

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Laurel Highlands School District

School Building Name

Laurel Highlands High School

4-Digit School Building Code

6600

School Street Address

300 Bailey Avenue, Uniontown, PA 15401

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
John Diamond	High School Principal	LH High School Principal
Eric Gaydos	Federal Programs Director	LH Central Office Admin.
Lori DiCenzo	Pupil Personal/Sp Ed Director	LH Central Office Admin.
Randy Miller	Director of Curriculum	LH Central Office Admin.
Angela Ryan	ELA teacher	LH High School teacher
Bobbi Jo DeMott	Sp Ed teacher	LH High School teacher
Dr. Jesse T. Wallace, III	Superintendent	LH Central Office Admin.
Marissa Chambers	Parent	Parent
Rich Barron	Attendance Officer	LH Central Office Admin.
Mr. Mel Sepic	Board President	LH Board President
Ms. Dawn Rice	Community Member	Nemacolin Woodlands Resort/HR Personnel
Mr. Joe Segilia	Business Member	FORD Business Machines

Matt Kalich	Parent	Parent
-------------	--------	--------

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).

School Leaders took PDE’s recommendation of team members as well as discussed various stakeholders who are vested in our community and district. The district school leaders met several times and discussed which stakeholders would be involved to ensure that the committee had a diverse group in order to develop the School Improvement Plan.

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 team’s role includes assisting in developing the plan by regularly meeting and planning collaboratively. The committee in part and/or whole met monthly at Intermediate Unit #1 as well as various meetings to work on developing the school improvement plan. In addition, the team will follow up quarterly after the plan is completed to ensure it is effectively implemented by reviewing timelines as well as reviewing data.

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>
Every student will be able to demonstrate understanding and importance of school attendance.	By 2030, 100% of the students will receive the school's new attendance flyer in addition to being posted on the website and throughout the school.
Students will be able to demonstrate the understanding of a quality education aligned to their future career.	By 2030, 100% of students will be engaged in programs and services aligned with their academic program needs.
Students will demonstrate the ability to be a well-rounded citizen of the community	By 2030, 75% of students will be registered in a school club or extra curricular activity, and/or community sponsored event.

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.

School Leaders developed a diverse committee of key stakeholders and through at least monthly meetings analyzed district data and needs. The committee continuously worked to develop a solid plan of action that would ultimately lead to school improvement.

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

Strengths	Supporting Evidence from Needs Assessment
Instructional leaders conduct weekly classroom visits and provide feedback to teachers.	The superintendent requires all principals to report the number of completed classroom walk throughs in which they complete weekly.
The school regularly partners with local businesses, community organizations and other agencies to meet the needs of the school.	The district currently has numerous partnerships with postsecondary and community organizations including OVR, Good Will, Fayette County Behavioral Health, and our local intermediate unit.
Time is provided for collaboration of staff.	The high school has common planning scheduled twice a month with every department in addition to various scheduled district professional development days.

--	--

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
Low Attendance Rate with students with disabilities	44.1% percent based on the Future Ready Index score	Yes	Prior Reporting Errors, Student Apathy, School to Parent Communication, Staff Resources, Lack of Community Support
Low ELA Performance by Students with disabilities	Students with Disabilities scored 17.2% prof or advanced on Keystone Exams	Yes	Academic Reading Gap, Attendance, Student Apathy, Staff Buy In, Parental Support/Opt Out
Low Math Performance by Students with disabilities	Students with Disabilities scored 10.3% prof or advanced on Keystone Exams	Yes	Academic Math, Attendance, Student Apathy, Staff Buy In, Parental Support/Opt Out
		Choose an item.	
		Choose an item.	

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. The high school will use a systematic, collaborative approach to ensuring an	Due to the low attendance rate of 44.1%, it is important to increase	Student Attendance

increase in attendance of students with disabilities.	this number.	
2.The high school will develop a process to increase ELA Performance by Students with disabilities at all levels by positively promoting the benefits of academic success.	The results of the annual academic performance on the ELA Keystone Exams.	English Language Arts
3. The high school will develop a process to Increase Mathematic Performance by Students with disabilities at all levels by positively promoting the benefits of academic success.	The results of the annual academic performance on the Math Keystone Exams.	Mathematics

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: The high school will use a systematic, collaborative approach to ensure an increase in attendance of students with disabilities.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
59.1% of students with disabilities will demonstrate regular school attendance	47.85% of students with disabilities will demonstrate regular school attendance	51.6% of students with disabilities will demonstrate regular school attendance	55.35% of students with disabilities will demonstrate regular school attendance
100% of the students with disabilities will receive the school's new attendance flyer in addition to being posted on the website and throughout the school.	100% of the students with disabilities will receive the school's new attendance flyer in addition to being posted on the website and throughout the school.	100% of the newly enrolled students with disabilities will receive the school's new attendance flyer in addition to being posted on the website and throughout the school.	100% of the newly enrolled students with disabilities will receive the school's new attendance flyer in addition to being posted on the website and throughout the school.

Priority Statement #2: The high school will develop a process to increase ELA Performance by Students with disabilities by positively promoting the benefits of academic success.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
26.3% of students with disabilities will score proficient or advanced on the ELA Keystone Exam by June 30, 2020	19.475% of students with disabilities will score proficient or advanced on the ELA benchmark by end of first nine weeks.	21.75% of students with disabilities will score proficient or advanced on the ELA Keystone benchmark by end of second nine weeks.	24.025% of students with disabilities will score proficient or advanced on the ELA Keystone benchmark by end of third nine weeks.
100% of teachers will utilize at least one formative assessment each day in each course.	30% of teachers will utilize at least one formative assessment each day in each course.	60% of teachers will utilize at least one formative assessment each day in each course.	90% of teachers will utilize at least one formative assessment each day in each course.

Priority Statement #3: __ The high school will develop a process to Increase Mathematic Performance by Students with disabilities by positively promoting the benefits of academic success.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
17.9% of students with disabilities will score proficient or advanced on the Math Keystone Exam by June 30, 2020	12.2% of students with disabilities will score proficient or advanced on the Math benchmark by end of first nine weeks.	14.1% of students with disabilities will score proficient or advanced on the ELA Keystone benchmark by end of second nine weeks.	16% of students with disabilities will score proficient or advanced on the ELA Keystone benchmark by end of third nine weeks.
100% of teachers will utilize at least one formative assessment each day in each course.	30% of teachers will utilize at least one formative assessment each day in each course.	60% of teachers will utilize at least one formative assessment each day in each course.	90% of teachers will utilize at least one formative assessment each day in each course.

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: __The high school will use a systematic, collaborative approach to ensure an increase in attendance of students with disabilities.

Measurable Goals	Evidence-Based Strategy
59.1% of students with disabilities will demonstrate regular school attendance	Early Warning and Monitoring Sytem - EdInsight/OnHand Schools Positive Behavioral Interventions and Support (PBIS) Program
100% of the students with disabilities will receive the school's new attendance flyer in addition to being	Correcting Parent Misbeliefs about Absentism

posted on the website and throughout the school.	
--	--

Priority Statement #2: The high school will develop a process to increase ELA Performance by Students with disabilities by positively promoting the benefits of academic success.

Measurable Goals	Evidence-Based Strategy
26.3% of students with disabilities will score proficient or advanced on the ELA Keystone Exam by June 30, 2020	Curriculum Mapping and Re-Alignment
100% of teachers will utilize at least one formative assessment each day in each course.	Effective Use of Formative Assessments

Priority Statement #3: The high school will develop a process to Increase Mathematic Performance by Students with disabilities by positively promoting the benefits of academic success.

Measurable Goals	Evidence-Based Strategy
17.9% of students with disabilities will score proficient or advanced on the Math Keystone Exam by June 30, 2020	Curriculum Mapping and Re-Alignment
100% of teachers will utilize at least one formative assessment each day in each course.	Effective Use of Formative Assessments

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: 59.1% of students with disabilities will demonstrate regular school attendance

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
Implement Weekly Review of Early Warning and Monitoring Sytem - EdInsight/OnHand Schools by Attendance Officer and Principals	EdInsight/OnHand Schools electronic dashboard	Rich Barron	2019-2020 School Year
Create posters to promote positive school attendance	Computer and Paper	John Diamond	2019-2020 School Year
Identify PIMS recording issues to correct any human errors taking place when recording attendance	PDE and Intermediate Unit Staff	Paul Eckert / Rich Barron	Summer of 2019
Implement Positive Behavioral Interventions and Support (PBIS) Program	Incentives	Lori DiCenzo	2020-2021 School Year
Anticipated Outputs:			
<ol style="list-style-type: none"> 1. Each principal and attendance officer will weekly review student attendance utilizing the EdInsight/OnHand Schools Early Warning and Monitoring System. Students with increased absenteeism will be contacted as well as parents. 2. The high school will created various age appropriate posters that will promote positive school attendance and be properly displayed throughout the school. 3. The PIMS coordinator will review district's attendance data reported through Student Information System and identify any errors taking place with attendance recording. Any findings will be reported to appropriate district staff and corrected. 			

Monitoring/Evaluation Plan:

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

Professional Learning Goal: EdInsight/OnHand Schools will provide a training session to effectively utilize the Early Warning and Monitoring Dashboard

Building Principals and Attendance Officer

Each nine weeks, the ATSI committee will convene to monitor and evaluation action plan.

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

Expenditure (Brief Description)	Funding Source	Cost
EdInsight/OnHands Training	General Fund	\$2,000
Positive Behavioral Interventions and Support Incentives	Title Funding	\$1,000

Audience	
Topics to be Included	How to run weekly attendance reports, how to set up dashboard to monitor students, and effective use of attendance tool.
Evidence of Learning	Completed Training
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Randy Miller

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

Professional Learning Goal 2: High School Staff will be trained to effectively implement Positive Behavioral Interventions and Support (PBIS) Program	
Audience	High School Staff
Topics to be Included	Positive Behavioral Interventions and Support (PBIS) Program
Evidence of Learning	Implemented Program
Anticipated Timeframe	Enter Start Date:August 2020 Anticipated Completion Date:June 2021
Lead Person/Position	Lori DiCenzo

Priority #1- Measurable Goal #2: 100% of the students with disabilities will receive the school's new attendance flyer in addition to being posted on the website and throughout the school.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Develop a Flyer summarizing Attendance Information that will help to correct parent & student misbeliefs about absentism	Local and State attendance information	Randy Miller	2019-20 School Year
Put new attendance flyer in the hands of the parents and students using hard copies, on website, and at parent events	Dates of Parent Events	John Diamond	2019-20 School Year
Anticipated Outputs:			
<ol style="list-style-type: none"> 1. A new attendance flyer will be developed and shared with students and parents. 2. The flyer will be placed on the school district's website, shared at open houses, parent teacher conferences, new student orientation, and placed throughout the school. 			
Monitoring/Evaluation Plan:			
<p>Each nine weeks, the ATSI committee will convene to monitor and evaluation action plan.</p>			

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

Expenditure (Brief Description)	Funding Source	Cost
Poster Maker	Title Funding	\$3,500

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

Professional Learning Goal 1: Principals, secretaries, counselors, and teachers will receive the flyer and be instructed on how to share this information with our students and parents.

Audience	Principals, secretaries, counselors, and teachers
Topics to be Included	New attendance flyer
Evidence of Learning	An increase in student and parent awareness of attendance and a decrease in the number of daily absences.
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	John Diamond

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

Professional Learning Goal 2:

Audience	
Topics to be Included	

Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #1: 26.3% of students with disabilities will score proficient or advanced on the ELA Keystone Exam by June 30, 2020

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
ELA updated Curriculum Mapping and Re-Alignment as well as a Scope and Sequence	EdInsight/On Hand Schools Curriculum Mapper, Curriculum textbooks, resources, PDE State Standards, AA, & EC	Randy Miller	Jan 2019 - Jan 2020
Implement Moby Max for students with disabilities in ELA courses	Moby Max Licenses	Eric Gaydos	September 2019
Reading Apprenticeship	Reading Apprenticeship training	Randy Miller	August 2020 - June 2021
Anticipated Outputs:			
<ol style="list-style-type: none"> 1. Each grade level and/or course will complete and update their scope and sequence/curriculum map. 2. ELA LS teachers will implement Moby Max as an intervention tool for students. 3. ELA LS teachers will implment Reading Apprenticeship strategies in their instructional process. 			
Monitoring/Evaluation Plan:			
Each nine weeks, the ATSI committee will convene to monitor and evaluation action plan.			

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

Expenditure (Brief Description)	Funding Source	Cost
ELA Curriculum Coaching with IU #1	General Fund	\$3,600
Moby Max Licenses	Title Funding	\$1,500

Reading Apprenticeship Training	General Fund	\$1,200

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

Professional Learning Goal 1: The district will complete a 10 day ELA coaching session with ELA consultants from IU #1 to assist and train staff in aligning curriculum to current state standards, assessment anchors and eligible content by grade level and course.

Audience	9-12 Special Education ELA instructors
Topics to be Included	Alignment of current curriculum, eligible content, PSSA, Keystone Vocabulary, PDESAS, Literacy Design Collaborative and Scope and Sequencing of Curriculum
Evidence of Learning	Completed Curriculum Maps
Anticipated Timeframe	Enter Start Date: Jan 2019 Anticipated Completion Date: Jan 2020
Lead Person/Position	Randy Miller

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	

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

Priority #2 – Measurable Goal #2: 100% of teachers will utilize at least one formative assessment each day in each course.

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
Effective Use of Quick Formative Assessments	Chromebooks	Randy Miller	August 2019 - July 2021
Anticipated Outputs:			
Staff will receive training to effectively utilize various forms of technology as well as various formative assessments that they will be able to utilize daily.			
Monitoring/Evaluation Plan:			
Each nine weeks, the ATSI committee will convene to monitor and evaluation action plan.			

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

Expenditure (Brief Description)	Funding Source	Cost
None Needed		

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

Professional Learning Goal 1:

In order to ensure that staff utilize various formative assessments daily, they will receive professional development and resources to use in the classroom

Audience	9-12 Special Education ELA staff
Topics to be Included	Multiple Formative Assessments including Kahoot, Quizizz, Socrative, PollEverywhere, Plickers and Flipgrid
Evidence of Learning	Walk Through Observations by building level principals
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: July 2021
Lead Person/Position	Randy Miller

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

Professional Learning Goal 2:

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

Priority #3 – Measurable Goal #1: ___17.9% of students with disabilities will score proficient or advanced on the Math Keystone Exam by June 30, 2020

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
Math updated Curriculum Mapping and Re-Alignment as well as a Scope and Sequence	EdInsight/On Hand Schools Curriculum Mapper, Curriculum textbooks, resources, PDE State Standards, AA, & EC	Randy Miller	Jan 2020 - Jan 2021
Implement Moby Max for students with disabilities in Math courses	Moby Max licenses	Eric Gaydos	September 2019
Anticipated Outputs:			
1. Each grade level and/or course will complete and update their scope and sequence/curriculum map. 2. Math LS teachers will implement Moby Max as an intervention tool for students.			
Monitoring/Evaluation Plan:			
Each nine weeks, the ATSI committee will convene to monitor and evaluation action plan.			

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

Expenditure (Brief Description)	Funding Source	Cost
Math Curriculum Coaching with IU #1	General Fund	\$3,600
Moby Max Licenses	Title Funding	\$1,500

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

Professional Learning Goal 1:

The district will complete a 10 day Math coaching session with ELA consultants from IU #1 to assist and train staff in aligning curriculum to current state standards, assessment anchors and eligible content by grade level and course.

Audience	9-12 Special Education ELA teachers
Topics to be Included	Alignment of current curriculum, eligible content, PSSA, Keystone Vocabulary, PDESAS, Literacy Design Collaborative and Scope and Sequencing of Curriculum
Evidence of Learning	Completed Curriculum Maps
Anticipated Timeframe	Enter Start Date:Jan 2020 Anticipated Completion Date:Jan 2021
Lead Person/Position	Randy Miller

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

Professional Learning Goal 2:

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

Priority #3 – Measurable Goal #2: 100% of teachers will utilize at least one formative assessment each day in each course.

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
Effective Use of Quick Formative Assessments	Chromebooks	Randy Miller	August 2019 - July 2021
Anticipated Outputs:			
Staff will receive training to effectively utilize various forms of technology as well as various formative assessments that they will be able to utilize daily.			
Monitoring/Evaluation Plan:			
Each nine weeks, the ATSI committee will convene to monitor and evaluation action plan.			

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

Expenditure (Brief Description)	Funding Source	Cost
None Needed as training will be done internally		

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

Professional Learning Goal 1: In order to ensure that staff utilize various formative assessments daily, they will receive professional development and resources to use in the classroom

Audience	9-12 Special Education Math teachers
Topics to be Included	Multiple Formative Assessments including Kahoot, Quizizz, Socrative, PollEverywhere, Plickers and Flipgrid
Evidence of Learning	Walk Throughs by building principals
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: July 2021
Lead Person/Position	Randy Miller

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

Professional Learning Goal 2:

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:

Lead Person/Position	
----------------------	--

V. Communications Plan for School Improvement

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

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Website and Board Meeting Notification	LH Community	To review HS ATSI Plan	May 14-June 18
ATSI Plan Presentation to Staff	High School Staff	To Roll Out Plan to ALL Staff Members	August 22, 2019
One Year Evaluation	High School Staff	To inform staff of results after one year	August 2020
Two Year Evaluation	High School Staff	To inform staff of results after two years	August 2021
Three Year Evaluation	High School Staff	To inform staff of results after three years	August 2022

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:

_____	_____	_____
-------	-------	-------

Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: