

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Shippensburg Area School District

School Building Name

James Burd Elementary School

4-Digit School Building Code

7925

School Street Address

600 Brad Street, Shippensburg PA 17257

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Scott Shapiro	Principal	James Burd Elementary School
Sheri Woodall	Director of CIA	Shippensburg Area School District
Peggy Crider	Director of Special Education	Shippensburg Area School District
Bethany Bridges	Assistant Director of Special Education	Shippensburg Area School District
Kathryn McCauslin	Kindergarten Teacher	James Burd Elementary School
Jill Martin	First Grade Teacher	James Burd Elementary School
Wendy Perry	Second Grade Teacher	James Burd Elementary School
Kristy Shrader	Third Grade Teacher	James Burd Elementary School
Miranda Shipp	Third Grade Teacher	James Burd Elementary School
Sandra Olson	Special Education Teacher	James Burd Elementary School
Kevin Webber	Special Education Teacher	James Burd Elementary School
Reshma Patel	Reading Specialist	James Burd Elementary School
Jen Milburn	Parent	James Burd Elementary School
Kim Stemkie	Parent	James Burd Elementary School
Sarah Kelly	CAIU Consultant	Capital Area Intermediate Unit

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).

District administration invited a diverse group of educators and parents to partake in the A-TSI committee. The committee is comprised of at least one teacher from each grade level, special education staff, and a reading specialist. In addition, two parents are engaged in the improvement process. The two parents provide a unique perspective as they both have children with disabilities in the school system. Parent A has a child identified with Autism in second grade and Parent B has a child identified with Autism and a Learning Disability in first grade. Parent B also has two additional children with disabilities that have been through James Burd Elementary School. Furthermore, four Shippensburg Area School District administrators are invested in the A-TSI process and committee. From Special Education Administration to the Director of Curriculum and Assessment and the building principal, all stakeholders are working together to develop a plan to improve student attendance and achievement.

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

The committee will work as a team to conduct a needs assessment inclusive of both perceptual and quantitative data. The committee will use the needs assessment to identify both strengths and needs of James Burd Elementary School from a global perspective. Additionally, the committee will identify strengths and areas of opportunity relative to our special education population. The committee will then prioritize the needs and create three measurable goals as well as an action plan to accomplish each goal. The committee will use research-based strategies from the PDE Evidence Resource Center within their action plans. This plan will be shared with the greater school community to include teachers and staff, parents, community members, and the Board of School Directors. The plan will be monitored on a quarterly basis by the core committee and results documented and shared with school staff.

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

### **VISION**

The James Burd Family will work together to create a welcoming, inspiring, and engaging environment, where all learners take pride in reaching their full potential.

### **MEASURES OF SUCCESS**

Increasing time for collaboration between stakeholders

Promote positive and welcoming communication between members of the school community

Promote intrinsic motivation through growth mindset and celebrating student success

## 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.

The committee distributed both a staff, community, and student survey to gain valuable insight relative to school climate and culture. In addition, the staff survey encompassed an instructional practices component to gain an understanding of what practices, procedures, and strategies staff are using on a daily basis and which components staff need support in order to implement. Additional data the team analyzed included: SWIS behavioral data, attendance data, DIBELS, Fountas and Pinnell, iReady, and PSSA. The committee also reviewed our current building schedule, allocated collaborative planning time, and use of assessments.

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

Strengths	Supporting Evidence from Needs Assessment
Kindergarten is teaching Second Step, a research-based social skill program to all students.	Staff indicated this as a strength in our staff survey
Students on benchmark continue to make progress and remain on benchmark as measured by Fountas and Pinnell.	Fountas and Pinnell grade level and whole school data analyzed
Decrease in suspensions and expulsions over a 3-year period.	SWIS Behavioral data analyzed
Teachers are eager to collaborate with each other to enhance learning opportunities for students.	Staff indicated their eagerness to collaborate with colleagues in the survey
The percentage of students in Tier I support increased in both math and reading as measured by the iReady Diagnostic.	iReady grade level and whole school data analyzed

**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.**

<b>Challenges</b>	<b>Supporting Evidence from Needs Assessment</b>	<b>Priority for Planning</b>	<b>Primary Root Cause</b>
Need for increased collaboration time between special education teachers and general education teachers	Evidence provided through staff survey and instructional practices survey	Yes	Lack of collaborative planning time between special education staff and general education teachers
Lack of meaningful and relevant professional development	Evidence provided through staff survey and instructional practices survey	Yes	Professional development lacks relevance to teacher needs
Lack of tiered levels of academic, behavioral and social-emotional supports across and within grade-levels	Evidence provided through staff survey and instructional practices survey	Yes	Lack of consistent resources
Need to improve overall habitual truancy rate for special education students	Evidence provided through attendance data in PIMS and Future Ready Index	Yes	Lack of research based social-emotional resources to meet students' needs
Increase student achievement relative to pupils with disabilities	Academic achievement data to include PSSA, iReady and DIBELS	Yes	Lack of collaborative planning time, attendance and consistent resources

### ***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 and Rationale</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. Use of a collaborative approach to address attendance for students with disabilities.	If we engage in a research-based attendance strategy, attendance levels will increase.	Student Attendance
2. Use of a tiered approach to address students’ social-emotional, behavioral, and academic needs.	If we subscribe to a tiered approach and ensure fidelity of core instruction, student achievement will increase.	Essential Practices Condition 1 – Focus on Continuous Improvement of Instruction
3. Planning and execution of meaningful, relevant, differentiated professional development.	If we plan and execute meaningful, relevant and differentiated professional development, our staff is likely to employ best practices within the classroom.	Essential Practices Condition 4 – Foster Quality Professional Learning

### III. Measurable Goal Statements

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

**Priority Statement #1:** *Use a collaborative approach to address attendance for students with disabilities.*

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
75% of James Burd Special Education students will be in attendance for at least 90% of school days during the 2019-2020 school year.	75% of James Burd Special Education students will be in attendance for at least 90% of the school days in marking period 1.	75% of James Burd Special Education students will be in attendance for at least 90% of the school days in marking period 2.	75% of James Burd Special Education students will be in attendance for at least 90% of the school days in marking period 3.

**Priority Statement #2:** *Use of a tiered approach to address students' social-emotional, behavior, and academic needs.*

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
23% of third grade special education students will score proficient or advanced in ELA on the PSSA's.	20% of special education students will score on-level or above level on their Fall iReady Diagnostic.	22% of special education students will score on-level or above level on their Winter iReady Diagnostic.	23% of special education students will score on-level or above level on their Spring iReady Diagnostic.
The number of discipline referrals as measured by SWIS per 100 students will not exceed 80 referrals by the end of the 2019-2020 year.	The number of discipline referrals as measured by SWIS per 100 students will not exceed 26 referrals.	The number of discipline referrals as measured by SWIS per 100 students will not exceed 52 referrals.	The number of discipline referrals as measured by SWIS per 100 students will not exceed 80 referrals.

**Priority Statement #3:** *Planning and execution of meaningful, relevant, differentiated Professional Development*

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
<p>General education teachers that provide direct instruction to students with disabilities will collaborate with special education teachers at least 40 minutes during the school day per month.</p>	<p>General education teachers that provide direct instruction to students with disabilities will collaborate with special education teachers 40 minutes each month as measured by agenda sign-in sheets.</p>	<p>General education teachers that provide direct instruction to students with disabilities will collaborate with special education teachers 40 minutes each month as measured by agenda sign-in sheets.</p>	<p>General education teachers that provide direct instruction to students with disabilities will collaborate with special education teachers 40 minutes each month as measured by agenda sign-in sheets.</p>
<p>Given the need for professional development, 70% of teacher attendees will find the session meaningful, engaging, and purposeful as measured by a survey.</p>	<p>70% of teachers will complete a Likert scale survey after every professional development session indicating their agreement that the session was meaningful, engaging and purposeful.</p>	<p>70% of teachers will complete a Likert scale survey after every professional development session indicating their agreement that the session was meaningful, engaging and purposeful.</p>	<p>70% of teachers will complete a Likert scale survey after every professional development session indicating their agreement that the session was meaningful, engaging and purposeful.</p>

## 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: Use a collaborative approach to address attendance for students with disabilities**

Measurable Goals	Evidence-Based Strategy
75% of James Burd Special Education students will be in attendance for at least 90% of school days during the 2019-2020 school year.	Texting with Parents Mailings Home Correct Parent Misbelief's about Absenteeism Mentors

#### **Priority Statement #2: Use of a tiered approach to address students' social-emotional, behavior, and academic needs.**

Measurable Goals	Evidence-Based Strategy
23% of third grade special education students will score proficient or advanced in ELA on the PSSA's.	Peer Assisted Learning Strategies (PALS K-3) Read Naturally Multi-Tiered Systems of Support (MTSS)
The percent of discipline referrals as measured by SWIS per 100 students will not exceed 80 referrals by the end of the year.	School Wide Positive Behavioral Interventions and Supports (PBIS) Check and Connect Second Step

#### **Priority Statement #3: Planning and execution of meaningful, relevant, differentiated Professional development**

Measurable Goals	Evidence-Based Strategy
General education teachers that provide direct instruction to students with disabilities will collaborate with special education teachers at least 40 minutes during the school day per month.	Shared Research about Learning Disabilities and Effective Instruction
Given the need for professional development, 70% of teacher attendees will find the session meaningful, engaging, and purposeful as measured by a survey.	Instructional Rounds Content-Focused Specific Professional Development

## ***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: 75% of James Burd Special Education students will be in attendance for at least 90% of school days during the 2019-2020 school year**

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

<b>Action Steps</b>	<b>Materials/Resources/Supports Needed</b>	<b>Person(s)/Position Responsible</b>	<b>Implementation Timeline</b>
<p>Texting with parents - Staff will utilize a two-way messaging system, DOJO, to communicate with students' families about absences. After two consecutive absences, classroom teacher will contact parent via DOJO.</p> <p>Documentation of contact with parent will be communicated with the office designee.</p> <p>Office designee will follow up with parent as deemed necessary.</p>	<p>Computer access with a two way messaging system: Class DOJO, school e-mail</p>	<p>Classroom Teachers, Office Designee</p>	<p>2019-2020 School Year</p>
<p>Mailings Home - After three consecutive days of absences, a "We miss you" card will be sent home from the classroom teacher. The card will include information that links attendance issues with student learning.</p> <p>After 3 unlawful absences, a formal letter will be sent via US mail. After the fifth absence, another formal letter will be sent home via US mail.</p>	<p>Post cards, school generated attendance reports</p>	<p>Classroom Teachers, School Secretary</p>	<p>2019-2020 School Year</p>

<p>Correct Parent Misbeliefs About Absenteeism - Principal will address parents during open houses to discuss absences and their impact on student learning.</p> <p>Printed information will be made available to families relative to the importance of attendance at major school events throughout the school year.</p> <p>Inform families about the benefits of attending school on a regular basis to include academic achievement and reward incentives.</p> <p>Communicate monthly with families about specific attendance incentives through PBIS letters.</p>	<p>Printed information relative to attendance and student learning</p> <p>Attendance Rewards</p>	<p>Principal, PBIS Team, ATSI team</p>	<p>2019-2020 school year</p>
<p>Mentors - Pair students that have attendance concerns with staff or student mentors.</p>	<p>Mentors</p>	<p>Scott Shapiro</p>	<p>2019-2020 School Year</p>

**Anticipated Outputs:**

75% of James Burd special education students will be in attendance for at least 90% of school days during the 2019-2020 school year.

**Monitoring/Evaluation Plan:**

**The plan will be monitored on a quarterly basis by the A-TSI committee and results documented and shared with school staff. The team will analyze tri-annually attendance results.**

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

Expenditure (Brief Description)	Funding Source	Cost
Post Cards	Building Budget	\$200.00
Postage	Building Budget	\$800.00
Attendance Rewards	Building Budget	\$500.00

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

**Professional Learning Goal 1: Teachers will learn Class DOJO and use the two-way communication system to communicate with parents.**

Audience	All Teachers
Topics to be Included	Attendance monitoring procedures, use of Class DOJO
Evidence of Learning	Staff use of Class DOJO to communicate with parents
Anticipated Timeframe	Enter Start Date: 2018-2019 Anticipated Completion Date: On-going
Lead Person/Position	Scott Shapiro

Professional Learning - Describe the Professional Development 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
<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 Development 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 Development 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: 23 % of third grade special education students will score proficient or advanced in ELA on the PSSA's.**

*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
PALS Tier I Instruction during Daily Center Rotations	PALS Curriculum	General Education Teacher	Mid-September through May
PALS Professional Development (Grades 2-3)	PALS Trainer	Sheri Woodall	August 2019
A-TSI Staff Attend MTSS Training at Capital Area Intermediate Building	CAIU Presenter	Sheri Woodall, Scott Shapiro	2019-2020 School Year
Complete ELA Screeners Tri-Annually	PSI, F&P, DIBELS / Acadience	Classroom Teacher/Reading Specialists, Special Education Teachers	2019-2020 School Year
Purchase Read Naturally Licenses for Tier II/Tier III supports for students in 2 <sup>nd</sup> and 3 <sup>rd</sup> grades	Read Naturally Licenses	Sheri Woodall	May 2019
<b>Anticipated Outputs:</b>			
23% of third grade special education students will score proficient or advanced in ELA on the PSSA's.			
<b>Monitoring/Evaluation Plan:</b>			
<b>The plan will be monitored on a quarterly basis by the A-TSI committee and results documented and shared with school staff. The team will analyze tri-annually iReady Diagnostic results.</b>			

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

Expenditure (Brief Description)	Funding Source	Cost
PALS Curriculum, Grade Level Specific Materials, Folders	Curriculum Budget	\$2,000.00
PALS Training for 2 <sup>nd</sup> / 3 <sup>rd</sup> grade	Curriculum Budget	\$1,800.00
Read Naturally Licenses	Curriculum Budget	\$740.00
Substitutes for MTSS Training	Title II	\$2,400.00
Substitutes for MTSS Building Meetings	Title II	\$3,200.00

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

**Professional Learning Goal 1: Second and third grade teachers will receive PALS training.**

Audience	Second and Third Grade Teachers
Topics to be Included	Overview of PALS framework and procedure to implement into classroom
Evidence of Learning	Implementation of PALS as observed through teacher instruction and student learning
Anticipated Timeframe	Enter Start Date: Fall 2019 Anticipated Completion Date: On-going
Lead Person/Position	Sheri Woodall, Curriculum Director

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

**Professional Learning Goal 2: A-TSI Cohort members will attend MTSS training at CAIU.**

Audience	James Burd Elementary A-TSI Team
Topics to be Included	Tier I Supports, Tier II Supports, Implementation into classroom
Evidence of Learning	A-TSI Team Members will facilitate MTSS Model with James Burd Elementary Staff
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: Spring 2022
Lead Person/Position	Sheri Woodall, Curriculum Director; Scott Shapiro, Principal

**Priority # 2 – Measurable Goal #2: *The percent of discipline referrals as measured by SWIS per 100 students will not exceed 80 referrals by the end of the year.***

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

<b>Action Steps</b>	<b>Materials/Resources/Supports Needed</b>	<b>Person(s)/Position Responsible</b>	<b>Implementation Timeline</b>
In whole group guidance class, students will receive Second Step lessons twice per month.	Second Step Classroom Kits	Shawn Chiappelli	2019-2020 School Year
Guidance teacher will provide monthly themes for teachers to support Second Step lessons in the classroom.	Email	Shawn Chiappelli	2019-2020 School Year
JB Staff will complete TRUS form to identify students in need of Check and Connect as a PBIS Tier 2 Intervention.	TRUS form	James Burd Elementary Staff including Tier 2 PBIS Team	TRUS forms are completed twice a year building wide. Teachers can refer students anytime during the school year.
PBIS Tier I will provide monthly reports relative to student discipline referrals during Faculty Meetings.	SWIS Suite Online	PBIS Tier I	2019-2020 School Year
<b>Anticipated Outputs:</b>			
The percent of discipline referrals as measured by SWIS per 100 students will not exceed 80 referrals by the end of the 2019-2020 school year.			
<b>Monitoring/Evaluation Plan:</b>			
Review of SWIS referral data on a quarterly basis			

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

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
SWIS Suite Online Referral Reporting System	SASD Technology Department	\$500.00

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

**Professional Learning Goal 1:** PBIS Tier I Team will review referral flowchart as a reference to submitting behavioral referrals in addition to providing visual instruction on submitting electronic referrals through SWIS.

Audience	JB Staff
Topics to be Included	Referral Process
Evidence of Learning	Teacher submission of appropriate referrals through SWIS
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: On-going
Lead Person/Position	PBIS Tier I Team Members

Professional Learning - Describe the Professional Development 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: General Education Teachers that provide direct instruction to students with disabilities will collaborate with special education teachers at least 40-minutes during the school day per month**

*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
Collaborative planning time will be provided monthly to ensure special education teachers and general education teachers have an opportunity to meet to discuss the educational needs of students.	Staff to provide coverage when necessary	Scott Shapiro	2019-2020 School Year
Attendees will provide feedback from each meeting to include participant names, date, length, and topics discussed.	Documentation Log	Meeting Attendees	2019-2020 School Year
<b>Anticipated Outputs:</b>			
General education teachers will collaborate with special education teachers at least 40-minutes per month.			
<b>Monitoring/Evaluation Plan:</b>			
The plan will be monitored on a quarterly basis by the A-TSI committee and results documented and shared with school staff. The team will analyze the documentation logs as completed during the meetings.			

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

Expenditure (Brief Description)	Funding Source	Cost
Substitutes	Title II	\$1,125.00

Professional Learning - Describe the Professional Development 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 Development 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:** *Given the need for professional development, 70% of teacher attendees will find the session meaningful, engaging, and purposeful as measured by a survey.*

*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
Opportunity for staff to participate in instructional rounds with time to debrief and reflect.	Substitutes	Greg Herb, Scott Shapiro	2019-2020 School Year
Content-Focused Specific Professional Development - Administration, with input from staff, will plan and execute meaningful and relevant professional development with follow-up supports, as necessary.	Review of Needs Assessment	Scott Shapiro, Principal	2019-2020 School Year
Creation of Likert scale survey to be administered at the conclusion of each professional development session.	Creation of survey	A-TSI Team	2019-2020 School Year
<b>Anticipated Outputs:</b>			
Planned and executed professional development that is meaningful, relevant and engaging.			
<b>Monitoring/Evaluation Plan:</b>			
The plan will be monitored on a quarterly basis by the A-TSI committee and results documented and shared with school staff. The team will analyze the teacher completed Likert scale surveys.			

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

Expenditure (Brief Description)	Funding Source	Cost
Substitutes	Title II	\$3,500.00

Professional Learning - Describe the Professional Development 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 Development 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
Plan to be shared with all staff members throughout its development, implementation, and progress updates during faculty meetings	James Burd Elementary School Staff	Ensure all staff remain informed relative to our school improvement efforts	2018-2020 (Monthly updates)
Plan to be shared with James Burd community via the James Burd Elementary School Website	Shippensburg Community	Provide the opportunity for the general public to review the plan and provide feedback	May 28, 2019
A-TSI members will review the plan in its entirety with their grade level / department	James Burd Elementary School Staff	Provide the opportunity for staff to review the plan and provide feedback	May 28, 2019
Principal will present the plan to the Board of School Directors	Board of School Directors	Provide an in-depth overview of the plan to the SASD School Board	June 10, 2019

## VI. Plan Submission

### Affirmations

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

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

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

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

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

- 
- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
  - Meets **ESSA requirements**
  - Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
  - Has a **high probability of improving student achievement**
  - Has sufficient **LEA leadership and support to ensure successful implementation**
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**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 James Burd Elementary School for the 2019-2020 school year.**

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