

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Tamaqua Area School District

School Building Name

Tamaqua Area Senior High School

4-Digit School Building Code

5070

School Street Address

500 Penn Street Tamaqua, PA 18252

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Thomas McCabe	Principal	TAHS
Tara Orefice	Assistant Principal	TAHS
Ruth Gardiner	Director of Special Education	TASD
Dr..Stephen Toth	Assistant Superintendent	TASD
Candin Fox	Special Education Teacher	TAHS
Jess Paisley	Special Education Teacher	TAHS
Angela Hamm	Parent	
Angela Kalchick	Parent	
Linsey Hamm	Student	TAHS
Nathanial Kalchick	Student	TAHS
Luke Mateyak	Student	TAHS
Ben Turrano	LCCC Representative	LCCC

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

School leaders ensured that the committee had adequate representation of all appropriate stakeholders. Because the ATSI designation specifically addresses students with disabilities, building level administration consulted with the Special Education department for input regarding stakeholders. Thus, the committee includes, but is not limited to, special education staff, students with IEPs, and parents of students with IEPs.

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.

Each member of the committee individually reviewed the survey feedback. The committee initially met to discuss strengths and challenges that were addressed in the faculty, student and parent surveys. The committee then met subsequently to provide input into the plan development. Once the final plan is approved, the committee will meet regularly to monitor and discuss the plan's implementation and make any adjustments as needed.

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

#### **Long-term Vision and the Measures of Success**

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i>
TAHS students will graduate with the skills needed to be successful in the workforce.	Starting with the class of 2021, all students will be required to complete the Your Employability Skill (YES) course as a requirement for graduation.
TAHS students will have the skills necessary to be successful at a post-secondary institution.	Students will fulfill the graduation requirements set forth by the Board of Education and the Commonwealth of Pennsylvania.
TAHS students will be able to adjust to the demands of an ever-changing global society.	Students will be able to explore desired learning styles through mass customized learning opportunities at TAHS

## 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.

A school community survey was created to assess strengths and challenges faced by TAHS, its staff and students in meeting the needs of students with disabilities, with emphasis on achievement and attendance. All students were able to complete the ATSI survey during the school day. All faculty and administrators were able to complete the ATSI survey during designated PLC time. All other stakeholders were notified via phone call and cellphone applications that the community survey was available on the Tamaqua Area High School's website.

A school improvement committee was appointed. The school improvement committee includes stakeholders from school administration, faculty, students, parents and community members. The district received the survey results on March 26, 2019. The school improvement committee was convened on April 10, 2019 to review and discuss the results of the survey. Building Department Heads met with the principal on April 8, 2019 to discuss the survey and again on May 6, 2019 to review suggestions by the School Improvement Committee. High school teaching staff met on May 13, 2019 to review the survey results and suggestions of the School Improvement Committee. District level administration met on March 1, 2019, April 1, 2019, and May 1, 2019 to hear updates on the ATSI process and review documentation of the ATSI process.

In addition to the meetings mentioned above, a parent meeting and the student advisory board meeting were held to assist in identifying the areas of greatest needs. Students were also surveyed on the various types of instruction they prefer.

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

Strengths	Supporting Evidence from Needs Assessment
Classroom Instruction	<p>Student Survey: 72% say that teachers work hard to make sure students are learning.</p> <p>Teacher Survey: 78% of teachers state that they have reviewed assessment data with colleagues to make instructional decisions.</p> <p>Teacher Survey: 93% of teachers state that they have worked on instructional strategies with other teachers.</p>
Teaching Staff	<p>PDE PIMS Report: 100% of Learning Support teachers are fully certified in the content area in which they teach.</p> <p>Teacher Survey: 87% of teachers state that they</p>

	respect those colleagues who are experts at their craft.
School Safety	Parent Survey: 93% of parents surveyed state that their students feel safe going to school. Student Survey results indicate that students generally feel safe in school hallways, bathrooms and classrooms. 10% indicated that they did not feel safe in the bathroom or outside around the school.

**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
School Climate	Student Survey: 73% of students say they are teased or picked on in school. Student Survey: 60% of students say they have been threatened or bullied at school. Parent Survey: 57% of parents state that their child has attendance issues due to peer pressure at school.	Yes	School climate becomes an issue when bullying cannot be addressed due to student fear of retribution or insufficient evidence during investigations. School climate contributes to lower attendance rates, especially for student with disabilities. Low attendance rates often lead to higher drop out rates.
Communication	Teacher Survey: 58% of teachers state that they disagree that teachers and parents think of each other as partners. Parent Survey: 26% of parents agree that the school provides information on how students can be successful.	Yes	At the high school level, parents tend to be less involved in the day to day process. Often teachers state that they do not have time to regularly communicate with parents or parents are unavailable.

	<p>Parent Survey: 46% of parents don't agree that the school includes them in making decisions that affect their child's education.</p> <p>Parent Survey: 94% of parents state that they only receive feedback on student progress 1 time per month or 1 time per quarter.</p>		
Student Learning	<p>Student Survey: 48% of students said they always study for tests.</p> <p>Student Survey: 56% of students said they save time for homework.</p> <p>Student Survey: 52% of students stated that teachers ask them to explain their answers.</p> <p>Student Survey: 24% of students state that teachers make sure they understand a lesson before moving on to something else.</p>	Yes	<p>Many students do not have a support system at home to assist with studying or good homework habits. Failure to study and failure to do homework results in academic failure and lower rates of achievement. Lower rates of achievement for students with disabilities often result in a higher drop out rate. Additionally, assessments should indicate student understanding of content and readiness to move on.</p>
Cross Curriculum Planning	<p>Teacher Survey: 43.9% of teachers state that no time is allotted for cross curricular planning, while 31% state that there is less than 30 minutes per week allotted for cross curricular planning.</p> <p>Teacher Survey: 67% of teachers state that they have no input in planning in-service opportunities.</p>	Yes	<p>Teachers complain that a loss of prep time due to coverage impedes opportunities to meet with colleagues. Student achievement requires planning and development of strategies to assist students with disabilities in making progress. Additionally, teachers would benefit from having input in professional development designed to provide strategies to better prepare students for academic testing.</p>
Budgetary Restrictions	<p>85% of teachers state they have little to no input in spending discretionary funds.</p>	No	<p>Budgetary cutbacks have limited discretionary funds.</p>

***D. Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
Tamaqua Area High School will focus on school climate and communication to improve attendance rates for students with disabilities.	Developing programs to improve school climate will ensure that students want to come to a school where they feel welcome, respected and part of the group rather than unwelcome and ostracized from the group. Additionally, more communication between school and home will establish a stronger partnership and assist in making sure students are attending school.	Student Attendance Choose an item.
The TAHS will commit to a narrower and stronger focus on student learning and cross curricular planning aimed at increasing achievement for students with disabilities in order to increase proficiency on state assessments and improve growth in state achievement scores for these students.	Based on student, teacher, and parent surveys, students with disabilities would benefit from more concentrated, data-driven instruction, a better understanding of study skills, and instruction geared to their needs and learning styles. Teachers would benefit from input in the delivery of professional development.	Achievement and Growth Math and ELA Combined
The TAHS will provide programs designed to increase the graduation rate for students with disabilities.	Students with disabilities often drop out of school due to lack of motivation and direction. Providing programming to assist students establish graduation goals and career plans will motivate them to remain in school until graduation.	High School Graduation

### 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:**  Tamaqua Area High School will focus on school climate and communication to improve attendance rates for students with disabilities.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The attendance rate for the subgroup of students with disabilities will increase 5% per year over a four year period from 73.23% to 93.23%.	June 2020: 78% attendance rate for identified students. TEP developed for 100% of students with an attendance rate of 93% or below by November 1, 2019.	June 2021: 83% attendance rate for identified students. Meeting will be held with 100% of students and parents/guardians who are at or below 93% attendance (from 11/1/2019 -1/1/2020) by January 20, 2020.	June 2022: 88% attendance rate for identified students. 100% of students and parents/guardians will meet with administration by April 1, 2020. This includes students who are at or below attendance between 1/2/2020 and 3/2/2020. 100% of students will be referred to C&Y or magistrate.

**Priority Statement #2:**  The TAHS will commit to a narrower and stronger focus on student learning and cross curricular planning aimed at increasing achievement for students with disabilities in order to increase proficiency on state assessments and improve growth in state achievement scores for these students.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Achievement: 49% of students with a disability will score proficient or higher on the Keystone exam by the Spring of 2023. Baseline: 29.1%	Spring: 2020: 34%	Spring 2021: 39%	Spring 2022: 44%

Growth: TAHS will see an improved growth rate of 18% by the Spring of 2023. Baseline: -2.13%	Spring 2020: 3%	Spring 2021: 8%	Spring 2022: 13%

**Priority Statement #3:** The TAHS will provide programs designed to increase the graduation rate for students with disabilities.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The TAHS graduation rate for students with disabilities will increase to 87% by 2023.	June 2020: 72%	June 2021: 77%	June 2022: 82%

## 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:** Tamaqua Area High School will focus on school climate and communication to improve attendance rates for students with disabilities.

Measurable Goals	Evidence-Based Strategy
The attendance rate for the subgroup of students with disabilities will increase 5% per year over a four year	Hamilton Project: Reducing Chronic Absenteeism under the Every Student Succeeds Act through evidence-based strategies for schools working to reduce rates of chronic absence among students. The



period from 73.23% to 93.23%.	strategies prompt school staff to understand, define and characterize chronic absenteeism in order to identify steps to reduce it.

**Priority Statement #2: \_The TAHS will commit to a narrower and stronger focus on student learning and cross curricular planning aimed at increasing achievement for students with disabilities in order to increase proficiency on state assessments and improve growth in state achievement scores for these students.**

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>
Achievement: 49% of students with a disability will score proficient or higher on the Keyston exam by the Spring of 2023. Baseline: 29.1%	Cooperative Learning: Co-teaching models have shown significant growth for both students with and without disabilities. This is due to the collaboration between both teachers and students, increased level of support, ability to address diverse learners, and accessibility of interventions.
Growth: TAHS will see an improved growth rate of 18% by the Spring of 2023. Baseline: -2.13%	Based off the Every Student Succeeds Act, the high school will track student progress through a variety of methods and interventions such as the following: Academic achievement, Academic progress, English language proficiency, High school graduation rates, and one more school selected measure.

**Priority Statement #3: \_The TAHS will provide programs designed to increase the graduation rate for students with disabilities.**

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>
The TAHS graduation rate for students with disabilities will increase to 87% by 2023.	Future Ready PA: Transforming Student Pathways: Beginning in the 19-20 school year, all TAHS will take the YES course to promote 21 <sup>st</sup> Century Employability Skills. Co-Op will be offered to students who qualify.

## ***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: Tamaqua Area High School will focus on school climate and communication to improve attendance rates for students with disabilities: The attendance rate for the subgroup of students with disabilities will increase 5% per year over a four year period from 73.23% to 93.23%.**

*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
Track student attendance and develop TEP's during the first quarter of school. This step will be followed with a parent/guardian meeting with administration (if necessary). If there is a further necessity, attendance will be referred to magistrate or C&Y.	MMS attendance reports, student and parent meetings, TEP meetings	Administration	September - November 1, 2019 Annually from September - June
Implementation of Strengthening Families Program 10-14	SFP 10-14 Manual and lesson resources, Weekly Family Meal	PCCD Grant Staff, Administration, SFP 10-14 Trained Facilitators	January 2019-December 2023 (5 Year Grant)
Continuation Sandy Hook Promise S2SS protocol	N/A	Administration	February 2019-Ongoing
Stigma Reduction Programs offered through Tamaqua Area Raider Step Up	Activity Specific, Including but not limited to food, beverages	Administration/Step Up Advisor	August 2019-Ongoing
PAYS (PA Youth Survey) Survey and Analysis	State Provided Survey, Survey Results	Administration, Faculty	November 2019 Survey June 2020 Results
<b>Anticipated Outputs:</b>			
Attendance will be improved through more targeted interventions with respect to the monitoring of absences, improved school climate, and school/parent communication.			

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

**Professional Learning Goal: Administration and Faculty will be trained during scheduled In-Service/Act 80 days; students will be trained during quarterly class meetings as needed.**

**Monitoring/Evaluation Plan:**

Absences will be documented on spreadsheet along with TEP meetings and then filed. Administration will check daily, weekly, and quarterly. As noted in the benchmarks, each quarter will be documented as to the completion of measurable goals.

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

Expenditure (Brief Description)	Funding Source	Cost
Strengthening Families Grant	PCCD Opioid Misuse Prevention Project	% of \$1.8 million grant
Tamaqua Area Raider Step Up Activities	Schuylkill County D & A	\$1500/Year

Audience	Administration, Faculty, Students
Topics to be Included	Strengthening Families Facilitators
Evidence of Learning	Successful Implementation of Programs, Reduced Rate of Absenteeism
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Building Administration, Appropriate Staff

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:**

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

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

Expenditure (Brief Description)	Funding Source	Cost

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: The TAHS will commit to a narrower and stronger focus on student learning and cross curricular planning aimed at increasing achievement for students with disabilities in order to increase proficiency on state assessments and improve growth in state achievement scores for these students: (Achievement) 49% of students with a disability will score proficient or higher on the Keystone exam by the Spring of 2023.**

**Baseline: 29.1%**

**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
Identify students for MESH program and establish cooperative grouping schedules.	MMS	Administration	September - October 1, 2019 (ongoing process) August 2019
Establish co-teaching schedules/paired preparation time for faculty.	MMS	Administration	August 2019
Curriculum development specific to the MESH program and student achievement.	SAS Portal	Faculty	September - October 1, 2019 (ongoing process) 19-20 School Year
Student meetings to review Keystone Scores	Score Reports	Guidance	19-20 School Year
Creation of Student Based Portfolios and Project Based Assessments	Google Classroom	Administration/Faculty	Completed by November 1, 2019 19-20 School Year
<b>Anticipated Outputs:</b>			
Increased student engagement and increased attendance resulting in increased academic performance.			
<b>Monitoring/Evaluation Plan:</b>			
Administration will monitor student grades each week with communication logs from teachers. Teachers will have weekly communication with all students and guardians for any class grade below 70%.			



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

Expenditure (Brief Description)	Funding Source	Cost
Google Classroom Training, Materials	District Budget	\$5000

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

**Professional Learning Goal 1: Creation of co-taught classes and curriculum through the a new scheduling design in order to improve student curriculum and engagement.**

Audience	Teachers, Student body
Topics to be Included	Creation and collaboration of district curriculum
Evidence of Learning	Co-taught curriculum and materials, Assessment (formative or summative) of students
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: August 2019 (can be ongoing too after completion of initial materials)
Lead Person/Position	Teachers, Administration

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

**Professional Learning Goal 2:**

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

**Priority #2 – Measurable Goal #2: The TAHS will commit to a narrower and stronger focus on student learning and cross curricular planning aimed at increasing achievement for students with disabilities in order to increase proficiency on state assessments and improve growth in state achievement scores for these students: (Growth) TAHS will see an improved growth rate of 18% by the Spring of 2023.**  
**Baseline: -2.13%**

*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
Purchase Chromebooks for Students	Chromebooks, Training	Administration	Begin August 2019
Use Study Island to monitor student benchmarks	Chromebooks, Study Island	Administration, Faculty	Begin August 2019
<b>Anticipated Outputs:</b>			
Through direct instruction in cooperative groups, students will make progress toward meeting Proficiency on the Keystone Math and ELA assessments.			
<b>Monitoring/Evaluation Plan:</b>			
Regular Study Island Benchmarking, Review of Keystone Scores			

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

Expenditure (Brief Description)	Funding Source	Cost
Chromebooks	District Budget	\$95000
Study Island	District Budget	


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

**Professional Learning Goal 1:**  
Staff will receive training in using Study Island as a diagnostic tool.

Audience	Faculty
Topics to be Included	Study Island Use as a Diagnostic Tool
Evidence of Learning	Improved Keystone benchmark scores/Growth towards Proficiency
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Administration

**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	
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**Priority #3 – Measurable Goal #1:** The TAHS will provide programs designed to increase the graduation rate for students with disabilities: The TAHS graduation rate for students with disabilities will increase to 87% by 2023.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Schedule all students for the YES program	MMS	Administration	Beginning August 2019
Review of student eligibility for the Co-op program	MMS Student Records, Student must have employment opportunity	Administration, Transition Coordinator, Student, Employer	Ongoing
Special Education Case Managers will begin to use PA Future Ready Index to drive Transition in Student IEPs	PA Future Ready Index, IEP Writer	Case Managers for Students with Disabilities	August 2019
<b>Anticipated Outputs:</b>			
All graduating students will meet PA state and district requirements. Improvement in percentages of graduating students.			
<b>Monitoring/Evaluation Plan:</b>			
Weekly teacher communication with student and guardians regarding failing grades. Quarterly meetings and checks by guidance and administration to track student progress.			

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

Expenditure (Brief Description)	Funding Source	Cost
N/A	N/A	N/A


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

**Professional Learning Goal 1:**

Faculty will become familiar with using the PA Future Ready Index

Audience	Guidance, Case Managers
Topics to be Included	High school graduation requirements: Project assessments, locally established curriculum and requirements, student portfolios
Evidence of Learning	Portfolios of student work and projects
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: ~November 2019, January 2020, March 2020, May 2020
Lead Person/Position	Teachers, guidance, administration

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

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

Expenditure (Brief Description)	Funding Source	Cost

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
Welcome Back Newsletter outlining priorities for new year	Teachers, Staff	Setting of commitments and shared direction for 2019-2020 school year	August 2019
Weekly all call messages	Parents, Community	Dissemination and reminders of upcoming weekly information	Sunday evenings starting late August and continuing throughout school year
Staff development days	Teachers, Staff	Discussion of concerns, progress tracking for implementation plan, dissemination of necessary information and events	At least one time / month with ~ 5 additional days built-in to schedule (August, September, October, January, February)
Quarterly student meetings	Student body	Discussion of important class and student information, upcoming events,	~ September 2019, November 2019, January 2020, March 2020
Administration-parent advisory committee meetings (PAC)	Parents / Guardians	Enhance school-community relationship through shared partnerships, involve stakeholders in school events and progress	Beginning October 2019 and then continuing 1 time / month

## **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*) Tamoga Area SHS for the 2019 - 2020 school year.

Board Approval: Date of Board Meeting: 6/18/2019

Board President: Larry Wittig [Signature] 6/19/19  
 Name (printed) Signature Date

Superintendent of Schools/Chief Executive Officer: [Signature] 6/19/19  
 Name (printed) Signature Date

Building Administrator: Thomas McCabe [Signature] 6/19/2019  
 Name (printed) Signature Date

School Improvement Facilitator:

Barbara Wilkin

Name (printed)

Barbara Wilkin

Signature

6/24/19

Date