

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Lebanon School District

School Building Name

Lebanon High School

4-Digit School Building Code

5155

School Street Address

1000 South 8th Street, Lebanon, PA 17042

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Michael Murphy	Assistant to the Superintendent	Lebanon School District
Amber Hilt	Director of ELD	Lebanon School District
Joshua Coatsworth	Director of Special Education	Lebanon School District
Betty Miller	Supervisor of Special Education	Lebanon School District
William A. Giovino	Principal	Lebanon High School
Robert Nordall	Assistant Principal	Lebanon High School
David Bentz	Assistant Principal	Lebanon High School
Glen Meck	Director	Lebanon County Career and Technology Center
Naomi Hernandez-Fields	School Counselor	Lebanon High School
Rebecca Brown Koehler	ELD Teacher/Math Teacher	Lebanon High School
Edwin Montijo	ELD Teacher/Math Teacher	Lebanon High School
Kyle Bensing	ELD Teacher/Science Teacher	Lebanon High School

Staci O'Byle	Special Education Teacher	Lebanon High School
Christopher Koehler	Parent	Lebanon School District
Tiffany Downs	Parent	Lebanon School District
Matthew Brown	Student	Lebanon High School

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

The Lebanon High School A-TSI Steering Committee is made up of a diverse group of stakeholders (listed above) with a vested interest in raising student achievement, growth, and graduation rate for all students.

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

The role of the Steering Committee is to conduct a needs assessment, determine the areas of strengths and challenges and prioritize the top 2-3 challenge areas. Once determined, the committee will examine the root cause of these challenges, develop attainable SMART goals and implement action steps. Once completed, the committee will present the School Improvement Plan to school and community stakeholders for approval and possible revisions. Finally, the committee members will lead the school in the implementation of the School Improvement Plan and continually assess the effectiveness through monitoring of pertinent data.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
Lebanon High School will provide an educational experience that will optimize success for all students. Lebanon High School graduates will rely on their strong sense of character, enabling them to make ethical decisions in an ever-changing world.	By 2030, 92.4% of all Lebanon High School school students will graduate with the 4-Year Cohort.
	By 2022, Lebanon High School will have a standards-aligned curriculum in every content area in order for all students to grow and achieve on state assessments.
	By 2022, 34% of Lebanon High School Students with Disabilities will score Proficient or higher on the Keystone Literature Exam and 28% of Lebanon High

	School Students with Disabilities will score Proficient or higher on the Keystone Algebra Exam.
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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.

<p>The Lebanon High School A-TSI Steering Committee met as a sub-group/administrative team on January, 30, 2019, February 7, 2019, February 21, 2019, and February 28, 2019 to gather information to use for our needs assessment meeting. On March 5, 2019, the entire Steering Committee met to review the data associated with our designation and to conduct our school's needs assessment. The Committee determined that the focus areas will be:</p> <p>#1 - Align Curriculum, Assessment, and Instruction to the PA Standards. #2 - Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based. #13 - Implement a multi-tiered system of supports for academics and behavior.</p> <p>The next steps in the process were to conduct a root cause analysis for Curriculum, Assessment, Instruction, Collaboration, and LHS Support Systems.</p>
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B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Implement evidence-based strategies to engage families and support learning (#14).	According to our annual parent surveys, 99% of parents are either Satisfied or Extremely Satisfied in all four of the categories on the survey: 1) Lebanon High School provides a positive learning environment for my child. 2) Lebanon High School demonstrates a personal interest in my child. 3) Lebanon High School encourages me to be a partner in my child's education.

	<p>4) Lebanon High School has done a good job of communicating to me my child's progress.</p> <p>We engage families in many ways throughout their child's education including but not limited to: newsletters, monthly parent events at the building and district level, parent-teacher conferences, smart phone apps and gradebook via online access and sports/extracurriculars. We also ensure that communication is in the parents' preferred language by using para educators and translators.</p>
<p>Partner with local businesses, community organizations, and other agencies to meet the needs of the school (#15).</p>	<p>We partner with local agencies in various ways to support students' academic and social-emotional needs. For instance, to build college and career readiness, our students complete job shadowing and internships as part of their graduation requirements. We are able to partner with many local businesses and agencies to make this possible.</p> <p>We also have many partnerships with local agencies that support mental and behavioral health, mentorship and after-school counseling such as the YMCA, PSU Workplace Readiness, HACC, Harrisburg University, JBT Big Brothers/Big Sisters, Youth Advocates, MHID and others.</p>

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
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<p>Align curriculum, assessments, and instruction to the PA Standards (#1).</p>	<p>*Course curricula in science, mathematics, social studies, and elective areas were developed more than five years ago. *An assessment map does not exist for every course. *Special education curriculum is not aligned with general education curriculum. *Professional development for general education teachers in instructional and assessment strategies for special education and ELD students has not occurred in recent years.</p>	<p>Yes</p>	<p>Was not a recognized priority. Time was not allotted to write and continuously revise.</p>
<p>Use systematic, collaborative planning processes, to ensure instruction is coordinated, aligned, and evidence-based (#2).</p>	<p>*Current schedule allows for only one hour of department collaboration per month. *Collaboration between departments is limited/non-existent (nurses, counselors, teachers, etc.). *Based on the teacher survey, 47.16% of teachers marginally feel that someone at work encourages their development. (moderate extent, small extent or don't encourage) *Curriculum for all departments vary in the extent of the standards-based unit maps, assessments and resources.</p>	<p>Yes</p>	<p>Many attempts have been made to establish collaboration time for staff but due to conflicting needs and initiatives, it has occurred with minimal success.</p>
<p>Implement a multi-tiered system of supports for academics and behavior (#13).</p>	<p>*Academic and behavioral systems are functioning but not in conjunction with each other.</p>	<p>Yes</p>	<p>Systemically, the code of conduct with consequences was adhered to without discussion of the need for other supports. Current priorities include PBIS but</p>

	<p>*Interventions for academics and behavior are not systematic.</p> <p>* Tutoring is provided only during period 6.</p> <p>* Remediation is only provided after not scoring proficient or advance on Keystone Exam.</p>		were not to occur at the high school for a few years (as part of a district-wide implementation plan).
Use a variety of assessments to monitor student learning and adjust programs and instructional practices (#3).	<p>*School does not have a comprehensive assessment plan that includes a variety of assessments from each category nor all assessments in the school.</p> <p>*Common end-of-course assessments exist for every course.</p> <p>*Teachers do not utilize common assessments throughout a course.</p> <p>*Assessment data is utilized on a limited basis for the purpose of modifying instruction.</p>	No	Lack of curriculum, planning, and collaboration time.
Foster a culture of high expectations for success of all students, educators, families, and community members (#6).	<p>* School does not have written goals to eliminate achievement gap.</p> <p>*Course guide does not reflect high expectations for all students and a plan for implementation for student success.</p> <p>* Strategically normed instructional feedback including classroom management, instructional strategies, and student engagement.</p>	No	Lack of curriculum and collaboration time.

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. Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with IEPs and English Learners.	Developing a Standards-Aligned Curriculum is a high-leverage strategy to ensure equity among all students. We understand that our students with IEPs and ELs need more support to be successful and feel that all teachers are responsible for all students, regardless of their designation. Therefore, we are including all curriculum for all courses in our priority statement.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. Utilize common collaboration time for general education, special education, and ELD educators and paraprofessionals.	To ensure instruction and assessments are standards-aligned, coordinated, and personalized with support from data to ensure it helps all educators to improve their practice.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
3. Develop a MTSS plan for academics and behavior.	To ensure an equitable, efficient, and effective system of integrated service delivery that is sustainable.	Essential Practices Condition 3 - Provide Student-Centered Support Systems

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: Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with an IEP and English Learners.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
33% of all Lebanon High School curriculum will be standards-aligned by June 30, 2020.	100% of all Lebanon High School teachers will participate in professional development focused on curriculum writing and revision by October 15, 2019.	100% of all Trimester 1 courses will have a standards-aligned curriculum developed for the first half of the course by January 23, 2020.	100% of all Trimester 1 courses will have a standards-aligned curriculum developed for the entire course by April 1, 2020.

Priority Statement #2: Utilize common collaboration time for general education, special education, and ELD educators to develop common lessons, create/conduct common assessments, and evaluate data to continually drive instruction to improve student achievement.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of all Lebanon High School teachers will have common collaboration time (9 hours anticipated) on a monthly basis, both in grade level teams and content teams.	100% of all Lebanon High School teachers will participate in professional development on the best practices of Professional Learning Communities and begin to set goals for collaboration including: curriculum, PBIS,	100% of all Lebanon High School teachers will have 2-3 hours weekly to collaborate on curriculum, PBIS, and grade level/content specific vertical alignment by January 23, 2020.	100% of all Lebanon High School teachers will have monitored the progress of their PLC goals and created ongoing goals for the following year by April 1, 2020.

	and grade-level/content collaboration by October 15, 2019		

Priority Statement #3: Develop a MTSS plan for academics and behavior.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of Lebanon High School staff will be trained in PBIS by June 30, 2020.	100% of Lebanon High School staff will build consensus with beliefs in regard to current behavior by October 15, 2019.	100% of Lebanon High School staff will create common expectations on expected behavior by January 23, 2020.	100% of Lebanon High School staff will recognize and praise positive behaviors as evidenced by observation data and teachers self-evaluation.

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: Develop and implement a Standards-Aligned Curriculum for all subject areas that includes appropriate differentiation and accommodations for students with an IEP and English Learners.

Measurable Goals	Evidence-Based Strategy
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33% of all Lebanon High School curriculum will be standards-aligned by June 30, 2020.	Center for Innovations in Learning: pg 50 - 60 ,Core Function: Curriculum and Instruction

Priority Statement #2: Utilize common collaboration time for general education, special education, and ELD educators to develop common lessons, create/conduct common assessments, and evaluate data to continually drive instruction to improve student achievement.

Measurable Goals	Evidence-Based Strategy
100% of all Lebanon High School teachers will have common collaboration time (9 hours anticipated) on a monthly basis, both in grade level teams and content teams.	<p>"With Learning-Focused Instructional Framework, teachers purposefully focus on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking, and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student." ©1990-2015 LEARNING-FOCUSED</p> <p>Ask anybody directly involved in school reform about its most essential ingredient, and the answer is likely to be "time." Research concurs. Collaborative time for teachers to undertake and then sustain school improvement may be more important than equipment or facilities or even staff development (Fullan and Miles 1992, Louis 1992, Rosenholtz 1989).</p>

Priority Statement #3: Develop a MTSS plan for academics and behavior.

Measurable Goals	Evidence-Based Strategy
100% of Lebanon High School staff will be trained in PBIS by June 30, 2020.	<p>Fidelity of SW-PBIS In High Schools: Patterns of Implimentation Strengths and Needs (Swain-Bradway, Freeman, Kittleman, Nese) https://www.pbis.org/Common/Cms/files/pbisresources/Fidelity%20of%20SW-PBIS%20in%20High%20Schools%E2%80%94Patterns%20of%20Implementation%20Strengths%20and%20Needs%20.pdf</p>

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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: _Develop and implement a Standards-Aligned Curriculum for all subject areas.

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
Professional Development outlining Standards-based Curriculum and Rigorous Instruction.	Webb's Depth of Knowledge, LFS, Curriculum Writing training.	Michael Murphy	August 20, 21, 22, 2019
Curriculum Writing	Curriculum documents	Michael Murphy	October 11 & 14, 2019
Curriculum Writing	Curriculum documents	Michael Murphy	November 25 & 26, 2019
Curriculum Writing	Curriculum documents	Michael Murphy	January 17, 2020
Curriculum Writing	Curriculum documents	Michael Murphy	March 5 & 6, 2020
Anticipated Outputs:			
Increased standards-based instruction and assessment and vertical alignment of standards throughout the Trimesters and from grade to grade.			
Monitoring/Evaluation Plan:			
<p>The curriculum process will be monitored both centrally and at the building level. Teams of teachers will work together to craft curriculum using the Learning Focused Schools model and reassess through collaboration time the successes and needed improvements for each unit.</p>			

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

Professional Learning Goal: 33% of all Lebanon High School curriculum will be standards-aligned by June 30, 2020.

Audience	All Lebanon High School Staff Members
Topics to be Included	Standards and SAS portal, vertical alignment of standards, units of study including assessments
Evidence of Learning	All Trimester 1 classes will have a written standards-aligned curriculum by April 1, 2020.
Anticipated Timeframe	Enter Start Date: August 20, 2019 Anticipated Completion Date: April 1, 2020
Lead Person/Position	Michael Murphy, Assistant to the Superintendent

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

Expenditure (Brief Description)	Funding Source	Cost
Webb's DOK & LFS Facilitators	TBD	TBD
Curriculum Writing Facilitator	TBD	TBD

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

Professional Learning Goal 2:

Audience	
Topics to be Included	

Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #1- Measurable Goal #2:

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

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

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

Priority #2 – Measurable Goal #1: _ Establish common collaboration time for general education, special education, and ELD educators.

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
Use scheduling committee to evaluate needed schedule changes to allow for collaboration.	Master Schedule	LHS administration	April 2019-June 30, 2019
Designing the collaboration schedule by department/team/subject areas including agendas/topics.	Master Schedule, LFS and curriculum materials and PBIS training/materials	LHS administration, department chairs, Director of Special Education and Director of English Language Development	August 20, 2019 -April 1, 2020
Professional development on collaboration protocols for PLCs.	Central Office and High School Administration will lead the training for faculty members.	Michael Murphy, Amber Hilt, Joshua Coatsworth, William Giovino, Robert Nordall, and David Bentz	August 20, 2019 - April 1, 2020
Anticipated Outputs:			
Collaboration around curriculum, student needs and growing the department/team collegiality.			
Monitoring/Evaluation Plan:			
Department chairs will monitor progress during collaboration time and share with the administration the results.			

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:

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	
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Priority #2 – Measurable Goal #2:

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

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

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

Expenditure (Brief Description)	Funding Source	Cost

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

Professional Learning Goal 1:

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

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

Professional Learning Goal 2:

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

Priority #3 – Measurable Goal #1: ___ Develop a MTSS plan for academics and behavior.

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
Determine the PBIS leadership team	Cross-curricular team of LHS staff members	Joshua Coatsworth and LHS Administration	By August 1, 2019
Training for the PBIS Leadership Team	Outside trainer from PBIS	I.U. 13 Staff and Joshua Coatsworth	September 26, 2019 November 13, 2019 January 15, 2020 March 25, 2020
Creating an Expected Behavior Matrix	Code of Conduct and Student Handbook	PBIS Leadership Team	January 15, 2020
Introduction to all staff around belief systems for behavior and the responses.	Outside trainer from PBIS	I.U. 13 Staff and Joshua Coatsworth	March 6, 2020
Rollout initiatives for PBIS	Incentive materials such as school pride T-shirts, pencils, awards, etc.	PBIS Leadership Team, LHS staff and administration	August 2020 - June 2021
Anticipated Outputs:			
Increased positive student behavior and positive teacher behavior.			
Monitoring/Evaluation Plan:			
PBIS Leadership team will monitor implementation of the PBIS matrix and initiatives and LHS administration will monitor discipline referrals.			

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

Expenditure (Brief Description)	Funding Source	Cost
PBIS Training	N/A	N/A
PBIS Rewards	School Budget	TBD

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
Schedule the School Improvement Plan presentation and discussion with staff.	LHS Staff	Inspire change based on our needs assessment findings while fostering excitement in the staff.	May 2019
Post the School Improvement Plan online with a principal's message/summary.	Community and Parents	To encourage feedback and commitment to the plan.	May 2019
Present School Improvement Plan to the Board of Directors	School Board and Community	Highlight the connectivity to the five educational priorities set forth by the Board of Directors.	June 2019

VI. Plan Submission

Affirmations

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

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

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

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

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

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

School Improvement Facilitator:

Name (printed)

Signature

Date

Scan and insert the signed Assurances Page: