

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Antietam School District

School Building Name

Antietam Middle-Senior High School

4-Digit School Building Code

School Street Address

100 Antietam Road, Reading, PA 19606

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Ashley Tamburro	Learning Support	MPPC
Staci Fink	Learning Support/Parent	MSHS
Nicole Levan-Miller	Learning Support	MSHS
Alicia Morales	Reading Specialist	MPEC
Katharine Okonski	Dean of Students	MPEC
Brad Biehl	Regular Education Grade 6 Math	MPEC
Megan Block	Regular Education Grade 5 ELA	MPEC
Nicole Krick	Regular Education Math	MSHS
Melissa Devlin	Administrator/Parent	District
Kristin Holst	Administrator	District
Felice Stern	Administrator	MSHS
Taryn Moyer	Regular Education English Language Arts	MSHS

Student Representatives	Middle school and high school focus groups	MSHS
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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 district team brainstormed all of the essential stakeholders and determined those who should be part of the team, those who should have input through surveys, and those who could most benefit the forward progress of the action plan. A Core A-TSI committee was developed including representation from regular and special education, ELA and mathematics across multiple grade levels, not exclusive to the designated building (MSHS). That committee met on a number of occasions to develop the priorities, analyze the root causes of those priorities, and build an action plan. Review of the plan was completed in conjunction with members of the Core Team specific to the designated building. Stakeholder input was gathered with the administration team, the Board of School Directors, the Core A-TSI team, and student focus groups.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The committee has worked together, with the ongoing support of the Intermediate Unit, to develop the school improvement plan. The committee or sub sections of the committee have met on 1/28, 2/14, 3/7, 3/15, 3/27, 4/8, and 4/11, 4/25, 4/30, 5/9, and 5/13

## ***B. School Level Vision for Learning***

Long-term Vision and the Measures of Success

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i>
Quality educational programming through challenging curricula	Achievement and growth scores for students
Nurturing learning environments that value risk-taking, persistence and resilience	Formal observations, Climate Survey analysis, professional development, teacher collaboration
Opportunities to develop awareness, knowledge, and skills for global citizenship	CEW curriculum, SEL curriculum, STEM programming

## II. School Level Needs Assessment

### *A. Identified School Community Needs:*

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The A-TSI Core team spent multiple meetings analyzing the data represented in the Future Ready Index as well as specific data from PSSA and Keystone assessments. The district participates in the Pennsylvania School Climate Leadership Initiative (SCLI) and promotes annual surveys of parents, community members, teachers/staff, and students. The analysis of this data source was included in the Core team's initial analysis of data in determining building Priorities. In addition, we utilized two stakeholder surveys developed more specifically to support this school improvement process. The results of the educator and student surveys were analyzed by the A-TSI committee extensively. Through that process, several specific areas of need were identified and the group followed a protocol to analyze the root causes for those areas of need. We conducted interviews with small focus groups of students and asked specific questions about strengths and needs from their point of view. The questions were aligned with Priority #1 and #3.

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

Strengths	Supporting Evidence from Needs Assessment
Practice #4: Identify and address individual student learning needs	PVAAS growth for students identified as special education and economically disadvantaged students in addition to academic achievement in the area of ELA for students with disabilities as determined by Future Ready Index/eMetric
Practice #11: Promote and sustain a positive school environment in which all members feel welcomed, supported and safe in school socially, emotionally, intellectually and physically	As subsets of this practice, evidence from the PA SCLI survey points to the fact that: 1. Teachers treat students with respect 2. Students feel safe within their classrooms
Stakeholder input: students identified the following strengths:	

co-taught classes, project-based learning, student choice of literature, guest speakers, cooperative learning and hands-on activities. Students feel safe in their classrooms.	

**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.**

<b>Challenges</b>	<b>Supporting Evidence from Needs Assessment</b>	<b>Priority for Planning</b>	<b>Primary Root Cause</b>
Practice #2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	PSSA/KEYSTONE/PVAA S STAR/other data emphasis on students significantly (two grades or more) below grade level	Yes	Upon root cause analysis, it was determined that the district does not prioritize a focus its priorities on the most evidence-based instructional practices for ELA and Math.
Practice #5: Provide frequent, timely, and systematic feedback and support on instructional practices	PSSA/KEYSTONE/PVAA S STAR and other data that emphasizes students significantly (two grade levels or more) below grade level.	Yes	Upon root cause analysis, it was determined that as a district teachers are not held accountable for implementation of new initiatives in ELA and Math with fidelity.
Practice #6: Foster a culture of high expectations for success for all students, educators, families, and community members.	Promotion without achievement/grades to support promotion  Analysis of survey results point to need for students to master skills and strategies for literacy and numeracy	No	Upon root cause analysis, concerns were raised regarding policy/practices retention/promotion of students who have not mastered basic grade level competencies.

	before moving forward to a new grade level		
Practice #11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually and physically.	PA SCLI survey results, out of district placements, SAP referrals	Yes	Upon root cause analysis, it was determined that as a district we lack explicit knowledge, support, and instruction for SEL; equity-informed mindset; resources to support a continuum of services
Practice #14: Implement evidence-based strategies to engage families to support learning	Parental Involvement decreases markedly as students transition to secondary building	No	Upon root cause analysis it was determined that we although we recognize the challenges of parents/families in the community, we have been unable to successfully increase their engagement with the educational system.
	<b>Supporting Evidence from Needs Assessment</b>	<b>Priority for Planning</b>	<b>Primary Root Cause</b>
Challenges identified by student focus groups: More student choice in wirtten assignments and in the learning process; Social/emotional questions reveal student perception at high school level of favoritism and all students are not treated equally; lack of pride in the physical appearance of the building.		Choose an item.	
		Choose an item.	
		Choose an item.	
		Choose an item.	

		Choose an item.	
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***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.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. Systematic collaborative planning processes will ensure a focus on priorities in ELA and math which is coordinated, aligned, and evidence-based to meet the academic needs of each student	If teachers have opportunities to frequently collaborate, utilize timely data, and plan accordingly with instructional and intervention practices that are aligned, and evidence-based to meet the needs of each student, then students will be better engaged for relevant and rigorous instruction. We have spent three years building a standards-aligned curriculum and aligning resources to meet the demands of the PA Core Standards. With stronger instructional practices to meet the high demands of the standards, we can help our students be more academically successful. We need to develop an intervention system that appropriately supports all struggling learners.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. Instructional leaders' systematic and frequent/timely feedback will strengthen educators' instruction to teachers in ELA and mathematics.	If instructional leaders are held accountable for providing specific, timely, and appropriate feedback, it will strengthen educators' instruction to students in ELA and mathematics.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
3. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school socially,	If all students feel safe and welcomed in a school environment that understands and values diversity, then students' ownership and	Essential Practices Condition 3 - Provide Student-Centered Support Systems

<p>emotionally, intellectually, and physically.</p>	<p>engagement in their own school processes should show marked improvement. In order to educate students, we must manage and maintain relationships in the school community and provide students with the supports to be socially, emotionally, intellectually and physically supported in that community.</p>	
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### 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:** Utilize a systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based to meet the academic needs of each student, specifically in the areas of ELA and Mathematics. (Practice #2)

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Process Goal: PSSA/Keystone tested subject teachers will utilize common planning time and district protocols to evaluate data and implement effective instruction and interventions.	Protocols are developed, meetings are supported by administration; interventions and instructional practices are identified	Support is released to teachers to follow protocols and submit meeting notes. Collaborative planning time remains structured and the impact on teaching and learning is monitored.	Support is released fully to teachers; collaboration efforts grow to include ESL, special education, and other professionals. Collaborative planning time remains structured and the impact on teaching and learning is monitored.
Quantitative Goal: 100% of PSSA/Keystone tested subject teachers will meet at least monthly or when new data sources are available for at least 30 minutes.	Teachers will plan collaboratively for at least one class to adapt student groupings, instructional strategies, and intervention plans to meet specific student/student group needs; instructional shifts to meet needs identified in data	Teachers will plan collaboratively for 50% of their classes to adapt student groupings, instructional strategies, and intervention plans to meet specific student/student group needs; instructional shifts to meet needs identified in data	Teachers will plan collaboratively for 100% of their classes to adapt student groupings, instructional strategies, and intervention plans to meet specific student/student group needs; instructional shifts to meet needs identified in data

**Priority Statement #2:** Instructional leaders frequent, timely, and systematic feedback and support on instructional practices will ensure continuous improvement of instructional practices in all classrooms (Practice #5).



<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
Process Goal: School leaders will complete classroom visits and provide timely feedback, follow-up and support to PSSA/Keystone tested subject teachers.	Develop checklist with continuum of instructional practices, protocols, follow-up and support protocols in partnership with teachers	Instructional leaders conduct classroom visits in each classroom to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.	Instructional leaders conduct classroom visits focused on strengthening educators' instructional practices and providing actionable feedback on the quality of instruction to individual educators. The data informs targeted and individualized support.
Quantitative Goal: School leaders will complete classroom visits and provide timely feedback, follow-up and support to ELA/mathematics teachers on a regularly scheduled basis.	Monthly classroom visits	Bi-monthly classroom visits	Weekly classroom visits

**Priority Statement #3: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically (Practice #11).**

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
Process Goal: School staff will demonstrate practices to promote the positive social, emotional, ethical, and civic development of students	Physical building evidence of promoting a positive school environment	Classroom level evidence of promoting a positive school environment	Individual student level evidence of promoting a positive school environment
Quantitative Goal: School staff will ensure that our learning environment supports student success by demonstrating an understanding of the principles of SEL	School staff will implement SEL-focused instruction in one class on teaching load	School staff will implement SEL-focused instruction in 50% of courses on teaching load	School staff will implement SEL-focused instruction in 100% of courses on teaching load

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## 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: Systematic collaborative planning processes will ensure a focus on priorities in ELA and math which is coordinated, aligned, and evidence-based to meet the academic needs of each student**

Measurable Goals	Evidence-Based Strategy
PSSA/Keystone tested subject teachers will utilize common planning time and district protocols to evaluate data and implement effective instruction and interventions.	Establish a team structure with specific duties and time for instructional planning. (Center on Innovations in Learning)
100% of PSSA/Keystone tested subject teachers will meet at least monthly or when new data sources are available for at least 30 minutes for all courses in schedule.	Establish a team structure with specific duties and time for instructional planning. (Center on Innovations in Learning)

**Priority Statement #2: Instructional leaders' systematic and frequent/timely feedback will strengthen educators' instruction to teachers in ELA and math**

Measurable Goals	Evidence-Based Strategy
School leaders will complete classroom visits and provide timely feedback, follow-up and support to PSSA/Keystone tested subject teachers.	


**Priority Statement #3: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually and physically.**

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>
School staff will demonstrate practices to promote the positive social, emotional, ethical, and civic development of students	Work with SEL expertise through consultation and professional learning Integrate CASEL standards in multiple content areas
School staff will ensure that our learning environment supports student success by demonstrating an understanding of the principles of SEL	Classroom management strategies that support positive behavior for all students Interventions for challenging behaviors Discipline procedures that are aligned with the goals of supporting students in their learning and being respectful of all individuals

***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: \_Systematic collaborative planning processes will ensure a focus on priorities in ELA and math which is coordinated, aligned, and evidence-based to meet the academic needs of each student.**

**PSSA/Keystone tested subject teachers will utilize common planning time and district protocols to evaluate data and implement effective instruction and interventions.**

*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
Schedule developed to allow for common planning time for teachers across departments, grade levels, and buildings.	Master schedule for MSHS with common planning time available; Master schedule for MPEC with departmentalization in grades 3+ to allow for content specialization.	Administration Team	Summer 2019
Protocol developed for data analysis and instructional planning	Research established protocols for data discussions	Administration Team	Summer 2019
Coach teachers to find data, utilize protocol, identify instructional practices and interventions for specific students and collect notes through google form	data sources provide identified instructional practices identified interventions google form	Admin and teacher teams	Fall 2019
Provide professional development to staff and administrators to identify and determine how to best implement evidence-based instructional practices and interventions	Identified practices Plan for professional development	Admin team	Summer 2019
Gradual release of responsibilities and growth of teacher capacity in leading	None	Admin team/teachers	2019-2020

the use of data and protocols for instructional and intervention planning			
<b>Anticipated Outputs:</b>			
All tested-subject teachers will meet regularly to utilize data to support all students' classroom instruction, and provide and monitor interventions for identified students.			
<b>Monitoring/Evaluation Plan:</b>			
<b>Data review - student achievement on district identified measures (CDT, STAR, curriculum-based common assessments)</b> <b>Teacher common planning data/discussions will be recorded through a google form and reviewed</b> <b>Instructional planning and interventions will be reviewed for standards alignment and differentiation</b> <b>Walkthrough data will be analyzed</b>			

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

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
Professional Development	local	TBD
Materials and resources to support intervention (software, etc.)	local	TBD

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

**Professional Learning Goal: Build common language, understandings and practices for effective classroom instruction; identify evidence-based intervention strategies appropriate to the content, needs, and academic goals of identified students.**

Audience	All PSSA/Keystone teachers
Topics to be Included	<ol style="list-style-type: none"> <li>1. Reading Apprenticeship--ongoing support/coaching</li> <li>2. Read 180--new implementation for special education</li> <li>3. Incorporation of Standards of Mathematical Practice--ongoing support/coaching</li> <li>4. Increase data-informed flexible grouping for math--continued support/coaching for hybrid model</li> </ol>
Evidence of Learning	<p>Classes will demonstrate increased achievement PSSAs/Keystones.</p> <p>Student indentified for intervention will demonstrate increase achievement in identified areas of deficiency</p> <p>Teachers will increase differentiation based upon student needs.</p> <p>Increased standards alignment in lesson plans for classroom and special education teachers.</p>
Anticipated Timeframe	<p>Enter Start Date: August 2019</p> <p>Anticipated Completion Date: June 2020</p>
Lead Person/Position	Admin Team

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 #1- Measurable Goal #2: \_Systematic collaborative planning processes will ensure a focus on priorities in ELA and math which is coordinated, aligned, and evidence-based to meet the academic needs of each student.**

**100% of PSSA/Keystone tested subject teachers will meet at least monthly or when new data sources are available for at least 30 minutes to utilize district protocol for data analysis, instructional and intervention planning.**

*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
Schedule developed to allow for common planning time for teachers across departments, grade levels, and buildings.	Master schedule for MSHS with common planning time available; Master schedule for MPEC with departmentalization in grades 3+ to allow for content specialization.	Admin Team	Summer 2019
Protocol developed for data analysis and instructional planning	Research established protocols for data discussions	Admin team	Summer 2019
Coach teachers to find data, utilize protocol, identify instructional practices and interventions for specific students and collect notes through google form	data sources provide identified instructional practices identified interventions google form	Admin team	Fall 2020
Provide professional development to staff and administrators to identify and determine how to best implement evidence-based instructional practices and interventions	Identified practices Plan for professional development	Admin team	Summer 2019
Gradual release of responsibilities and growth of teacher capacity in leading the use of data and protocols for instructional and intervention planning	None	Admin team	2019-2020

**Anticipated Outputs:**

All tested-subject teachers will meet regularly to utilize data to support all students' classroom instruction, and provide and monitor interventions for identified students.

**Monitoring/Evaluation Plan:**

**Data review - student achievement on district identified measures (CDT, STAR, curriculum-based common assessments)**  
**Teacher common planning data/discussions will be recorded through a google form and reviewed**  
**Instructional planning and interventions will be reviewed for standards alignment and differentiation**  
**Walkthrough data will be analyzed**

*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:**

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

Lead Person/Position	
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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: \_ 100% of school leaders will complete classroom visits and provide timely feedback, follow-up and support to PSSA/Keystone tested subject teachers on at least a monthly basis.**

*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 walkthrough and feedback forms to provide teachers with timely and effective feedback	walkthrough/feedback forms	Admin and teacher teams	Aug 2019
Introduce forms to teachers	none	MSHS principal	August faculty meeting
Develop schedule for walkthroughs	none	Admin team	Aug 2019
Complete walkthroughs and provide timely feedback	Danielson framework; walkthrough form	Admin team	ongoing
<b>Anticipated Outputs:</b>			
Measurable gains in the use of evidence-based instructional practices Ongoing learning and growth cycle for teacher improvement Increased teacher engagement with supervision process Increased culture of high expectations for students and educators			
<b>Monitoring/Evaluation Plan:</b>			
Administration will maintain an ongoing schedule of walkthrough/feedback process Administration will monitor and self-evaluate process and timeline to make appropriate adjustments as needed In conjunction with each teacher, the classroom visit and ensuing feedback and discussion, will guide teachers' independent professional learning pathway			

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*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:**

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

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

**Professional Learning Goal 2:**

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

**Priority #2 – Measurable Goal #2:**

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*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
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

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

Expenditure (Brief Description)	Funding Source	Cost
None have been identified at this time		

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

**Professional Learning Goal 1:**

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

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: \_\_\_All staff members will address student Social and Emotional Learning needs within each classroom, in accordance with the data from SCLI surveys.**

*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
Implementation of transition classroom focused on trauma-informed education	Laurel Life	Dir. of Student Services Building Administration	August 2019
Professional development for all staff on SEL foundational principles	SEL consultant	Admin	August 2019
Classroom integration of SEL principles	TBD	Admin	Sept 2019-May 2020
SCLI/PA Climate survey and analysis	BCIU/Climate committee	Admin	Annually-spring
<b>Anticipated Outputs:</b>			
Decrease in students placed in out-of-district placements Staff develops and sustains practices related to National School Climate Standards			
<b>Monitoring/Evaluation Plan:</b>			
Survey results indicate increase in scores in SEL domain			

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

Expenditure (Brief Description)	Funding Source	Cost
Consultant Fees	Potential NOVO Grant (\$25,000)	\$2000/day

Laurel Life Transition Classroom	Local funds	\$235,000

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

**Professional Learning Goal 1:**

Increase knowledge and understanding of the foundational principles of SEL

Audience	MSHS staff
Topics to be Included	Trauma-informed educational practices Building a classroom community of respect, responsibility and relationships Closing the Achievement Gap Understanding children affected by poverty
Evidence of Learning	SEL in classrooms
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: Spring 2020
Lead Person/Position	Administration team

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: All stakeholders will work to ensure that students feel safe, welcomed, and supported in school by utilizing evidence-based classroom management strategies**

*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
Climate committee identifies areas of need based on results of survey for classroom management strategies	Results from climate survey Time for climate committee to analyze data and determine action plan/recommendations	Admin team	
Introduction of a variety of evidence-based classroom management strategies	Evidence based classroom management strategies	Admin team	monthly
Work with Safety Care/Crisis team to develop appropriate protocols for crisis situations		Admin team	Quarterly meetings
<b>Anticipated Outputs:</b>			
Stakeholders perceive the school as a warm, inviting, and helpful place for learning. Practices are in place that promote the learning and positive social, emotional, and ethical development of students			
<b>Monitoring/Evaluation Plan:</b>			
SCLI survey results			

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

Expenditure (Brief Description)	Funding Source	Cost
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Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1: Increase teacher knowledge and efficacy for understanding evidence-based classroom management procedures**

Audience	MSHS Staff
Topics to be Included	Evidence-based classroom management strategies
Evidence of Learning	Supervision process will determine evidence of implementation Decrease in classroom referrals Increase in student response to SCLI survey relative to school safety domain
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Administration Team

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
ATSI Team meetings			2/14, 3/27, 4/8, and 4/11, 5/9
ATSI Core team			4/26, 4/30
Consult with IU			2/14, 4/11, 5/1
Review with Admin team			5/8
Review with Board of School Directors			5/13



## 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.

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**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:**

_____	_____	_____
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*Name (printed)*

*Signature*

*Date*

Scan and insert the signed Assurances Page: