

School Improvement Plan – Guidelines and Process

I. *School Building Information*

Local Education Agency (LEA) Name

Shamokin Area School District

School Building Name

Shamokin Area Intermediate School

4-Digit School Building Code

School Street Address

3000 West State Street

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Sherry Glosek	Supervisor of Special Education	SASD
Susan Redd	4 th Grade Elementary Teacher	Shamokin Elementary
Elizabeth Orner	6 th Grade Elementary Teacher	Shamokin Intermediate
Julie Titman	It Learning Support Teacher - 6th grade	Shamokin Intermediate
Tracy Rhodes	It Learning Support Teacher - 5th grade	Shamokin Intermediate
Jennifer Neary	5 th Grade Elementary Teacher	Shamokin Intermediate
Stephanie Lubeski	3 rd Grade Elementary Teacher	Shamokin Elementary
Rob Ryder	Title One Remedial Teacher	Shamokin Elementary
Anthony Carnuccio	Elementary Building Principal	Shamokin Elementary/Intermediate
Angelic Wisgo	Special Education Teacher	Shamokin Area School District
Bethann McCain	Director of Curriculum/Community Member	CSIU 16
Tanya Lilley	Parent	SASD

Sarah Boughner	Parent	SASD
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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).

The A-TSI committee is comprised of a Curriculum Director, a Special Education Supervisor, Elementary and Intermediate Administrators, regular education teachers in grades 3-6, special education itinerant learning support teachers in grades 5-6, a K-12 itinerant autistic support teacher, a Title 1 reading specialist from 3rd grade, parents and community members.

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 committee in developing this school improvement plan began with members discussing the strengths and weaknesses of our current intermediate special education program. We designated roles of specific committee members and revised our mission statement, vision statement, and shared values. Then, we began discussing each of the Pennsylvania Essential Practices for Schools: specifically the indicators of operational implementation to decide if our school fell within not yet evident, emerging, operational, or exemplary rubric categories. After deliberating on these practices, we decided on the weakest essential practices we would like to focus on in our improvement plan.

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>
All students attending Shamokin Area Elementary/Intermediate School will acquire the learning skills needed to communicate effectively.	Dibels, CDT tests, PSSA tests, Honor Roll
Be respectful, productive, and responsible citizens in society.	Attendance records, Discipline referrals, School Wide Positive Behavior, Student Council
Each student will be prepared for success in the middle school and beyond. All staff will be role models and support students in reaching their fullest potential.	PSSA Tests, Keystone Exams, Indian Pride, Student of the Month, Honor Roll, Graduation Rate, Attendance, College/Career Ready Evidence.

I. 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.

- School Climate Committee
- Curriculum Writing
- Focus Groups
- Parent Meeting for Schoolwide Planning
- School Board Meetings
- Open House
- Meet the Teacher Nights
- _Parent Teacher Conferences

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

Strengths	Supporting Evidence from Needs Assessment
Practice 3: Use of a variety of assessments	<ul style="list-style-type: none"> -CDT -School Wide Planning (Data Team) -Assessment Calendar -APL strategies (exit slips, checking for understanding, bell ringers) -AIMS Web plus -Study Island
Practice 4: Identify and address individual student learning needs.	<ul style="list-style-type: none"> -CDT Conferencing Sheets for students -Lesson designed based on CDT results -Adaptive testing indicates grade level of different skills. -Training based on job placement.
Practice 7: Collectively shape the vision for continuous improvement of teaching and learning	<ul style="list-style-type: none"> -School Climate Committee -Schoolwide Planning Committee (Data Team) -A-TSI Planning Committee -Positive Behavior Support Initiative Committee
Practice 8: Building Leadership Capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	<ul style="list-style-type: none"> -Many initiatives within the school, data team, SWPBIS, Student Council, A-TSI, Curriculum, Heggerty Training, -Our school works very collaboratively together as teachers and administrators when time permits.
Practice 9: Organize programmatic, human, and	<ul style="list-style-type: none"> -Title I funds are used to provide Kindergarten to

fiscal capital resources aligned with the school improvement plan and needs of the school community.	our kids, Special Education is all funding people's salaries. -We do get resources from grants -Donors Choose.org -Shamokin Area Education Foundation -Targeted STEM grant. -STEM related items that would support our special education students. -Administrative Budget Meetings. School Board Meetings.
Practice 10: Continuously monitor implementation of the school improvement plan and adjust as needed	-Data team -School Improvement plan
Practice 13: Implement a multi-tiered system of supports for academics and behavior.	-Child Study Team, Monitoring Attendance -MTSS Team -Students screened three times per year (CDT)
Practice 14: Implement evidence-based strategies to engage families to support learning.	-Book Fair Nights -Math Nights -Title 1 Activities we host and provide families with resources. -Evidence Based Strategies to engage families to support learning. -www.evidenceforpa.org -Remind App -Class Dojo -Alert Now -Social Media Pages
Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning.	-Act 48 forms -Portfolios -Training and Professional developments are followed through and monitored; Heggerty, ALICE, SEL training, APL

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
Practice 2: Use systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based.	-Lack of common planning time between regular education teachers and special education teachers -Enrichment schedules are too difficult to maneuver.	Yes	We chose this as a practice because student expectations are not being met due to scheduling/time constraints, grouping, and lack of intervention times. Special Education guidelines have changed over time, however, our

			classrooms have not evolved with these changes.
Practice 5: Provide frequent, timely, and systematic feedback and support on instruction practices.	-Administration are strapped for time -Low socioeconomic area -Parents do not value education -Too many day to day problems for administrators to handle, so there is little time for them to get around to see the teachers.	No	
Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members.	-Retention Policy -More early intervention -Many special education students are just “passed on” to the next grade.	No	
Practice 11: Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically.	-Due to students coming into our school with a lot of emotional and behavioral issues, they need more social and emotional support.	Yes	We chose this as a practice because creating a safe and positive school environment needs to be a collaborative effort by all of the stakeholders; without a safe and positive school environment students will not be able to focus on educational goals.
Practice 12: Implement an evidence based system of school wide positive behavior interventions and supports.	The school wide positive behavior plan is just beginning, so it will take time for this to be effective.	No	
Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	These are just random actions that we perform; there is no evidence, data, or an outline.	No	
Practice 16: Identify professional learning needs through analysis of a variety of data.	We need a professional education committee. What professional learning do we need to provide.	No	
Practice 17: Use of multiple professional learning designs to support the learning needs of staff.	There needs to be more time for collaborative talk; the improvement plans needs to be a regular practice.	No	

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.(11) Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically.	If we create a safe and positive school environment collaboratively with all stakeholders, then students and teachers will be able to focus on educational goals.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
2.(2) Use systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based.	If we develop a systematic collaborative planning process, then our classrooms will evolve with the Special Education guidelines, teacher will provide effective instructional practices, and student success will increase.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
3.		Choose an item.

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>Attendance: Shamokin Area Intermediate School will implement school climate initiatives to achieve a 10% increase in attendance by June 2020. (Focus on IEP subgroup)</p> <p>Current data from 2018-2019 school year.</p>	<p>SIS Daily Attendance</p> <p>Cyber School Attendance</p> <p>3% increase</p>	<p>SIS Daily Attendance</p> <p>Cyber School Attendance</p> <p>3% increase</p>	<p>SIS Daily Attendance</p> <p>Cyber School Attendance</p> <p>PVAAS Roster Verification – tells us how long the students were enrolled in Shamokin.</p> <p>4% increase</p>
<p>PBSI – Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 10% decrease in disciplinary referrals by June 2020. (Focus on IEP Subgroup)</p> <p>Current data from 2018-2019 school year.</p>	<p>SIS Disciplinary Reports</p> <p>3% decrease</p>	<p>SIS Disciplinary Reports</p> <p>3% decrease</p>	<p>SIS Disciplinary Reports</p> <p>School Climate Reports</p> <p>4% decrease</p>

Priority Statement #2: Use of a systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>Grade Level Team Meetings- Grade levels will meet twice per month to analyze and discuss student progress and areas of weakness in behavior, academics, and attendance. Teachers will be involved in professional learning communities to determine solutions to</p>	<p>CDT Benchmark (Grades 3-6)</p> <p>iReady Diagnostic Benchmark #1 (Grades 2&3)</p>	<p>CDT Benchmark (Grades 3-6)</p> <p>iReady Diagnostic Benchmark #1 (Grades 2&3)</p>	<p>CDT Benchmark (Grades 3-6)</p> <p>iReady Diagnostic Benchmark #1 (Grades 2&3)</p>

foster student growth and achievement in all areas.	Aimsweb (Special Education) Dibels (Grades 2&3) Benchmark Only 2x per month	Aimsweb (Special Education) Dibels (Grades 2&3) 5% Growth 2x per month	-Aimsweb (Special Education) -Dibels (Grades 2&3) Cumulative 10% Growth 2x per month

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: ___ Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically. ___

Measurable Goals	Evidence-Based Strategy
Attendance: Shamokin Area Intermediate School will implement school climate initiatives to achieve a 10% increase in attendance by June 2020.	-Monthly Attendance Challenge -Truancy Intervention Programs through Northumberland County Juvenile Probation. -Attendance Letters mailed home; warning letter at 10 days and letter requiring doctor's notes at 13 days of absence. -Social Emotional Learning Curriculum
PBIS: Shamokin Area Intermediate School will implement School Wide Positive Behavior initiatives to achieve a 10% decrease in disciplinary referrals by June 2020. (Focus on IEP subgroups)	-School-Wide Positive Behavioral Interventions and Supports (PBIS) -Monthly Tribe Card Goals -Monthly Analysis of SIS Discipline Data -Emotional Support Initiative through PaTTAN -Social Emotional Learning curriculum

Priority Statement #2: Use of a systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Evidence-Based Strategy
<p>Grade Level Team Meetings - Grade levels will meet twice per month to analyze and discuss student progress and areas of weakness in behavior, academics, and attendance. Teachers will be involved in professional learning committees to determine solutions to foster student growth and achievement in all areas.</p>	<p>Data Teams Instructional Conversations Differentiated Instruction Professional Learning Communities Teacher Book Studies Professional Development in SEL curriculum</p>

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 – Priority Statement #1: Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically.

Measurable Goal #1 Attendance: Shamokin Area Intermediate School will implement school climate initiatives to achieve a 10% increase in attendance by June 2020.

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Research % of students missing school due to suspensions, truancy, medical diagnosis, cyber school attendance.	SIS Reports, PIMS reports, truancy Officer, Medical Documentation	Elementary Office Staff, Administration, School Climate Committee, School Nurse	2019-2020
Professional Development – Book Study for Teachers “Mindset; The New Psychology of Success” by Carol S. Dweck, Ph.D.	Book: “Mindset; The New Psychology of Success” by Carol S. Dweck, Ph.D.	Administration; Staff participating in the book study	July 2019-September 2019
Mindfulness Conference will be held in the district.	Presenters for Conference	Bethann McCain, CSIU School Climate TAC	August 2019
Adoption of the Social Emotional Learning Program	PA School Climate Survey	Administration; School Board; School Climate Committee	Present-September 2019
Professional Development for staff on the Social Emotional Learning	SEL Curriculum, Trainers	School Administrators, Teachers	Present-December 2019
Implementation of the Social Emotional Learning Program	SEL Curriculum, Professional Development	School Administrators, Teachers	October 2019-June 2020
Monthly School Climate Committee Meetings	SEL Curriculum, PA School Climate Survey, SSCC Calendar of Dates for Meetings, Attendance	School Climate Committee	November 2019-March 2020

	and Discipline SIS records		
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Professional Learning - Describe the Professional Development Plan to achieve this goal.

School Climate Focus Groups	PA School Climate Survey, SCRC Support from the CSIU	School Climate Committee	November 2019-March 2020
Administer PA School Climate Survey	PA School Climate Survey,	School Climate Committee	April 2020-June 2020
Implement Monthly Attendance Challenge	Monthly SIS Attendance Reports	Administrators	September 2019-June 2020
Anticipated Outputs:			
Increase in SEL Awareness; Increase in Attendance; Decrease in Discipline Referrals; Increased Positive feedback by 10% from PA School Climate; Decrease loss of instructional time due to student behaviors and absenteeism; Professional Development for teachers;			
Monitoring/Evaluation Plan:			
PA School Climate Survey SIS Attendance Records SIS Discipline Records PVAAS Roster Verification Cyber School Attendance.			

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

Expenditure (Brief Description)	Funding Source	Cost
SEL Curriculum and Professional Development	Safe Schools Grant	\$21000
Mindfulness Conference	School Climate Funding	

Professional Learning Goal: Staff will receive professional development opportunities to learn more about Social Emotional Learning and Curriculum	
Audience	Teachers and Support Staff
Topics to be Included	Social Emotional Learning
Evidence of Learning	Effective Implementation of SEL Program
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	School Administrators

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

Professional Learning Goal 2: Growth Mindset Book Study	
Audience	Teachers and Support Staff
Topics to be Included	Social Emotional Learning
Evidence of Learning	Professional Learning Community Book Discussions
Anticipated Timeframe	Enter Start Date: July 2019 Anticipated Completion Date: October 2019
Lead Person/Position	School Administrators

Priority #1- Provide and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually, and physically._____

Measurable Goal #2: _PBSI – Shamokin Area Intermediate School will implement school wide positive behavior support initiatives to achieve a 10% decrease in disciplinary referrals by June 2022. (Focus on IEP subgroups)_____

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
Update and Revise Lesson Plan Scenarios	PBIS curriculum/lesson plans	PBIS committee	July 2019-June 2020
Update PBIS Reward System and accountability frequency	PBIS plan	PBIS committee, Administrators	July 2019-October 2019
Discussion about SIS Discipline Options/Needs	SIS reports	PBSI committee, School Climate Committee, Administrators; IT staff from district and CSIU	July 2019-October 2019
Refresher on PBIS Discipline Protocol	PBIS plan, professional development time	Teachers, Administrators, PBIS committee	August 2019-October 2019
PBSI Tribe Card Data Collection	Data collection sheets	Teachers, Administrators, PBIS Committee; School Climate Committee	September 2019-June 2020
Anticipated Outputs:			
Increase in students by-in for Tribe Cards Increase in tribe cards earned by 5% each marking period Revamp SIS Discipline Reporting System.			
Monitoring/Evaluation Plan:			
PBIS committee meetings; completion of staff training of PBIS; data collection of Tribe Cards; SIS data			

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: PBSI committee will meet to revise lesson plans and reward systems for the school wide PBSI

Audience	PBSI Committee
Topics to be Included	Implementation of School Wide PBIS lesson plans/reward system
Evidence of Learning	Revision of Lesson Plans and Reward System
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	PBSI Committee, Administration

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

Professional Learning Goal 2: Staff will be provided professional development time to review the protocols for implementation of the School Wide Positive Behavior Support Intervention Plans.

Audience	Teachers and Staff
Topics to be Included	Implementation of School Wide PBIS plan

Evidence of Learning	Increase in tribe cards earned by students
Anticipated Timeframe	Enter Start Date: September 2019 Anticipated Completion Date: June 2020
Lead Person/Position	PBIS Committee; Administration

Priority #2 – Use of a systematic, collaborative, planning processes to ensure instruction is coordinated, aligned, and evidence-based._____

Measurable Goal #1: _Comprehensive School Planning/Data Team – Shamokin Area Intermediate School will form a group of stakeholders who will work collaboratively to ensure instruction is coordinated, aligned, and evidence based. _____

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
Monthly grade level meetings will be held twice a month to review student data to align, coordinate and develop evidence based strategies to address areas of weakness.	CDT data; student information data	Grade Level teachers; Administration	September 2019-June 2020
Data Team will meet after benchmark testing (Fall and Spring)to review testing results to identify areas of weakness to assist grade level teams coordinate, align, and develop evidence based curriculum.	CDT data; student information	Data Team members; Administration	September 2019-June 2020
Curriculum Writing for ELA and Math will continue for each grade level.	Curriculum materials; written curriculum	Curriculum Writing Committee; Curriculum Coordinator	September 2019-June 2020
CDT testing will be administered to students during the fall and spring semesters.	CDT tests	Teachers/ Curriculum Coordinator/Building Administrators	November 2019-June 2020
Anticipated Outputs:			
Increase scores and growth in student CDT scores and PSSA scores by 5%.			
Monitoring/Evaluation Plan:			
Data Team and Grade level staff will review student CDT scores and PSSA scores.			

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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: Staff will meet monthly to review student testing data (PSSA Scores, CDT data, Curriculum Based Assessments), collaborate, and identify resources/interventions to address the weaknesses in their students skills.

Audience	Teachers
Topics to be Included	Analysis of student data; interventions and resources
Evidence of Learning	Increase in student testing data by 5%
Anticipated Timeframe	Enter Start Date: October 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Grade Level Coordinators/Building Principal

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

Professional Learning Goal 2:

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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
Provide copy of the plan to the Shamokin Area Superintendent and the Shamokin Area School District School Board to review and approve the plan	Superintendent; School Board Members	Adoption of the A-TSI plan	June 2019
Provide copy of the plan to all teachers and staff.	Teachers and Staff	Inform teachers of ATSI plan and expectations of plan.	August 2019-September 2019
Upload ATSI plan to the district website	Community and Parents	Inform parents and community members of the plan	August 2019 and September 2019
Review PBSI plan with students	Students	Ensure that the students have an	August 2019-September 2019

		understanding of the PBSI plan and how they can earn tribe cards.	
Instruction of PBSI lesson plans.	Students	Provide students with direct instruction on proper behavior and expectation in specific areas, i.e. cafeteria, playground,	September 2019-June 2020
Provide updates and progress to all stakeholders in the district (Superintendent, School Board, Administration, Teachers, Students, and Parents) at the end of each semester.	Superintendent, School Board, Administration, Teachers, Students, and Parents	Provide all stakeholders progress monitoring towards the districts A-TSI plan at the end of each semester.	September 2019-June 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*) Shamokin Area Intermediate School for the 2019-2020 school year.

Board Approval: *Date of Board Meeting:* June 20, 2019

Board President:

<u>Brian Persing</u>	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Superintendent of Schools/Chief Executive Officer:

<u>Chris Venna</u>	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Building Administrator:

<u>Anthony Carnuccio</u>	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

School Improvement Facilitator:

<u>Bethann McCain</u>	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Scan and insert the signed Assurances Page: