School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Allentown School District

School Building Name

Louis E. Dieruff High School

4-Digit School Building Code

2795

School Street Address

815 N. Irving Street, Allentown PA 18109

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Susan Bocian	Building Principal	Dieruff HS
Patrick McNulty	Building Assistant Principal	Dieruff HS
Michael Makhoul	Building Assistant Principal	Dieruff HS
Jose Delgado	Building Assistant Principal	Dieruff HS
Joshua Thatcher	Building Assistant Principal	Dieruff HS
Lisa Krause	Building Supervisor of Instruction	Dieruff HS
Heather Pearson	Ed Specialist/ESL Facilitator	Dieruff HS/ASD
Janet Schnalzer	Ed Specialist/School Counselor	Dieruff HS
Leila Little	High School Teacher/Science Department Chair	Dieruff HS
Kristy Stefanyak	High School Teacher/Special Education Department Chair	Dieruff HS
Cathy Piston	High School Teacher/Math Department Chair	Dieruff HS
Margaret Shaw	High School Teacher/English Department Chair	Dieruff HS

Denise Joseph	Parent	Dieruff HS

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

When we participated in the School Improvement Pilot program last year at this time, for the 2018-2019 school year, our School Improvement Team was smaller. Representing the staff were teachers from our Keystone assessed departments as well as Special Education and ESL. For this year's process, in planning for 2019-2020, we expanded our committee to include more representatives from our school staff. As a result, our lens widened, and our ratings changed significantly. Many of the committee's collaborative and final ratings on the Essential Practices rubric, when compared to last year's, went down. We were grateful for the expanded feedback and believe our determinations for this School Improvement Planning process more closely reflect our current practices and status. The building principal has been updating our school's Parent/Community organization and collecting feedback from various community stakeholders to share with our SIP team. Our 2018-2019 pilot program was extremely comprehensive, and we referred to the data from our student and staff focus groups, as well as the survey results from staff, students, and parents often in our 2019-2020 planning process.

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

The School Improvement Building Team formally met twelve times from April 11, 2019 through May 31, 2019. Our initial meetings consisted of a review of the School Improvement process and the expectations for participation, conversation, and planning. We reviewed our ATSI designation, rubrics, and building-specific data. We discussed each of the 18 Essential Practices as well as voted on a rating for each practice as per the rubric. We voted on the rating before and after our rich discussions about our school's practices, history and progress in each rating category.

Given that the school improvement team included all of our school's department chairs, it was collectively decided that each teacher leader will play a pivotal role in job-embedded monitoring and support to classroom teachers in the implementation of strategies aimed at improving the elements that were identified as priority areas of focus. Moreover, department chairs will convene monthly and report to the team strengths, concerns, and needs related to the SIP priority areas. Collectively, as the instructional leadership team, modifications will be addressed based on their formative departmental reports.

B. *School Level Vision for Learning*

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	**Measures of Success** *How will you know you are on track to achieving your vision or students?*
Each student will graduate college and/or career ready.	*An increase in our school ratings within the College and Career Readiness performance indicators on the state's Future Ready Index.

Students will graduate with the skills necessary to build productive, respectful, responsible, and resourceful citizens. They will graduate ready to contribute to a safe, valued, and nurturing community.	*An increase in regular attendance and a reduction in chronic absenteeism as students matriculate grade levels. *A reduction in suspension rates as students matriculate grade levels. *An increase in graduation rates. *An increase in completion of mandated services referrals with regard to student health.
Students will graduate with an understanding, acceptance, and appreciation of diversity - essential mindsets to foster an equitable society.	*Reduction in bullying and/or harassment and conflict referrals as students matriculate through grade levels. *Comparative student surveys focused on social and emotional inventories, administered in 9th grade (baseline) and in the spring of students' 12th grade year.

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 School Improvement Planning process was not rushed. We began our focused work in April of 2019, though our conversations with families, students, educators, and community partners began in November of 2018. When our building ATSI designation was released, the discussions ensued. We consulted with our parents and community partners at various PTSA meetings and community meetings. We explained what the designation means and the plans in which we would engage for focused and actual school improvement. We reviewed the ratings as well as our school data at PTSA meetings, teacher meetings, department chair meetings, and student class meetings. We asked all of our stakeholders for feedback regarding what they believed our school needed to increase student achievement. We collected feedback, beginning in the spring of 2018 with our School Improvement Pilot process, and we've been engaged in these targeted conversations, recording and collecting stakeholder responses, for months. In April of 2019, our core School Improvement Team initiated a series of twelve meetings to discuss the 18 Essential Practices at length and to vote on the rating that accurately describes our school's current condition and prgress. We did not rush the process; in fact, we wanted to be thoughtful, honest, and forthright in order to launch a genuine process of school improvement.

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

Strengths	Supporting Evidence from Needs Assessment
Our All Student Group (at 76.7%) increased in performance from the previous year for our Four-Year Cohort Graduation Rate.	PA Future Ready Index progress measure/Data analysis and review.
Our Black (at 67.2%), Hispanic (at 75.5%), White (at 88.2%), Economically Disadvantaged (at 79.8%), and English Learner (64.9%) student subgroups all increased in performance from the previous year for our Four-Year Cohort Graduation Rate.	PA Future Ready Index progress measure/Data analysis and review.
Our English Learner subgroup met or exceeded the interim target demonstrating growth in the Science/Biology assessment. This English Learner subgroup's academic growth score in Science/Biology at 79% exceeded the statewide growth standard of 70%.	PA Future Ready Index progress measure/Data analysis and review.
Our English Learner subgroup met or exceeded the interim target demonstrating growth in the Mathematics/Algebra assessment. This English Learner subgroup's academic growth score in Mathematics/Algebra at 89% exceeded the statewide growth standard of 75.2%.	PA Future Ready Index progress measure/Data analysis and review.
Our All Student Group at 27.3% exceeded the Statewide Average at 23.8% in Industry-Based Learning measures. Our Hispanic (32.7%), Economically Disadvantaged (28.6%), and Students with Disabilities (34.8%) subgroups all exceeded the statewide average of 23.8% in this performance rating.	PA Future Ready Index progress measure/Data analysis and review.

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
All student groups on the 2018 Keystone Algebra, Literature, and Biology Assessments did not meet state targets.	Foster a culture of high expectations for success for all students, educators, families, and community members.	Yes	*Deficient professional development time strategically targeted to effective classroom instruction. *Deficient teacher collaborative learning opportunities and time.
Our English Language Learners and Students with Disabilities subgroups are not meeting state targets.	Provide frequent, timely, and systematic feedback and support on instructional practices.	Yes	*Deficient repertoires of personalized instructional strategies to meet the needs of learners.
		Choose an item.	
		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. Foster a culture of high expectations for success for all students, educators, families, and community members.	If we implement a systematic approach to holding all students and educators to high expectations for performance, then student achievement will increase.	Essential Practices Condition 2 - Empower Leadership
2. Provide frequent, timely, and systematic feedback and support on instructional practices.	If we provide teachers with additional support in modeling and coaching instructional strategies, then the quality of instruction will improve as well as student achievment.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
3.		Choose an item.

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: ___Foster a culture of high expectations for success for all student, educators, families, and community members._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The percent proficient and advanced for all student groups on the 2020 Keystone Algebra and Literature Assessments will increase 3%.	20% of students will meet the growth index of an SGP of 35.	30% of students will meet the growth index of an SGP of 35.	40% of students will meet the growth index of an SGP of 35.

Priority Statement #2: _Provide frequent, timely, and systematic feedback and support on instructional practices. _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The percent proficient and advanced for Students with Disabilities on the 2020 Keystone Algebra and Literature Assessments will increase 3%.	20% of students will meet the growth index of an SGP of 35.	30% of students will meet the growth index of an SGP of 35.	40% of students will meet the growth index of an SGP of 35.
English language proficiency growth of our English Language Learners will increase from 26% in 2017 to 30% in 2020.	26% of ELLs will demonstrate language proficiency based on Student progress reports.	27% of ELLs will demonstrate language proficiency based on Student progress reports	28% of ELLs will demonstrate language proficiency based on Student progress reports

Priority Statement #3: __   _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

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: __Foster a culture of high expectations for success for all students, educators, famillies, and community members.

Measurable Goals	Evidence-Based Strategy
The percent proficient and advanced for all student groups on the 2020 Keystone Algebra and Literature Assessments will increase 3% from the baseline assessments.	Content-Focused Specific Professional Development

Priority Statement #2: __Provide frequent, timely, and systematic feedback and suppoort on instructional practices. _____

Measurable Goals	Evidence-Based Strategy
The percent proficient and advanced for Students with Disabilities on the 2020 Keystone Algebra and Literature	Instructional Coaching * In-classroom coaching, in real-time

Assessments will increase 3% from the baseline assessments.	* Coaching to be provided by an Instructional Reform Facilitator, our Intermediate Unit, our internal teacher leaders and Department Chairs, and/or an external consultant/vendor * Coaching would concentrate on Differentiated Instruction strategies and components, including but not limited to Formative Assessment, Data Analysis, and student grouping * Content-based PLC's, particularly in Keystone Assessment subjects, will be developed, scheduled, and monitored * Department Chair-facilitated PD sessions, differentiated by content, will be a priority for district Act 80 days * Internet resources, offered through selected vendors, will be accessed by teachers during professional development
English language proficiency growth of our English Language Learners will increase from 26% in 2017 to 30% in 2020	Instructional Coaching Instructional Coaching * In-classroom coaching, in real-time * Coaching to be provided by an Instructional Reform Facilitator, our Intermediate Unit, our internal teacher leaders and Department Chairs, and/or an external consultant/vendor * Coaching would concentrate on Differentiated Instruction strategies and components, including but not limited to Formative Assessment, Data Analysis, and student grouping * Content-based PLC's, particularly in Keystone Assessment subjects, will be developed, scheduled, and monitored * Department Chair-facilitated PD sessions, differentiated by content, will be a priority for district Act 80 days * Internet resources, offered through selected vendors, will be accessed by teachers during professional development

Priority Statement #3: _ _____

Measurable Goals	Evidence-Based Strategy

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: _Foster a culture of high expectations for success for all students, educators, families, and community members. - The percent proficient and advanced for all studentgroups on the 2020 Keystone Algebra and Literature Assessments will increase 3%.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Systematically implement Differentiated Instructional strategies in all classrooms	Professional development, departmental leaders, consultant(s) for PD on DI	Principal, Assistant Principals, SOI, Departmental Leaders	SY 2019-2020 First semester implementation; Second semester monitoring
Research and distribute an evidence-based resource guide on Differentiated Instruction	Resource guide	Principal, Assistant Principals, SOI, Departmental Leaders	August 2019
Modify master schedule to allow for increased instructional coaching from departmental leaders in core subjects	Master schedule	Principal, Assistant Principals, SOI, Departmental Leaders	July/August 2019
Create a plan to implement a job-embedded professional development program	Leadership planning time	Principal, Assistant Principals, SOI, Departmental Leaders	August through October 2019
Create a plan to operationally define and identify high expectations within all classrooms	Expectations Committee, Rubrics for quality student work	Principal, Assistant Principals, SOI, Departmental Leaders, Expectations Committee members	August and September 2019
Anticipated Outputs:			
By increasing the quality of Differentiated Instruction in our classrooms, our student achievement will incrementally increase.			

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

Professional Learning Goal: All teachers will be trained and will implement differentiated teaching strategies within their classrooms.

Audience	All classroom teachers
Topics to be Included	Differentiated teaching strategies, Effective student grouping, Formative assessment, Data-based instruction, Personalized learning
Evidence of Learning	Walkthrough and observation data, Learning walks, Feedback on teacher lesson studies
Anticipated Timeframe	Enter Start Date: July 1, 2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Principal, Assistant Principals, PD Consultants

Monitoring/Evaluation Plan:

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

Expenditure (Brief Description)	Funding Source	Cost
NA - ATSI School		

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:

_ _____

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
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Priority #2 – Measurable Goal #1: _Provide frequent, timely, and systematic feedback and support on instructional practices. - The percent of Students with Disabilities proficient and advanced on the 2020 Keystone Algebra and Literature Assessments will increase 3%. _____

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Work with HR to procure an Instructional Coach (Grant funded position)	Title I funding, Job Description, Support and assistance from district office	Principal, Executive Director of Secondary Education, HR Director	Fall 2019 Person in place
Design and implement a Learning Walk protocol for teachers	Master schedule, Substitute period coverage, Coach/Administrator	Principal, Assistant Principals, Instructional Coach	September/October 2019
Create a tool that captures the instructional strategy employed during walkthroughs	Google	Principal, Assistant Principal	July/August 2019

Anticipated Outputs:
Implementing classroom walkthroughs and learning walks will provide for more frequent, timely, and systematic feedback to teachers.

Monitoring/Evaluation Plan:
Reviewing classroom, walkthrough, and Learning Walk data monthly. Sharing data with staff.

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

Expenditure (Brief Description)	Funding Source	Cost
NA - ATSI School		

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 #2 – Measurable Goal #2: Provide frequent, timely, and systematic feedback and support to teachers on instructional practices. -English language proficiency growth of our English Language Learners will increase from 26% in 2017 to 30% in 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
Research and procure a tool for classroom teachers to administer to benchmark our ELL's language proficiency.	Fees for purchase of the tool or compensation for staff who create the tool.	ESL Facilitator, Principal, Director of ESL	July/August/September 2019
Adjust master schedule to create more inclusive, language-rich learning environments for our ELLs	Master schedule, appropriate staffing	Master schedule, ESL Facilitator, Guidance Counselors, Director of ESOL	July/August 2019
Anticipated Outputs:			
Increase language proficiency of our ELLs in language-rich, inclusive classrooms.			
Monitoring/Evaluation Plan:			
Benchmark ELLs language proficiency quarterly using our newly acquired/created tool. Review and analyze benchmark data with school leaders and teachers.			

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

Expenditure (Brief Description)	Funding Source	Cost
NA – ATSI School		

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	
	Enter Start Date:

Anticipated Timeframe	Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #1:

___ _____

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
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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

Priority #3 – Measurable Goal #2:

_   _____

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
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

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	
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
Share SIP at faculty and staff meetings	All school staff	To review and to collect input on the school plan	Close of 2018-2019 SY. SY 2019-2020.
Present SIP to ASD School Board Directors and public audience at meeting.	School Board Directors and public.	To review, to address concerns, and to collect input on the school plan.	June 2019
Post SIP on internet for public review.	Public.	To share and to collect input on the school plan.	June 2019.
Share SIP at PTSA meetings.	Parents, Teachers, and Students	To share and to collect input on the school plan.	Monthly during the 2019-2020 SY.
Share plan goals and progress at fall orientations and throughout the year at class meetings.	Students	To share school plan goals and progress with students.	Quarterly during the 2019-2020 SY.

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:

_____   _____   _____
Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

_____   _____   _____
Name (printed)   *Signature*   *Date*

Building Administrator:

_____   _____   _____
Name (printed)   *Signature*   *Date*

School Improvement Facilitator:

Name (printed)   _Signature_   _Date_

Scan and insert the signed Assurances Page: