Keystone exam by June 30, 2022.	Teachers will employ common formative assessment strategies in classes and share results with peers on a monthly basis. Lessons will be modified to accommodate student needs. Common formative assessment strategies will assist with fidelity to curriculum and standards.

Priority Statement #2: EHS will develop a multi-disciplinary MTSS structure that provides student academic and behavioral support.

Measurable Goals	Evidence-Based Strategy
EHS will establish multi-disciplinary teams and establish goals for each team that are focused on student academic and behavioral interventions by June 30, 2019.	East High School will identify, train and establish a multi-tiered system of supports (MTSS) to identify and address student concerns, including academics, behavior and attendance. Concerns will be addressed early and in a systematic process to provide students assistance as necessary.
The number of students with IEPs identified as having regular attendance will increase by 4% by	East High School will create and promote a trauma sensitive staff that is familiar with social and emotional learning. Additionally, East High School staff will be provided training

June 30, 2022.	and tools to implement social and emotional learning in lessons during the school year. These steps will help promote a positive and welcoming climate for students and staff.
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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: _Test takers with IEPs will score the required aggregate gain of 8.7% (at least 37% of students with IEPs) as compared to the 2017-2018 school year on Algebra Keystone exams by June 30, 2022.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
EHS will develop and utilize PLCs to improve teacher collaboration to improve teacher repertoire of instructional strategies and share materials.	Professional development	Principal Assistant Principals Department Chairs (as applicable) Special Education Supervisor	Ongoing through 2021-2022
Training in data analysis for teachers to improve meaningful dialogue that is occurring in PLCs.	Professional development Access to student assessment data for all teachers	Principal Department Chairs (as applicable) Curriculum Directors Special Education Supervisor	Completed by January 1, 2020
At the building-level, all students scheduled for Algebra IB will be provided a supplemental Academic Math course that will focus on increasing conceptual knowledge and enhance student skills.	Curriculum and activities for Academic Math course	Principal Director of Mathematics Special Education Supervisor	Completed by July 1, 2019
Anticipated Outputs:			
As a result of these action steps, East High School will have functioning professional learning community units. These teams of teachers will collaborate on sharing instructional strategies, differentiated instruction, common assessment strategies and reviewing student data. Teachers will have lesson plans that are indicative of reviewing student data.			
Monitoring/Evaluation Plan:			
Plan will be monitored and reviewed periodically through the 2019-2020 school year by building administration in collaboration with individual teachers. Administrators will support and attend PLCs to provide assistance as necessary.			

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: All staff will be trained in the purpose and function of PLCs and strategies for collaboration by June 30, 2020.	
Audience	Professional staff
Topics to be Included	PLCs: Components, purpose and benefits Meaningful collaboration
Evidence of Learning	PLC meeting schedule Implementation of PLCs
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal Special Education Supervisor

Expenditures: Describe briefly how funding will be used 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 2: All Staff will be trained in effective student data analysis to modify instructional approaches.	
Audience	Professional staff
Topics to be Included	Data analysis using standardized assessment data Data analysis using classroom assessments Formative assessment strategies
Evidence of Learning	Lesson plans will indicate instruction based on student abilities and lesson adjustments due to student performance on classroom assessments
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020

Lead Person/Position	Principal Assistant Principals
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Priority #1- Measurable Goal #2: Test takers with IEPs will score the required aggregate gain of 8.7% (at least 36% of students with IEPs) as compared to the 2017-2018 school year on the Literature Keystone exam by June 30, 2021.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Common assessment strategies will be developed for all classes.	Staff will be provided time to collaborate	Principal Assistant Principals Department Chairs (As applicable)	By June 1, 2020
Students will be provided additional reading support in Elements of Literature based on individualized student's needs.	Resources currently available	Director of ELA	Ongoing through 2021-22
Training will be provided for staff on types of assessment and the need/ benefits for formative, diagnostic and summative assessments.	Professional development Professional learning resources	Principal Assistant Principals	By January 1, 2020
Anticipated Outputs:			
As a result of these action steps, staff will have exposure to a variety of common formative assessment strategies to support student needs and continue alignment with district curriculum and standards. These assessments will be developed in PLCs and student progress, concerns and re-teaching will be discussed in PLCs. Lesson plans and observations will reflect modified instruction based on student performance on assessments.			
Monitoring/Evaluation Plan:			
Plan will be monitored and reviewed periodically through the 2019-2020 school year by building administration in collaboration with individual teachers. Administrators will support and attend PLCs during development of common assessments to provide assistance as necessary.			

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: All staff will be trained in the purposes of assessment and various assessment techniques.	
Audience	All professional staff
Topics to be Included	Purpose and function of assessments Types of assessment Using assessment for teaching and learning
Evidence of Learning	Teachers will utilize various forms of assessment in their classes, including diagnostic, formative and summative assessments. Lesson plans will indicate using assessment to determine student understanding.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal Assistant Principals Special Education Supervisors

Priority #2 – Measurable Goal #1: _ EHS will establish multi-disciplinary teams and establish goals for each team that are focused on student academic and behavioral interventions by June 30, 2022.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Develop an MTSS framework within the EHS that uses current resources, including the Child Study Team and SAP, and expands to include supports for academics, behaviors and attendance.	Professional development/ collaboration time	Principal Assistant Principals School Counselors Special Education Supervisor	By June 30, 2020
Develop and operate multi-disciplinary teams that are focused on behavior, academics, child study and SAP.	Professional development/ collaboration time	Principal Assistant Principals School Counselors Special Education Supervisor	By January 1, 2020
Establish a referral and screening system for each EHS team in the MTSS framework (Behavior/ Discipline Team, Attendance Team, MTSS, SAP and Child Study).	Professional development/ collaboration time MTSS Professional development for core team	Principal Assistant Principals School Counselors Special Education Supervisor	By June 30, 2020
Anticipated Outputs:			
As a result of these action steps, East High School will organize and align available supports and processes to best serve student needs. This will allow for a referral process for teachers to recommend students needing support with behaviors, academics, attendance, and mental health to a team within the building that can recommend supports.			
Monitoring/Evaluation Plan:			
Plan will be monitored and evaluated through the 2019-2020 school year by administration and guidance. Modifications and adjustments will be made as necessary.			

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: Core members of the MTSS team (Administrators, Special Education Supervisor, School Counselors, Psychologist, Support teachers and additional staff as needed) will be trained in implementation of an MTSS system.

Audience	Core team members: Building administration, Special Education Supervisor, school counselors, support teachers, school psychologist and additional staff as needed
Topics to be Included	Function and purpose of MTSS
Evidence of Learning	Successful implementation of multiple systems of supports in the high school
Anticipated Timeframe	Enter Start Date: July 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal Special Education Supervisor

Priority #2 – Measurable Goal #2: The number of special education students identified as having regular attendance will increase by 4% by June 30, 2022.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
East High School staff will be trained in social and emotional learning content.	Professional development	Asst. Superintendent of Special Education Principal Special Education Supervisor	By June 1, 2021
East High School staff will be trained in trauma sensitive behavior.	Professional development	Asst. Superintendent of Special Education Principal Special Education Supervisor	By June 1, 2021
Anticipated Outputs:			
As a result of these action steps, East High School staff will become trained and educated on the impacts of trauma and work to develop a trauma sensitive environment. Additionally, staff will be trained on the benefits of social and emotional learning and cultural competency to assist in their work with students. The outcome would be a welcoming environment with an increasing diverse set of needs.			
Monitoring/Evaluation Plan:			
Plan will be monitored and evaluated through the 2019-2020 school year by administration and guidance. Modifications and adjustments will be made as necessary.			

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

Expenditure (Brief Description)	Funding Source	Cost
SEL Resources for Students and Staff	Title Funding	5,000
Curriculum and resource development	ACCESS	6,000

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

Professional Learning Goal 1: All professional staff will be aware of the impacts of trauma and strategies to work with students struggling with trauma.

Audience	All professional staff
Topics to be Included	Impacts of trauma Strategies for working with trauma impacted students
Evidence of Learning	Staff will discuss strategies to support students with exposure to trauma. Classroom observations will exhibit lessons that are sensitive to student needs.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal Special Education Supervisor

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

Professional Learning Goal 2: All professional staff will be aware of the need for and benefits of social and emotional learning (SEL) and cultural sensitivity.

Audience	All professional staff
Topics to be Included	What is social and emotional learning Classroom strategies that employ SEL Cultural sensitivity and competency
Evidence of Learning	Teachers will employ social and emotional learning strategies in their classroom. These strategies may be noted during classroom visits, observations or in lesson plans.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Principal Special Education Supervisor

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
EHS's ATSI plan was posted for public review for 28 days to allow for parent and community review and feedback.	Parents Community Members Students Staff	The purpose of the public review was to grant all stakeholders full transparency of East High School's ATSI plan and provide feedback.	By June 30, 2019
Faculty meetings were conducted through the 2018-2019 school year to share information with staff regarding this plan. The final version of this plan was shared with staff during in-service at the conclusion of the 2018-2019 school year. These meetings will continue during the 2019-2020 school year.	Faculty Support Staff	Faculty meetings that occurred and will continue to occur were information in design, but also promoted open dialogue with staff regarding the steps identified in the ATSI plan.	By June 1, 2020
Steps being taken as a result of this plan will be shared with parents during new student orientation, open house and parent meetings during the 2019-2020 school year.	Parents Students	Parent meetings will be informational in design, but will promote open communication with parents about the steps being pursued by East High School and share tips for parent involvement and support in implementation of the ATSI plan	By January 1, 2020

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: