School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

School District of Philadelphia

School Building Name

Eleanor C. Emlen School

4-Digit School Building Code

6220

School Street Address

6501 Chew Ave, Philadelphia, Pa 19119

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Tammy Thomas	Principal	SDP
Tammy Thomas	Leadership Team Representative	SDP
John Coats	Math Content Specialist/Teacher Leader	SDP
Frank Slabinski	Literacy Content Specialist/Teacher Leader	SDP
John Coats	School-based Climate Representative	SDP
Leslie Hinton, Kim Leonard, Loretta Mays	Parent	Community
Jan Deruiter	Community member	Community
Dan Gordon	Business partner	Community

Leya Egea- Hinton	Planning and Evidence-based Support (PESO) member	SDP
Howard Marcus	MTSS Specialist/Central Office Climate Supports	SDP
Patty Nelson	Grants Compliance Monitor	SDP
Laurese Harper	Central Office Talent Partner	SDP
CLI- Jessica DeWese Central Office- Brandi Arnold and Toni O'Karma	Central Office Early Literacy/Literacy Support	SDP

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).

During all Title I Parent and Community Meetings and bi-monthly SAC and Community Meetings, we will invite a diverse group of stakeholders (including community partners from Mt. Airy USA, Philadelphia Children's Foundation, members from our SAC, our Family Engagement Liaison, teachers, parents and students) to take part in the School Improvement Planning process and provide feedback, review school budget and implementation process.

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 planning team is to review data, identify areas of improvement and develop a plan of action. The planning team/committee will involve all stakeholders (teachers, parents, students and community members) by communicating the school goals and areas identified for improvement. The team will incorporate feedback from all stakeholders in order to develop an effective plan of action during bi-monthly SAC and Community Meetings. The Leadership team will be working with the plan during the monthly meetings. During the implementation of the School Improvement Plan, the team/committee will frequently monitor the progress and evaluate for next steps.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
What will students know and be able to demonstrate upon leaving the school?	How will you know you are on track to achieving your vision or students?
Students will be able to read on grade level with proficiency.	For Grades K-3: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment.100% of Kindergarten, 1st, and 2nd

	grade students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels. At least 40% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA. At least 70% of Kindergarten students and 50% of 1-2 Grade students will score at target by Spring Aimsweb . For Grades 4-5: At least 60% of students will score at grade level by the Spring AimswebPlus Assessment. At least 36% of students will score at Proficient or Advanced on the ELA PSSA. 100% of students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.
Students will be able to show proficiency on the Math PSSA.	We will know we are on track when we increase our overall school's Math PSSA Proficiency and Advanced scores from 15.7% to 24% and PVAAS growth scores from Not Meeting to Meeting PVAAS Targets.

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.

During the Winter and Spring Title I Parent and Community Meetings, we invite a diverse group of stakeholders (including community partners from Mt. Airy USA, Philadelphia Children's Foundation, members from our SAC, our Family Engagement Liaison, teachers, parents and students) to take part in the School Improvement Planning process and provide feedback, review school budget and implementation process. In addition, we held a School Leadership Team Meeting to examine relevant data that shows student achievement and growth, student and teacher attendance, climate, walkthrough feedback, parent surveys (including the results of our Fall Parent Survey) and 2019-2020 budget to understand the needs of all Emlen stakeholders. Emlen's Planning Committee will provide all stakeholders with a needs assessment to provide written feedback around targeted growth areas and school budget/allocation of finances. This information will be used to develop, implement and monitor the School Improvement Plan. The stakeholders will participate in the review and revision process on a monthly basis.

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

Strengths	Supporting Evidence from Needs Assessment
Emlen increased overall SPR scores in the Overall category going from Intervene to Watch. In the Climate category, Emlen improved from Watch to Reinforce.	In the Overall category we went from 16.41 to 26.77. For Climate we went from 9.87 to 15.30.
There has been an increase of students that have attended 95% of days or more for all students, as well as our A-TSI subgroup.	Emlen increased 95% or more days attended for ALL Students (43.2% to 49.7%) and A-TSI Subgroup (41.5% to 47.8%). Emlen increased the 90-95% days attended category as well for ALL Students (28.1% to 28.4%) and A-TSI Subgroup (28.1 to 28.9%). In each category below 90% attended, Emlen improved attendance for ALL students and A-TSI subgroups.

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
There was a decrease in our students identified as PSSA Math advanced/proficient	16-17 (19.61%) and 17-18 (15.68%)	YES	There has been a lack of professional development around math. Our teachers are still teaching whole group instead of small group instruction, and are not implementing enough project based learning.
K-2 are not on target to reach the AIMSWeb On-Target Goals	K (52.5%) 1st (49%) 2 (49.2%) as of Q2 AIMSWeb data	YES	There is an inconsistency in staffing our Kindergarten and an increase in identified Special Education students, especially in the lower grades. The school is also still in the early stages of aligning our ReadyGen curriculum and CLI curriculum to support the literacy goals.

Based on PVAAS data, students in 4th grade are not exhibiting one year's growth	4th grade 3 year average growth (-0.63)	YES.	There has been a lack of professional development around math. Our teachers are not implementing differentiated instruction to meet the needs of our students. And they are not modeling problem solving strategies, which is essential for this population.

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
Emlen's first priority is to assist our teachers with meaningful professional development, collaborative planning in support of our Literacy instructional curriculum to ensure instruction is coordinated, aligned and evidence based. (EP2)	If we focus on teacher instruction then teachers will use better practices in the classroom and increase student achievement.	Essential Practice Condition #1: Focus on Continuous Improvement of Instruction
The priority to provide instruction that should be explicit and systematic through the intentional use of differentiated small group instruction. (EP 4)	If we are focusing on small group instruction then students will receive targeted support to help them make growth.	Essential Practice Condition #1: Focus on Continuous Improvement of Instruction

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: Emlen's first priority is to assist our teachers with meaningful professional development, collaborative planning in support of our Literacy instructional curriculum to ensure instruction is coordinated, aligned and evidence based. (EP2)

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment. 100% of Kindergarten, 1st, and 2nd grade students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.	CPEL Data Teachers in K-3 are averaging a score of 1.3-1.5. Q1 Nov 20, 2019 (Quarter 1)	CPEL Data Teachers in K-3 are averaging a score of 1.6-2. Q2 Feb 15 2020 (Quarter 2)	CPEL Data Teachers in K-3 are averaging a score of 2-2.5. Q3 Apr 15,2020 (Quarter 3)
At least 36% of students will score at Proficient or Advanced on the ELA PSSA.	Students in 3rd-8th grade will average 10 correct on the ELA Cycle 1 benchmark assessment. Q1 Nov 20, 2019 (Quarter 1)	Students in 3rd-8th grade will average 12 correct on the ELA Cycle 2 benchmark assessment. Q2 Feb 15 2020 (Quarter 2)	Students in 3rd-8th grade will average 14 correct on the ELA Cycle 3 benchmark assessment. Q3 Apr 15,2020 (Quarter 3)

Priority Statement #2: The priority to provide instruction that should be explicit and systematic through the intentional use of differentiated small group instruction. (EP 4)

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 24% of students will score at Proficient or Advanced on the Math PSSA.	At least 30% of students in 3rd-8th taking the Math Q1 Benchmark will have an average score of 10 or higher. Q1 Nov 20, 2019 (Quarter 1)	At least 35% of students in 3rd-8th taking the Math Q2 Benchmark will have an average score of 10 or higher. Q2 Feb 15 2020 (Quarter 2)	At least 40% of students in 3rd-8th taking the Math Q3 Benchmark will have an average score of 10 or higher. Q3 Apr 15,2020 (Quarter 3)
At least 60% (45% Emlen) of students will attend school 95% of days or more.	At least 55% of students will attend 95% of days or more. Q1 Nov 20, 2019 (Quarter 1)	At least 50% of students will attend 95% of days or more. Q2 Feb 15 2020 (Quarter 2)	At least 48% of students will attend 95% of days or more. Q3 Apr 15,2020 (Quarter 3)

IV. Action Plans

A. *Evidence-Based Strategies*

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Emlen's first priority is to assist our teachers with meaningful professional development, collaborative planning in support of our Literacy instructional curriculum to ensure instruction is coordinated, aligned and evidence based. (EP2)

Measurable Goals	Evidence-Based Strategy
At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment. 100% of Kindergarten, 1st, and 2nd grade students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.	Grade Group Meetings/Teacher Study Groups pair professional development with teacher observation and feedback. Explicit and targeted professional development focuses on evidence-based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)https://www.evidenceforpa.org/strategies/90 Tier 3
At least 36% of students will score at Proficient or Advanced on the ELA PSSA.	Grade Group Meetings teachers gain professional development in collaboration with teacher observation and feedback. Explicit and targeted professional development focuses on evidence-based instructional practices and quality of reading instruction. (Gersten, 2009, Murphy, 1992)

Priority Statement #2: The priority to provide instruction that should be explicit and systematic through the intentional use of differentiated small group instruction. (EP 4)

Measurable Goals	Evidence-Based Strategy
At least 24% of students will score at Proficient or Advanced on the Math PSSA.	Explicit and Systematic Intervention Instruction-Instruction should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (What Works Clearinghouse Educators Practice Guide, 2018).
At least 60% (45% Emlen) of students will attend school 95% of days or more.	Positive Behavior Intervention and Supports (PBIS) establishes schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts https://www.evidenceforpa.org/strategies/48 Tier 1-2

A. 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: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment. 100% of Kindergarten, 1st, and 2nd grade students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.

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
SBTL will construct Grade Group schedule to focus on various topics and allow time for meeting.	Sign In Sheet, Additional Resources from CLI and SBTL, Title I Binder	SBTL	Weekly
SBTL and ELS reviews agenda with Teachers.	Agenda	SBTL	Weekly
SBTL and ELS addresses specific topic of Grade Group meeting and opens for teachers to share input.	Agenda, Additional Resources based on Meeting Topic	SBTL	Weekly
Teachers develop ideas, content and have time to collaborate with peers and work in small groups.	Agenda, Additional Resources based on Meeting Topic	SBTL	Weekly
Teachers review pacing of curriculum as it relates to standards aligned instruction and make adjustments as needed.	Pacing Guide	SBTL	Every 4 Weeks
Data review of most recent data available for the most recent assessment.	Assessment Data	SBTL	Weekly
Teachers are given resources based on areas of concern in	Additional Resources	SBTL	Weekly

data, general areas of improvement or feedback from teachers.			
Opportunities for teachers to address concerns or bring up issues are allowed and addressed with additional resources or support if needed.	Additional Resources	SBTL	Weekly
Principal will review and provide feedback on teachers lesson plans and unit plans.	Lesson Plans	SBTL	Bi-Weekly
ELS will review and provide feedback based on observations and CPEL data. The ELS will then meet with teachers and plan for next steps to continue growth.	CPEL Data	SBTL	September 2019 January 2020 May/June 2020
Parent workshops are held to inform parents about what students are learning and how they can support them at home. Parents will be provided various resources like 100 Book Challenge and a list of free apps to supplement learning at home.	Parent Resources		Sept 2019-May 2020
Parents are updated on students reading level once AIMsweb and DRA2 testing is completed at each marking period.	AIMSweb and DRA2		Quarterly

Anticipated Outputs:

- Guided reading instruction and small group instruction is taking place in all K-3 classroom.
- Teachers are following the 120 minute literacy guide and plan. It is also displayed in every K-3 classroom.
- Teachers are using district resources, ReadyGen and pacing guides.
- Guided reading binders, notes and anecdotal notes are out an accessible in the classroom.
- Teachers have vocabulary posted in the classroom.

Monitoring/Evaluation Plan:
- Weekly Agenda
- Weekly Sign-In Sheets monitored by SBTL
- Title I Binder

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

Professional Learning Goal 1:   Teachers are gaining skills to consistently incorporate more rigorous vocabulary into student instruction.

Audience	Teachers K-5
Topics to be Included	Rigorous Vocabulary
Evidence of Learning	Vocabulary Posted in Classroom, Improvement of student scores
Anticipated Timeframe	Enter Start Date: 09/01/2019 Anticipated Completion Date: 06/01/2020
Lead Person/Position	CLI/SBTL

Priority #1 – Measurable Goal #2: At least 36% of students will score at Proficient or Advanced on the ELA PSSA.

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
SBTL will construct Grade Group schedule to focus on various topics and allow time for meeting.	Sign In Sheet, Additional Resources from CLI and SBTL, Title I Binder	SBTL	Weekly

SBTL reviews agenda with Teachers.		SBTL	Weekly
SBTL addresses specific topic of Grade Group meeting and opens for teachers to share input.	Sign In Sheet, Additional Resources from CLI and SBTL, Title I Binder	SBTL	Weekly
Teachers develop ideas, content and have time to collaborate with peers and work in small groups.	Sign In Sheet, Additional Resources from CLI and SBTL, Title I Binder	SBTL	Weekly
Teachers review pacing of curriculum as it relates to standards aligned instruction and make adjustments as needed.	Pacing Guide	SBTL	Weekly
Benchmark and other data/assessment review of most recent data available for the most recent assessment.	Benchmarks	SBTL	Quarterly
Teachers review PSSA prep material and check-in about how they are supporting students in test preparation.	PSSA Prep Materials	SBTL	Quarterly
Teachers are given "Quarterly Standard" guide to ensure standards are within Benchmark Testing period.	Quarterly Standard Guide	SBTL	
Teachers do Benchmark Data Protocol Analysis and discuss areas of concern, standards for reteaching and make adjustments if needed.	Benchmark Data Analysis Protocol	SBTL	Quarterly
Teachers are given resources based on areas of concern in data, general areas of improvement or feedback from teachers.	Sign In Sheet, Additional Resources from CLI and SBTL, Title I Binder	SBTL	Weekly
Opportunities for teachers to address concerns or bring up issues are allowed and addressed with additional resources or support if needed.	Sign In Sheet, Additional Resources from CLI and SBTL, Title I Binder	SBTL	Weekly

Anticipated Outputs:
- Teachers are following the 120 minute literacy guide and plan. It is also displayed in every K-3 classroom.
- Teachers are using district resources, ReadyGen and pacing guides.
- Guided reading binders, notes and anecdotal notes are out an accessible in the classroom.
- Teachers have vocabulary posted in the classroom.
- Teachers are providing PSSA prep weekly in their classroom.

Monitoring/Evaluation Plan:
- Weekly Agenda
- Weekly Sign-In Sheets monitored by SBTL
- Title I Binder

Priority #2 – Measurable Goal #1: At least 24% of students will score at Proficient or Advanced on the Math PSSA.

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
Teacher's review students data from the previous year to identify those that "will" or are expected to score proficient/advance as projected by PVAAS.	PVAAS	Mr. S	Aug./ Sep.
Teachers develop small groups based on PVAAS Projections.	PVAAS	Teachers	Aug./ Sep.
Teachers develop lesson plans based on standards pacing guides and data analysis.	Pacing guide	Teachers	Weekly
Teachers provide small group instruction to students identified by student data from classroom assessments, iReady student reports and PVAAS projection report.	iReady, PVASS, Teacher Assessments	Teachers	Weekly

Leadership team reviews and scores student PSSA released items.	PSSA Released Items score	Leadership Team	Bi-Weekly
Leadership team provides feedback to teachers to make adjustments where needed.		Leadership Team	Bi-Weekly
Parents are contacted and informed of their students academic progress and are informed by the 2nd marking period if student has been identified for additional support (MTSS) or is in danger of failing.	Parent Contact		Quarterly

Anticipated Outputs:

Teachers will provide high quality math instruction using best practices like differentiated instruction and small groups. Students are receiving individualized support based on their skill level. Students are actively engaged and making gains in mathematics courses.

Monitoring/Evaluation Plan:

- Formal and Informal Walkthroughs
- Provide written and oral feedback
- Coaching from CLI/SBTL and feedback

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: Teachers are using various forms of student data to adjust instruction and interventions.	
Audience	All Teachers with focus on grades 3-5
Topics to be Included	Data Analysis, Evidence Based Decision Making
Evidence of Learning	Classroom Observations, Math "Open-Ended" and Benchmark Analysis
Anticipated Timeframe	Enter Start Date: Sept. 2019 Anticipated Completion Date: 06/01/2020
Lead Person/Position	SBTL, Math Lead

Priority #2 – Measurable Goal #2: At least 60% (45% Emlen) of students will attend school 95% of days or more.

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
At the start of the school year and "new year" students will review school wide expectations regarding behavior, attendance and safety procedures/policies to ensure school wide positive climate and safe practices ensuring students knowledge of drills.	School Handbook	Teachers	Aug./Sept. 2020
MTSS team will be assembled to review student data.	Student Climate Data	Leadership Team	Aug./Sept. 2020
Principal reviews data report and makes morning announcements to recognize students meeting attendance goals.	Student Climate Data	Leadership Team	Daily
Leadership Team meets to discuss attendance, review SIS data, teacher concerns and MTSS referrals.	Student Climate Data and MTSS Referrals	Teachers	Weekly
Teachers meet with support of climate staff review student attendance, behavior data and make recommendations to the MTSS team for further interventions.	Student Climate Data and MTSS Referrals	Leadership Team	Weekly
MTSS Team meets to do data review monthly and teacher recommendations for students with absences or behavior issues to identify necessary next steps, intervention plans specific to concern and parent	Student Climate Data and MTSS Referrals	Leadership Team	Monthly

notification. MTSS Team will work with classroom teachers to further support students and their needs as it relates to academics and behavioral concerns.			
Awards assemblies are held to recognize students with perfect attendance and positive behavior, highlighting how attendance supports academic achievement.	Awards and Incentives	Teachers	Monthly
Attendance Incentive for students who are on-time and present every day.	Awards and Incentives	Leadership Team	Daily
School leadership will reach out to and follow-up with families and parents about school policies and procedures. Family meetings will be held as needed to reinforce the importance of attendance as it relates to academics.	Parent Contact Information	Leadership Team	

Anticipated Outputs:

- Teachers are taking daily attendance and monitoring lateness.
- Teachers are using PBIS lessons and strategies to engage students in class.
- Students are attending school more consistently and are present to receive daily lessons and interventions.
- Daily announcements are made to recognize students attendance and posting of attendance incentives around the school.

Monitoring/Evaluation Plan:

Daily Attendance/Behavioral Reports from SWISS
MTSS Interventions

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal: Teachers are consistently using various strategies and methods to support students through MTSS, PBIS and other resources.	
Audience	All Teachers and support staff
Topics to be Included	MTSS, PBIS, School Expectations, Parent Contact, Attendance and Behavior

Evidence of Learning	40% of students attending 95% of days or more.
Anticipated Timeframe	Enter Start Date: Sept. 2019 Anticipated Completion Date: 06/01/2020
Lead Person/Position	Principal

III. 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
1. Morning Meeting 2. Announcements 3. Back to School Night	Students	1. Class climate data by grade level, weekly celebrations 2. Extracurricular announcements, upcoming events 3. New families and students learn about the Emlen School, expectations and activities.	
1. New Student Orientation 2. Back to School Night	Parents/Guardians	1. School community related initiatives/concerns. 2. New families will tour the building and review the family guidebook. 3. Parents will learn about Title One, the school budget, meet teachers, and tour the school	

1. Leadership Team Meetings 2. Weekly Update 3. Common Planning Time Meetings/ Grade Group	Teachers	1. Review all school improvement goals and baseline data 2. School-wide Goals and updated data are posted in weekly bulletin 3. Academic data is analyzed and instructional strategies are planned	
1. SAC meetings 2. Open House Events 3. School Website	Community Members	1. School community related initiatives/concerns 2. New families get to see the building and review the parent handbook 3. School calendar, policies, upcoming events	

IV. 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**

Scan and insert the signed Assurances Page: