School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Harrisburg SD

School Building Name

Rowland Academy

4-Digit School Building Code

7623

School Street Address

1842 Derry Street, Harrisburg, PA 17104

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Patrick Newton	Principal	Admin
Rhonda Eckenroth	Asst. Principal	Admin
Danielle Sass	Title I Math	Teacher
Samantha Burns	Special Education	Teacher
Tawanda Brown	Parent	Parent
Colleen Forrester	Instructional Coach	Teacher
Kere Washington	5th Grade Teacher	Teacher
Iris Ramirez	7th Grade	Student
Naziyah Loatman	7th Grade	Student
Darnell Montgomery	Pastor	Community Member
Dina Taucher	Science Teacher	Teacher

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).

Principal reached out to various stakeholders within the school and community to invite them to be a part of the growth process at Rowland Academy.The principal reached out to various members across grade levels and departments to ensure a diverse cross-section of professionals were represented on the committee. Team leaders were contacted to select student representatives.

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 followed the established process as put forth by the School Improvement Facilitator to develop the plan. The committee has met, and will continue to meet, to ensure that the plan is being implemented with fidelity. During Phase 1 and Phase 2, the committee used backwards design to inspect what the school is currently doing and the end goals for the school improvement process. The anecdotal and quantitave data was analyzed to support the decision-making process for goal development in Phase 3. During Phase 4, the committee used the Evidence for PA website to identify evidence-based strategies to support long term change in the school. Action steps were developed during Phase 4 to accomplish these goals. The communication plan was developed in Phase 5 to solicit feedback from all stakeholders before finalizing.

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?*
Rowland Academy students will perform at grade level in the areas of reading and mathematics.	Achievement and growth data on academic assessments. Meeting Career and College Readiness standards.
Rowland students will demonstrate appropriate behavior in the school setting.	Reduction in number of suspensions and office discipline referrals.
Rowland students will graduate fully prepared to enter college and/or the workforce.	Meeting Career and College Readiness standards.

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.

Rowland Academy did the following:
- Diverse steering committee made up of stakeholders from all facets of the Rowland community
- Student focus groups
- Teacher focus groups
- Parent survey (available in Spanish)
- Teacher survey
- Student survey (available in Spanish)
- Parent Representative sent out contact information and solicited information from all parents
- Consultation with community members

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

Strengths	Supporting Evidence from Needs Assessment
Align curriculum, assessments, and instruction to the PA Standards	Written curriculum revisited annually. Training and collaboration with the IU.
Provide frequent, timely, and systematic feedback and support on instruction	Administrators conduct walkthroughs (15/week). Weekly PLCs for core content areas including lesson planning and data analysis.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that empower everyone	Instructional leadership team in place. Mentor-mentee PLC. Practice of transparency for decision-making and accessibility to parents and other stakeholders. Shared leadership (team leaders at each grade level, Deans of Students for 5th/6th, 7th/8th grades).
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Schoolwide behavior plan (Tier I) received recognition last two school years. Tier II team established and meeting regularly with documented interventions.

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
Foster a culture of high expectations for success for all students, educators, families, and community members	Classroom observations and walkthroughs indicate a specific need for additional resources to help students achieve at high levels. This is evidenced by the results from the 2018 PSSA results showing the following: 14.3% proficiencey in ELA 5.1% proficiency in Math 7.3% proficiency in Science 5.0% proficiency for ELLs	Yes	Lack of resources, including instructional and technological resources, to help students reach high expectations set by stakeholders as well as opportunities to engage in meaningful, cross-curricular planning and instruction.
Implement evidence-based strategies to engage families to support learning	Other than Open House and Parent/Teacher Conferences, Family Engagement events are poorly attended (less than 30 parents at most). There have been zero student-led, student-driven Family Engagement activities this year.	Yes	Consistent, engaging, student-driven family engagement activities do not occur regularly for multiple reasons including lack of parent input and multiple staff changes in the part-time position responsible for parent/family engagement.
Use multiple professional learning designs to support the learning needs of staff	Staff surveys indicated a lack of differentiation for professional learning activities. Classroom observations/walkthroughs indicate a need for diversified training for teachers. This is also evidenced by the results from the 2018 PSSA results showing the following:	Yes	There is no baseline to identify diverse staff training needs, nor are the resources currently available to provide the needed training.

	14.3% proficiencey in ELA 5.1% proficiency in Math 7.3% proficiency in Science 5.0% proficiency for ELLs		
		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.There is a need for adequate resources, including instructional and technological, to properly prepare students for success at the middle school level and beyond that will foster a culture of high expectations for success for all students, educators, families, and community members.	If we foster a culture of high expectations for success for all students, educators, families, and community members, then we will adequately prepare students for success at the middle school level and beyond.	Essential Practices Condition 2 - Empower Leadership
2. There is a need for consistent, engaging, student-driven family engagement activities to occur regularly to support learning in the school.	If we implement evidence-based strategies to engage families to support learning, then we will have highly engaged families that will lead to increased student achievement because of improved family/community connections.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
3. There is a need for a baseline to identify diverse staff training needs, and these needed resources must be made available to provide the necessary training.	If we use multiple professional learning designs to support the learning needs of staff, then staff will be able to adequately meet the needs of all students and students will increase their level of achievement.	Essential Practices Condition 4 - Foster Quality Professional Learning

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: ___There is a need for adequate resources, including instructional and technological, to properly prepare students for success at the middle school level and beyond that will foster a culture of high expectations for success for all students, educators, families, and community members._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By the conclusion of the 2019-2020 school year, 100% of students in the building will have consistent cross-curricular instructional and technological resources needed, as measured by administrative walkthroughs and observations that demonstrate every classroom teacher is effectively utililizing all of the resources provided by the school.	25% of students in the building will have consistent cross-curricular instructional and technological respources needed, as measured by administrative walkthroughs and observations that demonstrate every classroom teacher is effectively utililizing all of the resources provided by the school.	50% of students in the building will have consistent cross-curricular instructional and technological resources needed, as measured by administrative walkthroughs and observations that demonstrate every classroom teacher is effectively utililizing all of the resources provided by the school.	75% of students in the building will have consistent cross-curricular instructional and technological respources needed, as measured by administrative walkthroughs and observations that demonstrate every classroom teacher is effectively utililizing all of the resources provided by the school.

Priority Statement #2: _2. There is a need for consistent, engaging, student-driven family engagement activities to occur regularly to support learning in the school.   _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By the conclusion of the 2019-2020 school year, Rowland Academy will hold family engagement activities, attended by 50% of parents, as measured by sign-in sheets.	Rowland Academy will hold family engagement activities, attended by 15% of parents, as measured by	Rowland Academy will hold family engagement activities, attended by 25% of parents, as measured by sign-in sheets.	Rowland Academy will hold family engagement activities, attended by 40% of parents,

	sign-in sheets.		as measured by sign-in sheets.

Priority Statement #3: __There is a need for a baseline to identify diverse staff training needs and the resources needed to be made available to provide the necessary training._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By the conclusion of the 2019-2020 school year, 100% of Rowland teachers will receive the differentiated building-level professional development that is most impactful as determined by administrative walkthroughs and observations, and recorded through professional learning sign-in sheets and completed electronic evaluations.	25% of Rowland teachers will receive the differentiated building-level professional development that is most impactful as determined by administrative walkthroughs and observations, and recorded through professional learning sign-in sheets and completed electronic evaluations.	50% of Rowland teachers will receive the differentiated building-level professional development that is most impactful as determined by administrative walkthroughs and observations, and recorded through professional learning sign-in sheets and completed electronic evaluations.	75% of Rowland teachers will receive the differentiated building-level professional development that is most impactful as determined by administrative walkthroughs and observations, and recorded through professional learning sign-in sheets and completed electronic evaluations.

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: __There is a need for adequate resources, including instructional and technological, to properly prepare students for success at the middle school level and beyond that will foster a culture of high expectations for success for all students, educators, families, and community members._____

Measurable Goals	Evidence-Based Strategy
By the conclusion of the 2019-2020 school year, 100% of students in the building will have consistent cross-curricular instructional and technological resources needed, as measured by administrative walkthroughs and observations that demonstrate every classroom teacher is effectively utililizing all of the resources provided by the school.	Arts Experiences (Tier 1) - will be tied into project-based learning and be one of the core strategies used to impact this goal. Our vision within this is to create cross-curricular learning opportunities where the Arts is the vehicle to communicate how mastery is demonstrated by students. It will also foster a culture of high expectations for student success.

Priority Statement #2: __2. There is a need for consistent, engaging, student-driven family engagement activities to occur regularly to support learning in the school._____

Measurable Goals	Evidence-Based Strategy
By the conclusion of the 2019-2020 school year, Rowland Academy will hold family engagement activities, attended by 50% of parents, as measured by sign-in sheets.	Parent Engagement Project (Tier 1) - using Class Dojo as the communication instrument to relay all events and student learning experiences to families so that they are aware and increase their motivation to attend. PBIS (Tier 1) - PBIS will be an underlying startegy to drive feedback and communication between the school and families.

Priority Statement #3: _There is a need for a baseline to identify diverse staff training needs and the resources need to be made available to provide the necessary training._____

Measurable Goals	Evidence-Based Strategy

By the conclusion of the 2019-2020 school year, 100% of Rowland teachers will receive the differentiated building-level professional development that is most impactful as determined by staff surveys, administrative walkthroughs and observations, and recorded through professional learning sign-in sheets and completed electronic evaluations.	Instructional Coaching (Tier 3) - will be used to plan and provide feedback on identified, individual staff needs and to ensure that teachers are utilizing the strategies learned in the differentiated trainings.

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: _By the conclusion of the 2019-2020 school year, 100% of teachers in the building will have consistent instructional and technological resources needed, as measured by a staff survey and administrative walkthroughs and observations._____

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
All instructional staff will be involved in vertical department planning sessions, inclusive of STEAM Planning Team in order to identify Power Standards for each discipline by marking period. Time will be used to ensure that resources are available, used effectively, and aligned to the standards.	Weekly Planning Time	Teachers, Instructional Coach, STEAM Projects Team, Foundry Makerspace partners	Beginning July 2019 through 2020 school year
Surveys are developed by the ILT team to reflect project-based learning needs and resources for each grade level team member.	Resource Survey for project-based learning needs	Instructional Leadership Team	Complete by July 31, 2019
Departments will meet to develop and implement rubric-driven unit competencies and exemplars prior to each unit of study.	Planning time for the development of the rubric and exemplars	Instructional staff	Beginning of each quarter in 2019-2020
Administrative Walkthroughs will occur on a weekly basis to determine the progress and effectiveness of each unit while assessing utilization and implementation of resources as well as additional needs.	mylearningplan.com and anecdotal data	Principal and Assistant Principal	Beginning September 2019 through 2020 school year

Teachers and students will implement quarterly showcases of student project artifacts. This will highlight student interests and needs as well as have a focus on the arts as part of project-based learning.	School calendar development,	Instructional staff, family engagement staff, and community coach partners	End of each quarter, 19-20

Anticipated Outputs:

Students will develop a deep understanding of how the arts, sciences, math and literature all connect in learning in real-world situations that will help to prepare for college and career opportunities upon graduation. Students will be able to develop projects that are pertinent and valuable to meet their needs as individual learners. This will foster a culture of high expectations for all students.

Monitoring/Evaluation Plan:

The students will complete a quarterly project that will be shared during a showcase event that is open for parents to attend and will be monitored by administrators based on their walk-through visits of classrooms during the development of the projects.

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

Expenditure (Brief Description)	Funding Source	Cost
Project based team planning time	CSI	$9,000.00
Project Materials as determined by project planning team	CSI	$60,000.00

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Project based learning opportunities will be utilized quarterly during the school year that will expose students to diverse, inter-disciplinary topics that will meet their academic needs as well as get them motivated about learning topics that are of a high-interest to them to further develop their passion for learning.	
Audience	Students, Staff members and Administration
Topics to be Included	Effective interdisciplinary project-based learning,
Evidence of Learning	public showcase artifacts and artifacts that reflect a high level of success based upon the rubrics and exemplars created for the projects.
Anticipated Timeframe	Enter Start Date:September 1, 2019 Anticipated Completion Date:June 30, 2019
Lead Person/Position	Department Leaders, Team Leaders and Instructional Coaches

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: _ There is a need for consistent, engaging, student-driven family engagement activities to occur regularly to support learning in 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
Additional training will be given to Rowland Academy teachers at the beginning of the school year that will assist teachers in their ability to upgrade their use of Class Dojo to utilize neutral points as a form of documentation.	Computers Class Dojo App In-House Class Dojo Trainer	Teachers	By August 31, 2019
PBIS committee will plan and implement a beginning of the year BBQ for students and families as an initial step to connect with families.	Celebration supplies Flyers Planning meeting Family Sign-In Sheets	PBIS Committee Administrators/Deans	Beginning of the 2019 School Year
Student Leadership committee will be created to consist of a cross-section of students. They will work in concert with the leadership team and the family engagement specialist to plan and organize one student-driven family engagement activity per month based off of surveys given to the student body to determine what family enagement activities students would like to see in the school.	Planning meetings ** Depends on type of activities? Surveys for family engagement activities Family Sign In Sheets	Student Leadership Students and Staff Administrators/Deans	By September 30, 2019
A family engagement calendar will be created for the year by the family engagement specialist upon approval	Family Engagement Calendar	Student Leadership Students and Staff Administrators/Deans	By August 31, 2019

by administors. The calendar will provide parents with an overview of the opportunies available throughout the year.			
An incentive program will be developed by administration to provide faculty and staff with incentives for attending and particticipating in family engagement activities	Incentive items to be determined by administration	PBIS Committees	By August 31, 2019

Anticipated Outputs:

More families attending Rowland Academy for events other than Open House and parent teacher conferences. Families will become highly engaged in their students' lives in the classroom and will devleop high-quality partnerships with faculty members that will lead to greater levels of achievement by their children.

Monitoring/Evaluation Plan:

Sign in sheets will be available at each event. Families will sign in along with providing their child's name and contact information. Number of family signatures will be tracked and charted. Data from these sign in sheets will be tracked quarterly to check for progress on the goal.

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

Expenditure (Brief Description)	Funding Source	Cost
Beginning of the Year Barbeque for Families	CSI Funds/Building Level Funds	$6000.00
Student-Driven Family Engagement Activities	CSI Funds	$30,000.00
Staff Incentives for Attending Family Engagement Activities	CSI Funds	$30,000.00

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

Professional Learning Goal 1:Parent Engagement Project (Tier 1) - using Class Dojo as the communication instrument that will help to inform parents about upcoming family engagement events. Rowland Academy is going to ensure that communication is given to parents on how to access Class Dojo; training will be given to teachers to ensure that they can use Class Dojo to reach out to families to inform them of their child's progress in class as well as upcoming family engagement events.

Audience	Students, Staff, Families of Students
Topics to be Included	Training staff on how to properly use Class Dojo. Traning parents on downloading the app, logging in and use of Class Dojo during beginning of year and family enagement events.
Evidence of Learning	100% of staff using Class Dojo Parents responding to staff messages or earning of points on Class Dojo
Anticipated Timeframe	Enter Start Date:July 1, 2019 Anticipated Completion Date:June 30, 2020
Lead Person/Position	PBIS Committee

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

Professional Learning Goal 2:PBIS (Tier 1) - PBIS will be an underlying startegy to drive feedback and communication between the school and families. This committee will work with the student leadership team to develop family engagement activities for the year and monitor the data of family attendance at these events.

Audience	Students, Staff, Families of Students
Topics to be Included	Staff overview of PBIS at beginning of 2019 school year Introduction to families on PBIS at opening BBQ Student-led assembly introducing PBIS and upcoming plans for school year Student leadership committee developing activities with PBIS team for the upcoming school year.
	More student involvement in PBIS

Evidence of Learning	Family attendance at school events
Anticipated Timeframe	Enter Start Date:July 1, 2019 Anticipated Completion Date:June 30, 2020
Lead Person/Position	PBIS Tier 1 Committee

Priority #2 – 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 #3 – Measurable Goal #1: ___By the conclusion of the 2019-2020 school year, 100% of Rowland teachers will receive the differentiated building-level professional development that is most impactful as determined by staff surveys, administrative walkthroughs and observations, and recorded through professional learning sign-in sheets and completed electronic evaluations._____

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
The leadership team will create and administer staff survey on professional development needs.	Survey will be created and distributed via Google Forms.	Principal	July 2019
Review data from professional development survey and walkthroughs/observations to determine greatest areas of staff need for professional development.	Google Form (survey), mylearningplan.com (contains all walkthroughs and formal observations)	Principal and Asst. Principal	July 2019
Develop professional learning plan for 2019-2020 school year based on survey and walkthrough data that will reflect areas of staff need and develop the training sessions needed to ensure staff is receiving knowledge, skills, and strategies necessary for success in the classroom.	District calendar for 2019-20 school year, catalog of professional development sessions available at PaTTAN - Harrisburg and CAIU during the 2019-20 school year, Harrisburg SD Professional Development Plan for 2019-20 school year, list of district-approved outside vendors (ex. Carnegie Learning, Andy Dousis).	Principal, Assistant Principal, Instructional Coach, HSD Chief Academic Officer	July 1, 2019 to July 31, 2019
Based on the professional learning plan, schedule/book any outside vendors for the 2019-20 school year.	Standard Contracts for Vendors to provide professinal development	Principal, Assistnat Principal, SIG adminstrators	By July 31, 2019
Walk-through observations and instructional coaching throughout the	Mylearningplan.com to record data.	Principal, Assistant Principal	Throughout the 2019-2020 school year to be completed

			by June 1, 2020
year to determine additional professional development needs for teaching staff with an end of year survey to measure effectiveness of the goal. The administration will also perform data analysis from walkthroughs and mylearningplan feedback. This will help to plan next steps for professional development in the building.			

Anticipated Outputs:

All of the teachers in the building will receive differentiated and personalized professional development that will best meet their needs for their classroom instruction, which will result in teachers being able to meet all of the learning needs of the students in their classrooms. This will lead to increased student acheivement.

Monitoring/Evaluation Plan:

mylearningplan.com will be used throughout the school year to collect data from walk-throughs on how teachers are utilizing the resources and support that they are receiving in professional development sessions. Additionally, staff surveys and completed PD evaluation forms will determine the ongoing effectiveness of the plan.

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

Expenditure (Brief Description)	Funding Source	Cost
Differentiated and Personalized Professional Development Based on the Needs of the Staff	CSI Funds/SIG Funds	$233.643.18
Planning Time for In-House Staff to Prepare for Delivery of Professional Development	CSI Funds	$6,000.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Administration will survey the staff to determine staff needs for training in the upcoming school year. They will also compile data and information from walkthough observations in the 18-19 school year to determine specific personalized and differentiated training needs for all of the staff members in the school. The administration will then put together a flexible professional development calendar that meets the diverse needs of the staff and contract both outside vendors and in-house staff to provide the needed training.	
Audience	Administration and Staff Members
Topics to be Included	Professional Development needs will be determined by the end of year data-gathering. It is anticipated that purposeful planning, classroom management, differentiation and working with English Language Learners will arise as specific needs.
Evidence of Learning	Quarterly surveys along with walkthrough observations will determine the effectiveness of the plan and demonstrate teachers implementation of what they have learned during the professional development sessions.
Anticipated Timeframe	Enter Start Date:July 1, 2019 Anticipated Completion Date:June 30, 2020
Lead Person/Position	Principal and Assistant Principal

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 #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
District website	All stakeholders	Share the completed plan draft.	May 7, 2019 - June 4, 2019
Faculty meeting	Building staff	Share the plan with building faculty and staff	May 15, 2019
Board approval	School board members and attendees	Approve the draft plan	June 17, 2019
Submission to PDE	Pennsylvania Department of Education	Final approval of plan	June 20, 2019

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: