

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Hill House Passport Academy Charter

School Building Name

Hill House Passport Academy Charter School

4-Digit School Building Code

8308

School Street Address

510 Heldman Street Pittsburgh, PA 15219

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Jeffrey Jackson	Principal/CEO	HHPACS
Shelly Nichols	Dean of Students	HHPACS
Raymond Rall	Head Teacher/Safety Coordinator	HHPACS
Dr. Ray Milke	Director of Special Ed/School Psychologist	HHPACS
Rachel Heusey	Special Education	HHPACS
Matthew Walters	English Teacher	HHPACS
William McCoullum Jr.	Math Teacher/Data Specialist	HHPACS
Thomas Trapp	Social Studies Teacher	HHPACS
Dellane Ratley-Fisher	Guidance Counselor	HHPACS
Sharon Zaborowski	Business/Operations Manager	HHPACS
Philip Parr	Board President	HHPACS

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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).

Efforts of School Leaders - One of the initial responsibilities of the School Leaders was to choose responsible, dedicated and reliable stakeholders from various sectors of the community, such as the school, the community partners, school board members, all members of the community, etc.... ALL means ALL stakeholders interested in the intellectual, physical and social development of the students who attend Hill House Passport Academy Charter School so as to have each student graduate college and/or career ready. With that in mind, in early February of 2019, the School Leaders began to brainstorm a list of such stakeholders and then strategically categorized the names on the list via each of their specific interests, i.e., academic achievement, student needs, climbing the career ladder, financial gain, community improvement, etc.... From that determination, the school leaders began to screen persons who might only want to serve for their own personal gain rather than for the good of the school. From the final list, school leaders began to personally approach the stakeholders, gave them a brief overview of an SCSC member's responsibilities and asked them to consider serving. After a few days, phone calls were made to once again reach out to the various stakeholders and ask for their commitment to serving on the Steering Committee. Thus, the present School Community Steering Committee for Hill House Passport Academy Charter was born.

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.

Members of the School Community Steering Committee (SCSC) have been empowered to envision the school through the lens of its mission/vision, and defined successes. They engaged in exploring the Essential Practices that lead to prioritizing the school's greatest needs and seeking the root cause(s) for these needs. Upon identifying the root cause(s), the SCSC began to set goals, explore evidence based practices and to create an Action Plan. During the last week of May 2019, the committee will set-up informational sessions for the faculty, staff and administration at which time they will present and discuss the components of the Action Plan and the steps for implementation of the plan. A specific timeline will be established for the implementation steps and processes. A Checklist will be developed so as to assist the SCSC members to monitor the plan in an organized, timely and documented fashion. The SCSC will meet at least once per quarter to discuss the WOWS and scowls of the plan and to adjust the course as needed pending consensus of the committee. At the end of the 2019-2020 SY, the entire Action Plan will be revisited and revised as needed in order to begin addressing other priorities that will further enhance School Improvement.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

<p>Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p>Measures of Success <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>Hill House Passport Academy will build the academic and non-academic skills of youth who have dropped out of high school, re-engaging them in the learning process, and empowering them to graduate from high school prepared to become</p>	<p>Increased school attendance by 3% yearly over a five year period (15% over a 5 years period) to be tracked via weekly attendance reports housed in the student management system.</p>

<p>productive members of society who enhance their community.</p>	<p>PVAAS indicators of academic growth - Presently the ELA growth indicator is red indicating that there is significant evidence that the school did not meet the standard for PA Academic Growth. (-2.57 R): For math, the growth indicator is green indicating that there is evidence that the school met the standard for PA Academic Growth. (-.88 G). To measure success for ELA, the goal is to increase performance from red to green in relation to the performance indicator for the 2019-20 SY. For math, the goal is to increase from green to light blue in relation to the performance indicator for the 2019-20 SY. Thus by 2023-24 SY the goal for both ELA and math is to increase growth so as to be in the dark blue category</p> <p>The baseline combined 4 year and 5 year cohort graduation rate for CSI designation is 31.5%; by 2021-22 SY, the rate will increase by at least 35.6%; therefore, showing a cohort graduation rate of 67.1% for the 2021--22 SY. By 2023--24 SY, the projection will be at 80%.</p>

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.

Hill House Passport Academy Charter engaged in timely and meaningful consultation with a broad range of stakeholders to include families, students, educators, Board Members and community partners to understand the most pressing needs of the entire school community and to discover the root cause(s) of those identified needs. This process began by the Department of Education, Office of School Improvement, assigning a School Improvement Facilitator (SIF) (Barbara J. Mehalov) to oversee and facilitate the School Improvement Process. During an initial meeting with the CEO/Principal and Special Education Director, the Facilitator clearly explained the School Improvement Process for schools designated as being labeled in Comprehensive School Improvement (CSI). One of the initial responsibilities of the LEA was to choose responsible, dedicated and reliable stakeholders from various sectors of the community, such as the school, the community partners, school board members, all members of the community, etc.... ALL means ALL stakeholders interested in the intellectual, physical and social development of the students who attend Hill House Passport Academy Charter School.

Once the stakeholders were chosen by the LEA, the School Community Steering Committee (SCSC) was officially established. During the process of choosing the SCSC, the Facilitator began to collect data about the various aspects of the school by having the Principal send electronic surveys to all the educators, students and parents to be submitted to PDE by a given date. The information gleaned from these surveys was compiled and utilized by the SCSC members to make informed decisions. The SIF also conducted the following: A one-on-one Interview with the Principal and the Special Education Director, met with and interviewed two Educator Focus Groups as well as two Student Focus Groups, did Classroom Walk-throughs with Ms Nichol's and completed a document on Exploring the School. Along with all this documented evidence, she then began to set-up and conduct the SCSC meetings. The first such meeting was held on February 14, 2019 to make the SCSC members aware of their role in the School Improvement Process (SIP) and to complete the Individual Self- Assessment of the Essential Practices which are made up of four (4) Conditions: 1) Focus on Continuous Improvement of Instruction; 2) Empower Leadership; 3) Provide Student Centered Support Systems and 4) Foster Quality Professional Learning. Under each of these four Conditions are eighteen (18) specific Essential Practices. This Individual Self-Assessment was submitted electronically to PDE to become part of the data collection. ALL the data was compiled by the Core Team Member (CTM) – Data Consultant and used by the SCSC to make informed data driven decisions. Once the Facilitated Essential Practices Assessment (FSA) was completed, the Committee began to dig deeper into the data and to categorize and/or prioritize the four Conditions. They then prioritized the Practices under each of the Conditions and from that information choose and/or determined via the data what two Practices would become the Priorities for the 2019-20 SY. Priority Statements were written along with SMART GOALS and the Action Plan was created as outlined in the Pennsylvania School Improvement Plan document.

Completed School Improvement Plan was presented to the Board of Education for review and acceptance on June 18, 2019 and submitted to PDE on June 19, 2019.

The SCSC met on the following dates and completed the designated tasks:

March 7, 2019 Began Facilitated Self- Assessment (FSA) with Focus on Continuous Improvement of Instruction

March 29, 2019 Continued and Completed FSA examining the Conditions of Empowering Leadership, Providing Student Centered Support Systems and Fostering Quality Professional Learning

April 5, 2019 Prioritized the Needs and Conducted Root Cause Analysis

April 10, 2019 Completed the School VISION STATEMENT and began to populate Sections I and II of the School Improvement Plan

April 26, 2019 Wrote SMART Goals and began Action Plan

May 14, 2019 Evidence-based resources/Continue Action Planning

May 20, 2019 Communication Plan/Complete Action Plan

June 3, 2019 Revisit and revise School improvement Plan - FINAL

June 5, 2019 Reviewed the Final Draft of the School Improvement Plan with the SCSC

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

Strengths	Supporting Evidence from Needs Assessment
There is evidence that the school met the standard for PA academic growth in Math.	<p>According to the Essential Practices Ratings Summary conducted by SCSC, Focus on Continuous Improvement of Instruction was rated as the condition least in need of improvement. Also, students reported that almost everyday they apply math to situations in life outside of school and they write a few sentences to explain how they solved a math problem and discuss possible solutions to problems almost everyday</p> <p>According to PVAAS Growth of Student Groups Report, the indicator is Green showing that academic growth in math was maintained.</p>
Before and After School Tutoring is available to students Monday-Thursday of every week.	According to sign-in sheets, no less than 10 students per day attend after-school tutoring sessions for all subject areas.
There is evidence that students showed growth over the first semester of the 2018-19 SY in mathematics.	STAR Math Data shows a 0.31 grade level increase from September 2018 to February 2019.
HHPACS coordinates with outside agencies that provide supports for student needs.	<p>50 % of students with IEP/504 plans have open cases with Office of Vocational Rehabilitation (OVR) to develop and implement plans for career readiness.</p> <p>15% of the students actively participate with the YMCA and on average 7% of the students participate twice per week.</p> <p>8% students participate in a program with Mercy Behavioral Health Guidance.</p> <p>5% of the students are enrolled in a teen parenting program twice a month through Teen Elect. The program is open to all teen parents.</p>
All student group exceeds the Career Bechmark Performance Standards	According to the Future Ready Index, the All student groups scored 100% in the Career Standards category as opposed to the State Average of 91.8%.

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
Lack of leadership capacity and staff empowerment to develop and be successful in the implementation of initiatives that better serve students, staff, and the school..	Lack of communication between K12 and current school leadership - Several examples exist via email, text, etc....	Yes	Lack of a cohesive administrative management system to make well informed educational decisions for all stakeholders.
Behavioral expectations are not explicitly taught, clearly understood, and consistently reinforced in classrooms.	On average, two students per day are sent home for cool down periods. The average daily attendance for the first semester of the 2018/19 school year was 65%. Historically, the school has not exceeded attendance rates above 65%. 33% of students enrolled are tardy to school on a daily basis.	No	Disconnect between student learned behavior and schoolwide expectations.
Identify professional learning needs through analysis of a variety of data.	Lack of quantitative data.	No	Data collection in this area has not been a priority in the past.
Identify and address individual student learning needs.	Lack of quantitative and/or qualitative data.	Yes	Data collection in this area has not been consistent and/or an area of focus in the past.
Foster a culture of high expectations for success for all students, educators, families, and communities.	Lack of a clear vision statement. Lack of consistently implemented protocols.	No	Systems and procedures not formally articulated during the creation of the charter.

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.		Choose an item.
1. To build leadership capacity so as to make informed agreed upon decisions in order to empower staff in the development and successful implementation of initiatives that better serve students, staff and the school	If there is a united decision-making body that makes well informed decisions and empowers staff in the development and implementation of initiatives, then the students, staff and school as a whole will be better served to effectively educate all stakeholders.	Essential Practices Condition 2 - Empower Leadership
2.		Choose an item.
2. To identify and address individual student learning needs in order to achieve academic success.	If individual student learning needs are identified and addressed via various instructional strategies and interventions, then students will realize their potentials and the benefits of striving to reach high expectations that lead to academic success..	Essential Practices Condition 3 - Provide Student-Centered Support Systems
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: ___1. To build leadership capacity so as to make informed agreed upon decisions in order to empower staff in the development and successful implementation of initiatives that better serve students, staff and the school.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>By the end of the 2019-20 SY, leadership capacity will intentionally be developed and distributed among individuals and teams to foster shared ownership of school success that will lead to the empowerment of 100% of the faculty and staff to develop and implement initiatives that better serve all stakeholders.</p>	<p>As of September 30, 2019, using a Balanced Leadership Model, 100% of the faculty and staff will be introduced to a building-wide decision-making process that will be shared and understood by all stakeholders. The evidence of understanding will be measured via having all participants complete a written questionnaire about the learning..</p>	<p>As of December 31, 2019, leadership will be intentionally developed and distributed among 50% of the faculty and staff to foster shared ownership of school success. Monitoring of the process will be through team meetings (ie, Leadership Team & Data Team) agendas and minutes from team meeting.</p>	<p>As of March 30, 2020, the development and distribution of leadership will be clearly understood, equitable, and transparent among 100% of the faculty and staff. Monitoring of the process will be through team meetings (ie, Leadership Team & Data Team) agendas and minutes from team meeting(s).</p>
<p>By the end of the 2019-20 SY, 100% of the faculty and staff will be fully aware of initiatives that better serve students, faculty, staff and the school as coordinated by the Special Programs Director and Educational Consultant, (i.e. Professional development in academics and classroom management, creation and implementation of curriculum and assessments, as well as other initiatives designated by CEO) will be implemented with fidelity.</p>	<p>By September 30, 2019, there will be a building-wide decision-making process in place with protocols that are shared, understood and implemented by all stakeholders as facilitated by the Special Program Director and Educational Consultant.</p>	<p>By December 31 2019 - the decision-making protocols will include, but not limited to fostering a culture of high expectations for learning and growth of all students as reflected in clear, measurable goals that are included in instructional planning. This will be evidenced through lesson plans, walk-throughs and</p>	<p>By March 30,2020 school leaders and instructors regularly communicate high expectations and goals for student and school outcomes emphasizing all staff members' roles and accountabilities and proactively recognize quality teaching. This will be evidenced</p>

		observations and at least 50% of the faculty will implement the practice with fidelity while the remaining 50% of the faculty will continue to be mentored by the Special Programs Director and Educational Consultant.	through lesson plans, walk-throughs and observations and at least 75% of the faculty will implement the practice while the remaining 25% of the faculty will continue to be mentored by the Special Programs Director and Educational Consultant. with fidelity
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Priority Statement #2: To identify and address individual student learning needs in order to achieve academic success.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
During the 2019-20 SY, 100% of the ELA and mathematics instructors will implement the PA Curriculum Frameworks for ELA and mathematics and the utilization will be monitored via lesson plans, observational data and the new CDT growth reports to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency and a 10% increase in mathematics proficiency.	By September 30, 2019, 100% of faculty and staff will address the process to identify and provide extensive support to students having trouble in meeting the academic standards Monitoring Tool - CDTs for ELA & Math (Baseline Data - BOY)	By December 31, 2019, written personalized goals will be determined for each student in terms of their performance on benchmark, diagnostic, formative and summative assessments. The CDTs for ELA and math will show an increase of at least 5% in proficiency from BOY.. as well as an increase in growth from the BOY.	By March 30, 2020 - 100% of the ELA and mathematics classroom assessments will be periodically reviewed to ensure alignment to grade-level expectations and learning targets. Educators will share these learning targets, performance requirements, and assessment results in student-friendly language. To be evidenced in lesson plans, walk-throughs, data meetings and observations thus leading to at least an increase of 10% in proficiency for

			ELA and mathematics from the BOY on the CDTs as well as increase growth.
During the 2019-20 SY, individual student learning needs will be identified and addressed through the use of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs and monitored via CDTs, observations, lesson plans, walk-throughs and student feedback forms.	By September 30, 2019, an effective process to identify and provide extensive support to students having trouble meeting standards is in place and an evidence based approach to meet the needs of students with disabilities is in place and monitored via lesson plans, walk-throughs and observations and to administer CDTs to establish baseline data (BOY).	By December 31, 2019, school leaders will strategically monitor educators instructional practices so as to provide opportunities for students performing at grade level and beyond to ensure their learning is challenging, engaging, and sustained. Evidenced through lesson plans, walk-throughs, observations and student feedback forms thus leading to at least an increase of 5% proficiency in both ELA and mathematics from the BOY as per CDTs.	By March 30, 2020, educators will provide multiple options for students to demonstrate what they know and can do related to standards - aligned goals and learning targets as evidenced by classroom assessments, benchmark assessments (CDTs), thus leading to at least an increase of 10% proficiency in both ELA and mathematics from the BOY as per CDTs.

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: To build leadership capacity so as to make informed agreed upon decisions in order to empower staff in the development and successful implementation of initiatives that better serve students, staff and the school.

Measurable Goals	Evidence-Based Strategy
<p>By the end of the 2019-20 SY, leadership capacity will intentionally be developed and distributed among individuals and teams to foster shared ownership of school success that will lead to the empowerment of 100% of the faculty and staff to develop and implement initiatives that better serve all stakeholders.</p>	<p>Balanced Leadership Framework The 21 leadership responsibilities based on the 66 associated practices found in the research are supported through an exhaustive review and application of the literature on leadership. The objective is to build capacity through meaningful and applicable staff development in individuals and organizations to do what they already know (Educational Leadership) and do it even better. First, McREL’s work is based on large-scale and rigorous quantitative research correlated with student achievement. McREL has developed a framework, the Balanced Leadership Framework™, which has four components: 1. Leadership 2. Focus Of Change 3. Magnitude Of Change 4. Purposeful Community . This framework serves as an organizer, and each of the components — leadership, focus, magnitude, and purposeful community can be used by leaders intentionally and strategically to connect a vision for leadership with a plan of action. Exploring the causal impact of the McREL Balanced Leadership Program on leadership, principal efficacy, instructional climate, educator turnover, and student achievement. Jacob, R., Goddard, R., Kim, M., Miller, R., & Goddard, Y. (2014). Educational Evaluation and Policy Analysis. Published online before print. doi: 10.3102/0162373714549620 Retrieved from: https://eric.ed.gov/?id=EJ107276 • Meets WWC standards without reservations Tier 2</p> <p>Shaping a Vision of Academic Success for All Students, Project Group 1: http://2wh2pdomc1q415tdl40khdki.wpengine.netdna-cdn.com/wp-content/uploads/2015/10/Group-1-Vision_of_Success_FINAL_10_19_142-31.pdf Over a decade of research on school leadership with more than 70 research reports and other publications has helped The Wallace Foundation figure out what makes an effective principal. In short, their studies show that effective principals perform five practices well to improve learning for all students: • Shaping a vision of academic success; • Creating a climate hospitable to education; • Cultivating leadership in others; • Improving instruction; and • Managing people, data and processes to foster school improvement.</p>

	Tier II
<p>By the end of the 2019-20 SY, 100% of the faculty and staff will be fully aware of initiatives that better serve students, faculty, staff and the school as coordinated by the Special Programs Director and Educational Consultant, (i.e. Professional development in academics and classroom management, creation and implementation of curriculum and assessments, as well as other initiatives designated by CEO) will implemented with fidelity.</p> <p>.</p>	<p>"CRA is an intervention for mathematics instruction that research suggests can enhance the mathematics performance of students in a classroom. It is a three-stage learning process where students learn through physical manipulation of concrete objects, followed by learning through pictorial representations of the concrete manipulations, and ending with solving problems using abstract notation." (PaTTAN.net) Tier 3</p> <p>Professional Development in Comprehension Strategies and Providing Scaffolds - Teachers will engage in a series of professional development sessions on comprehension strategies and how to scaffold the instruction for all readers.</p> <ul style="list-style-type: none"> • Rationale: Teachers should provide adolescents with direct and explicit instruction in comprehension strategies to improve students' reading comprehension. Comprehension strategies are routines and procedures that readers use to help them make sense of texts. These strategies include, but are not limited to, summarizing, asking and answering questions, paraphrasing, and finding the main idea. Comprehension strategy instruction can also include specific teacher activities that have been demonstrated to improve students' comprehension of texts. Asking students questions and using graphic organizers are examples of such strategies. Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.²³ An important part of comprehension strategy instruction is the active participation of students in the comprehension process. In addition, explicit instruction involves providing a sufficient amount of support, or scaffolding, to students as they learn the strategies to ensure success. • Level of evidence: Tier 1-Strong The level of evidence supporting this recommendation to be strong, on the basis of five randomized experimental studies, and additional evidence from a single subject design that examined the effects of teaching main idea summarization on adolescents' comprehension of narrative and informational texts. In addition, this body of research is supported by numerous other studies that vary in research design and quality and by additional substantive reviews of the research. <p>Professional Development in Writing to Read: Strategies to Support Comprehension of Text through Writing -Teachers will engage in professional development around writing strategies to support text comprehension.</p>

	<ul style="list-style-type: none"> • Rationale: Research has shown that when students write about a text, their comprehension is increased. Powerful writing to read strategies include writing summaries of a text, structured note-taking during reading, answering questions in writing, and responding to text in writing. • Level of Evidence: Tier 2- Moderate The evidence shows that having students write about the material they read does enhance their reading abilities. In fact, fifty-seven out of sixty-one outcomes (93 percent) were positive, indicating a consistent and positive effect for writing about what is read. The impact of writing about reading applied broadly across different levels of schooling, as students participating in this research were in grades 2–12, with the majority in middle or high school. These positive effects were evident when students wrote about text in science and social studies as well as in English. Research showed that students need explicit instruction in these strategies in order for them to improve their comprehension. In studies where the instruction was not explicit, student learning was not enhanced.
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Priority Statement #2: __To identify and address individual student learning needs in order to achieve academic success.

Measurable Goals	Evidence-Based Strategy
<p>During the 2019-20 SY, 100% of the ELA and mathematics instructors will implement the PA Curriculum Frameworks for ELA and mathematics and the utilization will be monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency and a 10% increase in mathematics proficiency.</p>	<p>The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths and areas in need of improvement, and provides links to classroom resources.</p> <p>The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content. (Mathematics and English Language Arts are aligned to the Pennsylvania Core Standards. Science is aligned to Pennsylvania Assessment Anchors and Eligible Content.) Because the CDT is diagnostic in nature relative to student acquisition of the standards, the data may be used to dig deeper and form flexible groups based upon changing student needs. Teachers can then conduct ongoing formative and summative assessment to determine with students whether they are making progress or not.</p>

<p>During the 2019-20 SY, individual student learning needs will be identified and addressed through the use of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs and monitored via CDTs, observations, lesson plans, walk-throughs and student feedback forms.</p>	<p>Alternative High Schools COLLEGE AND CAREER READINESS HIGH SCHOOL GRADUATION RATE OVERVIEW Alternative high schools (or Alternative Education Programs) provide non-traditional educational opportunities for secondary-aged students at-risk for dropping out of school or deficient in credits for graduation. They provide school opportunities to students who have a desire to stay in school and gain diplomas, or court-adjudicated youths in juvenile detention systems. (National Dropout Prevention Center Tier 4</p> <p>Check & Connect HIGH SCHOOL GRADUATION RATE STUDENT ATTENDANCE OVERVIEW Check & Connect is a dropout prevention program that has two main components. The "Check" piece determines student engagement through the "checking" of student performance; the "Connect" piece utilizes program staff to provide individualized attention to students, in connection with school personnel, family members, and community service providers. Tier 3</p> <p>Becoming a Man HIGH SCHOOL GRADUATION RATE OVERVIEW Becoming a Man (BAM) is a school-based intervention program for teenage boys at risk for law violations and dropping out of school. Launched in 2001, BAM assists young men in navigating difficult circumstances that threaten their future by creating a safe space to express themselves, receive support, and develop social and emotional skills necessary to succeed. (Becoming a Man) Tier 1</p>
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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: _To build leadership capacity so as to make informed agreed upon decisions in order to empower staff in the development and successful implementation of initiatives that better serve students, staff and the school. Goal #1: By the end of the 2019-20 SY, leadership capacity will intentionally be developed and distributed among individuals and teams to foster shared ownership of school success that will lead to the empowerment of 100% of the faculty and staff to develop and implement initiatives that better serve all stakeholders.

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
Utilizing McREL "Balanced Leadership Framework" to begin developing an Instructional Leadership Team (ILT), Data Team, Teacher Leaders and various committees (faculty and student)	McREL Balanced Leadership Framework Model	CEO/Building Principal Special Education Director Special Programs Director	2019/20 SY
<p>Hire a Special Programs Director:</p> <p>The Special Programs Director will coordinate and facilitate all supplemental programs offered at Hill House Passport Academy Charter School.</p> <p>Responsibilities: Assist with the design of any supplemental programs at the school.</p> <p>Oversees daily operations of the programs and determines priorities.</p> <p>Monitor and supervise the activities.</p>	Protocol for new hires Posting of Position Interview Process Recommendations to the Board of Directors	CEO/Principal Board of Directors	By September 30, 2019

<p>Revise program goals and objectives to meet the changing needs of the program.</p> <p>Complies with policies and procedures governing the program.</p> <p>Prepares reports and evaluations.</p> <p>Assist with the development of the budgets in conjunction with the C.E.O and Business Manager.</p> <p>Monitor staff schedules.</p> <p>Monitor student progress</p> <p>Any other items or responsibilities deemed appropriate or assigned by the C.E.O</p> <p>Evaluation process will follow the regulations under the PA Educator Effectiveness Initiative and after the CSI funding is exhausted, the Charter will absorb the .5 salary being used from the CSI funding.</p>			
<p>Create and Train an Instructional Leadership Team - primary role will be to help lead the school's effort at supporting the improvement of teaching and learning. The ILT will make decisions about the school's</p>	<p>Professional Development for training an ILT Team</p>	<p>Special Programs Director Educational Consultant CEO/Principal</p>	<p>By December 31, 2019</p>

<p>instructional program(s) and help to monitor the implementation of such program(s) so as to assure fidelity of delivery and equity for all.</p>			
<p>Create and Train a Data Team - according to Boudett and Moody, 2005: 1) The Data Team organizes and prepares data in a user-friendly format so that school staff can dedicate their time to analysis and discussion rather than trying to understand sometimes obscure and complex information. 2) A Team approach to data collection and preparation shows that the use of data for improving student achievement is a shared effort within the school.</p>	<p>"Data Analysis for Continuous School Improvement" by Victoria L. Bernhardt, PhD. "Creating and Guiding a Data Team to Support School Improvement" https://education.wm.edu/centers/tt ac/resources/articles/consultcollaborate/createandguide/index.php</p>	<p>Special Programs Director Educational Consultant CEO/Principal School's Data Specialist</p>	<p>By December 31, 2019</p>
<p>Training for Teacher Leaders - Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. 1) Resource Provider 2) Instructional Specialist 3) Curriculum Specialist 4) Classroom Supporter 5) Learning Faciliator 6) Mentor</p>	<p>Ten Roles for Teacher Leaders Cindy Harrison and Joellen Killion http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx</p>	<p>Special Programs Director Educational Consultant CEO/Principal Special Programs Director Educational Consultant CEO/Principal</p>	<p>By December 30, 2019</p>

<p>7) School Leader 8) Data Coach 9) Catalyst for Change 10) Learner</p> <p>Formation of Student Teams/Clubs, ie, Student Government, STEM TEAM, math Team, etc... - to be determined via a student interest inventory</p>	<p>Student Interest Inventory Teacher Sponsors Protocols</p>	<p>Special Programs Director Educational Consultant CEO/Principal</p>	<p>March 31, 2020</p>
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Anticipated Outputs:

All school employees will be under the supervision of the CEO/Principal who will be able to empower staff in the development and successful implementation of initiatives that better serve students, staff and the school. Faculty and staff will become more invested in the School Improvement Process and take an active role in being Change Agents in the school. Leadership is widely shared among the stakeholders rather than being seen as a position and defined only through positional authority. Leadership becomes everyone's responsibility and all stakeholders have opportunities to lead. The CEO/Principal will reinforce this density by providing opportunities for input on all important decisions. There will also be consistent and intense collaboration between and among all stakeholders (teams, committees, etc.) to ensure that all program(s), initiatives, etc... are of high quality and delivered with fidelity.

Monitoring/Evaluation Plan:

Observations, walk-throughs, agendas and minutes from Team Meetings (both faculty and students) To be evaluated by Principal, Special Programs Director and Special Education Director.

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal: To build leadership capacity and empower faculty and staff to successfully implement initiatives that better serve all stakeholders through the use of a Balanced Leadership Model.

Audience	Faculty and Staff
Topics to be Included	Expectations of a Leadership Team Expectations of a Data Team / Data Collection and Analysis Responsibilities of Teacher Leaders Student Committees ie, student government, math team, STEM Team, etc....
Evidence of Learning	The school as a whole begins to operate in a much more orderly and organized fashion. Students and Faculty become invested in rigorous teaching and learning that is evidenced by increases in academic benchmarks and an increase in attendance which leads to an increase in graduation rate..
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	CEO/Building Principal, Leadership Team

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 #1- Measurable Goal #2: _To build leadership capacity so as to make informed agreed upon decisions in order to empower staff in the development and successful implementation of initiatives that better serve students, staff and the school . Measurable Goal #2: By the end of the 2019-20 SY, 100% of the faculty and staff will be fully aware of initiatives that better serve students, faculty, staff and the school as coordinated by the Special Programs Director and Educational Consultant, (i.e. Professional development in academics and classroom management, creation and implementation of curriculum and assessments, as well as other initiatives designated by CEO) will implemented with fidelity.

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
To provide professional development in ELA Comprehension Strategies and Providing Scaffolds/Strategies to Support Comprehension of Text through Writing.	As designated by ELA CTM	Special Programs Director	By December 31, 2019
To provide professional development in Math (CRA - Concrete - Representational Abstract - Algebraic Integers leading to solving, writing and interpreting linear equations.)	As designated by Math CTM	Special Programs Director	By September 30, 2019
Faculty/staff will participate in professional development around the effective use of the SAS website (emphasis on PA Curriculum Framework/ Assessment) Educational Consultant to objectively support administration in the implementation and monitoring of the use of Pa Curriculum Frameworks, utilization of various instructional strategies, ie , differentiated	SAS Website As designated by Data CTM and PDE Personnel Educational Consultant	Special Programs Director Special Programs Director Educational Consultant/Independent Contractor CEO/Principal	By December 31, 2019 By December 31, 2019

<p>instruction, Check and Connect, etc... to enhance the instructional delivery of content area standards, anchors and eligible content.</p> <p>Evaluation Process for the Educational Consultant will be done by the Special Programs Director to determine if the professional development and assistance provided have enhanced the teachers' abilities to provide effective instructional delivery through the utilization of various instructional strategies and the utilization of the PA Curriculum Framework and the SAS Portal.</p> <p>Utilization of My Teaching Partner - MTP-S video series to reinforces the use of various instructional strategies.</p>	<p>My Teaching Partner - MTP-S videos from Teachstone</p>	<p>Special Programs Director Educational Consultant/Independent Contractor CEO/Principal</p>	<p>By March 31, 2020</p>
<p>Faculty/staff will participate in professional development on Check and Connect and Becoming A Man (BAM).</p>	<p>Special Programs Director</p>	<p>CEO/Principal Special Programs Director Guidance Counselor</p>	<p>By September 30, 2019</p>
<p>Professional Development around the use of CDTs, formative assessment, summative assessment</p>	<p>Using the Train the Trainer Model</p>	<p>Special Programs Director Data Team Leadership Team</p>	<p>By September 30, 2020</p>

		CEO/Principal	
Anticipated Outputs:			
All faculty/staff will be able to implement initiatives that better serve students, staff and the school focusing on curriculum, assessment and instruction; an increase in Graduation Rate/Attendance to School and Benchmark, Formative and Summative Assessments. Lesson Plans will be more differentiated and focused on the standards, anchors and eligible content that must be addressed in order for students to show increased academic achievement. Students will know and be able to articulate exactly what TARGET must be achieved in each class for that period of the day. Instructors will begin to utilize educational strategies ie, differentiated instruction, My Teaching Partner, Check and Connect, etc...that have been introduced through the various professional development sessions..			
Monitoring/Evaluation Plan:			
Walkthroughs, Observations, Lesson Plans, Discipline Referral Data, Attendance Data, Academic Data, Intervention Data/Meetings (Agendas and Minutes). Educational Consultant will observe the instructors to assure that the various instructional strategies are being implemented with fidelity. The Consultant will collaborate with the CEO/Principal and Special Programs Director to provide expert feedback on how to further support and/or enhance the utilization of the instructional strategies being used. The Administrators will then use the feedback to help instructors further develop their craft of utilizing the various strategies. If further professional development is needed, it will be provided on an as needed basis to specific instructors.			

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

Expenditure (Brief Description)	Funding Source	Cost
Faculty and Staff Stipend for PD	Title I/CSI	\$10,000.00
Associated Costs/Materials and Resources - BAM, My Teaching Partner, etc....	Title I.CSI	\$ 2,500.00
Special Programs Director - .5 salary	Title I/CSI	\$42,225.00
Educational Consultant - 20 sessions at \$500 per session	Title I/CSI	\$10,000.00

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

Professional Learning Goal 1:Faculty/Staff will develop strategies to enhance student vocabulary and comprehension in ELA as well as solving, writing and interpreting linear equations in Mathematics in conjunction with becoming familiar with the utilization of the SAS Portal and the PA Curriculum Framework.

Audience	Faculty/Staff
Topics to be Included	Vocabulary and Comprehension Strategies; Solving, Writing and Interpreting linear equations; Utilization of the SAS Portal and PA Curriculum Framework
Evidence of Learning	Students will show increased growth in ELA and Mathematics on CDTs.
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Special Programs Director

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: _Priority #2. To identify and address individual student learning needs in order to achieve academic success. Measurable Goal #1: During the 2019-20 SY, 100% of the ELA and mathematics instructors will implement the PA Curriculum Frameworks for ELA and mathematics and the utilization will be monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 10% increase in ELA proficiency and a 10% increase in mathematics proficiency.

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 process of identifying and addressing individual student needs will be introduced to all faculty and staff via a formal Professional Development Session(s)	Intermediate Unit Support Personnel	CEO/Principal Leadership Team Special Programs Director	By September 30, 2019
Professional Development regarding the implementation and utilization of CDTs	Intermediate Unit Support Personnel and/or Trainers	Data Specialist Special Programs Director	By December 31, 2019
Data Teams led by Data Specialist will be formed and work to effectively identify individual student's needs using screening instruments such as CDTs, Classroom Assessments, Behavioral Data, Attendance Data, and Graduation Data	Data Specialist'CDT Results, Attendance Data, Discipline Referrals, Classroom Assessment Data	Data Specialist Data Team CEO/Principal Special Programs Director	By December 31, 2019
Progress Monitoring will be introduced to faculty/staff through PD and be carried out as indicated in the protocol		Data Specialist Data Team' Special Programs Director	By December 31, 2019
Anticipated Outputs:			

Upon implementing the initiative of identifying and addressing individual student needs with fidelity, students' academic performance will increase at 10% increments over a three year period, disruptive behaviors will decrease by 10% over a one year period, and tardies to school will decrease by 10% over a one year period. Graduation Rate will increase 15% each year for three years.

Monitoring/Evaluation Plan:

Feedback evaluations of PD, observations, walk-throughs, and progress monitoring. Walk-throughs and observations will be conducted by CEO/Principal, Special Programs Director and Teacher Leaders.

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

Expenditure (Brief Description)	Funding Source	Cost
Presenter for Professional Development	Title I/CSI	\$3600.00
Stipend for Data Specialist	Title I/CSI	\$5000.00
Resources and Incentives, Check and Connect Manuels (8), BAM materials, etc....	Title I/CSI	\$3790.00

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

Professional Learning Goal 1: Faculty and Staff will be able to identify and address individual student needs via a defined protocol with fidelity.

Audience	Faculty and Staff
Topics to be Included	Data Collection/Analysis, monitoring, etc.... Differentiated Instruction Classroom Diagnostic Assessments (CDT) - data analysis
Evidence of Learning	A 3% increase in CDT scores for ELA and Math per benchmark. A 7% decrease in discipline referrals over a one year period. A 17% graduation rate increase among students still within the 4 to 5 year cohort.

Anticipated Timeframe	Enter Start Date:September 3, 2019 Anticipated Completion Date:June 5, 2020
Lead Person/Position	Special Programs Director, Data Specialist, CEO/Principal

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: Priority #2. To identify and address individual student learning needs in order to achieve academic success. Measurable Goal #2: During the 2019-20 SY, individual student learning needs will be identified and addressed through the use of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs and monitored via CDTs, observations, lesson plans, walk-throughs and student feedback forms.

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
Faculty/Staff will participate in professional development around the effective use of the SAS portal with emphasis on PA Curriculum Frameworks/Assessments	SAS Website	Special Programs Director	December 31, 2019
Implement the use of the PA Curriculum Framework for ELA and mathematics. All other content area instructors will utilize the SAS Portal for referencing the specific Standards, anchors ad eligible content to be addressed.	PA Curriculum Framework for ELA and mathematics SAS Portal	Special programs Director CEO/Principal	By December 31, 2019
Anticipated Outputs:			
Increased academic performance as indicated on the CDTs - showing an increase of at least 5% during the 2019-20 SY along with a decrease in disruptive behaviors in the classroom by 10% and a decrease in tardies to school by 10%.			
Monitoring/Evaluation Plan:			

CDTs, formative and summative assessments , lesson plans, walk-throughs, observations. Evaluation will be conducted by Principal, Special Programs Director, Special Education Director and Teacher Self-Assessment.

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:

To effectively utilize the SAS portal to access and implement the PA Curriculum Frameworks/Assessments for ELA and mathematics as well as the standards, anchors and eligible content for all other content area subjects.

Audience	Faculty and Staff
Topics to be Included	Use of the SAS Portal Utilizing the PA Curriculum Frameworks / Assessments for ELA and mathematics Utilizing information from the portal to write lesson plans that address the needs of all students
Evidence of Learning	Lesson Plans will be more detailed, individualized and personalized Implementation of a variety of instructional strategies will be evident in daily lesson delivery Students will be engaged and motivated to learn
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Special Programs Director CEO/Principal

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:

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
Post to School Website	Community	To inform the public of the upcoming changes to school improvement	June 4, 2019 - June 18, 2019
Public Meeting	School Board, Faculty, parents and the Community	To have a live presentation of the School Improvement Plan and to elicit feedback from the participants	June 18, 2019
School Board Approval - Vote	School Board - Public Meeting	To seek approval for the 2019-20 School Improvement Plan	June 25, 2019
Introduce the School Improvement Plan to the Student Body	Student Body and Families	To inform students and families of upcoming changes to the school initiatives.	September 5, 2019
Revisit the Plan for Effectiveness and provide quarterly reports to School Board	SCSC	To address any concerns that may impede the plan moving forward and to keep the school board and public abreast of the implementation process and aware of any changes to the plan.	Quarterly: November 2019 January 2020 March 2020 and May 2020

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**

- Has sufficient **LEA leadership and support to ensure successful implementation**
-

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) _____
_____ for the _____ - _____ school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Superintendent of Schools/Chief Executive Officer:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Building Administrator:

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

School Improvement Facilitator:

Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: