

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Wyoming Area School District

School Building Name

Wyoming Area Secondary Center

4-Digit School Building Code

6390

School Street Address

252 Memorial Street, Exeter, PA 18643

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Janet Serino	Superintendent	Wyoming Area School District
Robert Galella	Director of Curriculum & Instruction	Wyoming Area School District
Vanessa Nee	Director of Special Education	Wyoming Area School District
Jon Pollard	Secondary Principal	Wyoming Area Secondary Center
Carmie Argento	English Teacher	Wyoming Area Secondary Center
Leo Lulewicz	Math Dept Chair	Wyoming Area Secondary Center
Anthony Macario	English Teacher	Wyoming Area Secondary Center
Ann Giglio	Special Education Teacher	Wyoming Area Secondary Center
Victoria Ziegler	Math Teacher	Wyoming Area Secondary Center
Joe Boylan	Community Member-	Wilkes Barre Area CONNECT CEO
Stacey Little	Community Member	VP of Operations- Children Service Center
Toni Valenti	School Board Member	Wyoming Area School District

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 Leadership Team used the information from the IU Level Training to identify Committee Members. Members were chosen due to areas of expertise based on the Goals of the ATSI Plan.

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.

Members of the committee contributed their input to the Plan. In addition, the Committee provided input on the Teacher, Student, and Parent Surveys that were used to generate additional information regarding student's performance outside of the state level assessment performance data.

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

Long-term Vision and the Measures of Success

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i>
Students will be able to utilize concepts and competencies in Algebra and Mathematics to further their determined career/college goals	Student proficiency on the Algebra I Keystone exam will increase by 2-3% each year for 3 years.
Students will be able to utilize concepts and competencies in Literature to further their determined career/college goals	Student proficiency on the Literature Keystone exam will increase by 2-3% each year for 3 years.

## **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 Administration presented Google Form Surveys to the following Groups of stakeholders: Students, Parents, and Teachers. The stakeholders were notified by email, social media, and auto calls that the surveys were available. Surveys were available for at least 3 weeks for stakeholders to access and complete.

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

Strengths	Supporting Evidence from Needs Assessment
Evidence indicates that students met the standard for Academic Growth in Keystone Bio	PVAAS Data indicates all subgroups are in the green and met standard of Academic Growth
Evidence indicates that students met the standard for Academic Growth in Keystone Algebra I	PVAAS Data indicates that Econ Disadvantaged and white (non-hispanic) sub groups are in the green and met the standard
Evidence indicates that student met the standard for Academic Growth in Keystone Literature	PVAAS Data indicates that Econ Disadvantaged, and lowest performing 33% are in the green; White (non-hispanic) are in the light blue and met the standard

**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
Students with IEPs are not performing at the same level as their non-disabled peers on the Algebra and Literature Keystone Exams	PVAAS Data indicated that Students w/IEP are not meeting the PA Academic Growth Standard	Yes	Students with IEPs are not sufficiently exposed to General Education Curriculum.
Faculty needs to increase their capacity to utilize best practices for inclusion in the classroom for students w/IEPs	Classroom Observations, Parent Input Survey, anecdotal conversations with Faculty and Administration	Yes	Lack of adequate Professional Development to focus on instructional needs and lack of instructional planning time for teachers to collaborate with peers and administration.

**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.Increase Faculty Capacity for Inclusion in ELA (specifically in the Keystone Lit Trigger Course)	Performance Data indicates evidence that students with IEPs are not meeting the standard for academic growth	English Language Arts
2.Increase Faculty Capacity for Inclusion in Math (Specifically Algebra I- Keystone Trigger Course)	Performance Data indicates evidence that students with IEPs are not meeting the standard for academic growth	Mathematics
3. .Provide more opportunities for Students w/ IEPs to be exposed to general ed curriculum with their non-disabled peers.	Special Education placement data indicates that our LRE percentages need to shift to meet the state recommendations	Essential Practices Condition 3 - Provide Student-Centered Support Systems

### III. Measurable Goal Statements

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

#### **Priority Statement #1: Increase Faculty Capacity for Inclusion in ELA (specifically in the Keystone Lit Trigger Course)**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Professional Development Sessions with ELA and Mathematics Faculty Members that increase capacity for Faculty members to implement Inclusive Practices	Completion of Initial Training Faculty by outside provider (PATTAN or BER)	Administrative Review of Lesson Plans and Observation of Instructional Practices in the Classroom	Follow up Training for Faculty to further hone skill sets based on Eval/Observation of Faculty

#### **Priority Statement #2: Increase Faculty Capacity for Inclusion in Math (Specifically Algebra I- Keystone Trigger Course)**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Professional Development Sessions with ELA and Mathematics Faculty Members that increase capacity for Faculty members to implement Inclusive Practices	Completion of Initial Training Faculty by outside provider (PATTAN or BER)	Administrative Review of Lesson Plans and Observation of Instructional Practices in the Classroom	Follow up Training for Faculty to further hone skill sets based on Eval/Observation of Faculty



**Priority Statement #3: Provide more opportunities for Students w/ IEPs to be exposed to general ed curriculum with their non-disabled peers**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Reduce the number of students who are educated in ELA/Math in a Supplemental Learning Support Environment by 2-3%	Maintain the 2-3% of students who are scheduled into Co-Teaching/ParaProfessional supported classes through the end of Marking Period 1.	Review records and student performance to determine if there are additional students who would benefit from moving to a less restrictive environment.	Review Records and students performance to determine additional targeted students to move to less restrictive environment; Start planning process for the 20-21 School year to determine the level of support needed for students.
Identification and implementation of research based intervention programs for ELA (Imagine Learning) and Math (Imagine Learning) and maintain compliance with IEP goals and Special Ed Regulations	Faculty trained on the implementation of Imagine Learning systems and practices.	Administrative review of lesson planning and observation of instructional practices in the classroom.	Follow up Training for Faculty to further hone skill sets based on Eval/Observation of Faculty

## 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: Increase Faculty Capacity for Inclusion in ELA (specifically in the Keystone Lit Trigger Course)**

Measurable Goals	Evidence-Based Strategy
Develop systems and implementation plan that ensures consistent use of best practices for Inclusion for ELA	Inclusive Practices will be implemented by ELA Teachers. Instructional Practices and assessments of learning will be differentiated based on the Students' IEPs SDIs. There will be regular communication with members of the Administration, Student, Family and Special Education Staff to ensure compliance with the IEP and positive progress towards IEP goals.

**Priority Statement #2: Increase Faculty Capacity for Inclusion in Math (Specifically Algebra I-Keystone Trigger Course)**

Measurable Goals	Evidence-Based Strategy
Develop systems and implementation plan that ensures consistent use of best practices for Inclusion for Math	Inclusive Practices will be implemented by ELA Teachers. Instructional Practices and assessments of learning will be differentiated based on the Students' IEPs SDIs. There will be regular communication with members of the Administration, Student, Family and Special Education Staff to ensure compliance with the IEP and positive progress towards IEP goals.

**Priority Statement #3: Provide more opportunities for Students w/ IEPs to be exposed to general ed curriculum with their non-disabled peers**

Measurable Goals	Evidence-Based Strategy
Develop a protocol (review of records and student performance) to identify students who demonstrate the ability to perform in the general ed classroom with the appropriate supports.	Using recommendations by PDE and best practices for Special Education, students records and performance data will be reviewed by the IEP Team to determine what levels of support are appropriate for a student and their course schedule will be recommended
Development systems to evaluate effective research based intervention programs for ELA and Math	Using best practices for Special Education, PDE Program Recommendations and Local Administrative oversight a team will review and select an appropriate research Based Intervention Program for ELA and Math.

## ***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: Increase Faculty Capacity for Inclusion in ELA (specifically in the Keystone Lit Trigger Course)

*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
Contact BER and PATTAN regarding Training Opportunities	Phone, Computer, Internet Access, Email	Director of C&I; Principal; Director of Spec Ed.	June-July 2019
Brief Admin Team/Planning Team on Options for training	Computer, Internet Access, Email System, Presentation Software	Director of C&I; Principal; Director of Spec Ed, Superintendent, Dept Chairs, Stakeholders	July- August 2019
Consult Business Manager regarding available money and make final choice for Training Programs	Copy of the Budget, Computer, Internet Access, Mail, Calculator	Director of C&I; Principal; Director of Spec Ed, Superintendent, Business Manager, Dept Chairs, Stakeholders	August 2019
Schedule Training Program w/ Provider	Phone, Computer, Internet Access, Email, Fax/Printer	Director of C&I; Principal; Director of Spec Ed	August 2019
Communicate training plan with faculty/Staff for the In Service Dates	Phone, Computer, Internet Access, Email, Printer,	Director of C&I; Principal; Director of Spec Ed	August 2019
<b>Anticipated Outputs:</b>			
There will be fiscal outputs to purchase software and professional services for Professional Development			
<b>Monitoring/Evaluation Plan:</b>			
Weekly meetings with the Team Leaders to check progress towards meeting the action steps. Monthly updates via email to team members.			

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development Training Sessions	Title IV	\$4000.00
Professional Development Training Sessions	ACCESS	\$3000.00

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

**Professional Learning Goal: Increase capacity for teachers to utilize inclusive practices.**

Audience	ELA and Math Faculty Members
Topics to be Included	Set urgency about Student performance data, IEP Compliance, LRE (Ethical/Legal) requirements, provide examples and strategies to increase inclusive practices.
Evidence of Learning	Demonstrated use of practices in lesson Planning and through observation of Instructional Practices
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Galella, Pollard, Nee

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

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
	Enter Start Date:

Anticipated Timeframe	Anticipated Completion Date:
Lead Person/Position	



Priority #1- Measurable Goal #2: \_\_\_\_\_

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline

Anticipated Outputs:

Monitoring/Evaluation Plan:

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

Expenditure (Brief Description)	Funding Source	Cost

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

**Professional Learning Goal 1:**

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

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

**Professional Learning Goal 2:**

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

**Priority #2 – Measurable Goal #1: Increase Faculty Capacity for Inclusion in Math (Specifically Algebra I- Keystone Trigger Course)**

*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
Contact BER and PATTAN regarding Training Opportunities	Phone, Computer, Internet Access, Email	Director of C&I; Principal; Director of Spec Ed, Superintendent, Business Manager, Dept Chairs, Stakeholders	June-July 2019
Brief Admin Team/Planning Team on Options for training	Computer, Internet Access, Email System, Presentation Software	Director of C&I; Principal; Director of Spec Ed, Superintendent, Business Manager, Dept Chairs, Stakeholders	July- August 2019
Consult Business Manager regarding available money and make final choice for Training Programs	Phone, Computer, Internet Access, Email System, Presentation Software	Director of C&I; Principal; Director of Spec Ed, Superintendent, Business Manager, Dept Chairs, Stakeholders	August 2019
Schedule Training Program w/ Provider	Phone, Computer, Internet Access, Email System, Presentation Software	Director of C&I; Principal; Director of Spec Ed, Superintendent, Business Manager, Dept Chairs, Stakeholders	August 2019
Communicate training plan with faculty/Staff for the In Service Dates	Phone, Computer, Internet Access, Email System, Presentation Software	Director of C&I; Principal; Director of Spec Ed, Superintendent, Business Manager, Dept Chairs, Stakeholders	August 2019
<b>Anticipated Outputs:</b>			
There will be fiscal outputs to purchase software and professional services for Professional Development			



**Monitoring/Evaluation Plan:**

Weekly meetings with the Team Leaders to check progress towards meeting the action steps. Monthly updates via email to team members.

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development Training Sessions	Title IV Funds	\$4000.00
Professional Development Training Sessions	ACCESS	\$3000.00

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

**Professional Learning Goal 1: Increase capacity for teachers to utilize inclusive practices.**

Audience	ELA and Mathematics Faculty Members
Topics to be Included	Set urgency about Student performance data, IEP Compliance, LRE (Ethical/Legal) requirements, provide examples and strategies to increase inclusive practices.
Evidence of Learning	Demonstrated use of practices in lesson Planning and through observation of Instructional Practices
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Galella, Pollard, Nee

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

<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #2:** \_\_\_\_\_

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

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

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

Expenditure (Brief Description)	Funding Source	Cost

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



**Professional Learning Goal 1:**

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

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

**Professional Learning Goal 2:**

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

**Priority #3 – Measurable Goal #1: Provide more opportunities for Students w/ IEPs to be exposed to general ed curriculum with their non-disabled peers**

*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
Review available information to identify students who demonstrate ability to move to a less restrictive Environment	Student Academic Data, Performance on Progress Monitoring, Course Requests, IEP Goals, Evaluation reports	Director of C&I; Principals; Directors of Spec Ed, Guidance Staff	Feb-June 2019
Adjust Course Requests in SIS	CSIU, Computer, Internet	Principals, Guidance	June-July 2019
Review of Intervention Programs	Proposals for Intervention, Computer, Internet	Director of C&I; Principals; Directors of Spec Ed, Dept Chairs, Stakeholders	June-August 2019
Final Determination of Intervention Programs	Budget, Recommendation to admin and Board	Superintendent, Director of C&I; Principals; Directors of Spec Ed, School Board	August 2019
Implementation of Intervention Program	Instructional Materials, Training Materials, Computer, Internet, Presentation Software	Admin, Program Training Staff	August 2019
<b>Anticipated Outputs:</b>			
Budget Costs for Intervention Program Instructional Material and Training/Professional Development Sessions.			
<b>Monitoring/Evaluation Plan:</b>			
Weekly check in and reviews with admin staff			

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

Expenditure (Brief Description)	Funding Source	Cost
Intervention Program Costs	Special Education Budget	Unknown

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

**Professional Learning Goal 1:**

Training for Intervention Programs

Audience	ELA, Math, and Special Education Faculty and Staff
Topics to be Included	Instructional Materials of Intervention Program
Evidence of Learning	Lesson Planning and Observation Instructional Practices of teachers
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	Galella, Pollard, Nee

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

**Professional Learning Goal 2:**

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

**Priority #3 – Measurable Goal #2:** \_\_\_\_\_



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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline

**Anticipated Outputs:**

**Monitoring/Evaluation Plan:**

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

Expenditure (Brief Description)	Funding Source	Cost

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

**Professional Learning Goal 1:**

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

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

**Professional Learning Goal 2:**

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

## V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

### Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Gather Input from Stakeholders (Parents, Students, Teachers Survey thru Google Forms)	Parents, Students, Teachers	Input on current School Culture at the Secondary Center	May- June 2019
Communication about the A-TSI Determination	Parents, Students, teachers, Community	Presentation of the Determination of A-TSI	March-June 2019
Communication of the Plan to Faculty, Staff, and Stakeholders	Faculty, Staff, and Stakeholders	Set sense of urgency for need to make changes, details regarding how decisions were made and communicating plan	July-August 2019
Review of progress and timelines	Faculty, Staff, Stakeholders	Updates provided about how the implementation has progressed and any alterations to the plan	August 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 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 *Wyoming Area School District* for the 2019-2020 school year.

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**Board Approval:**

6/25/19

**Board President:**

Desmond Farrell

Name (printed)

Anna Farrell

Signature

6/28/19

Date

**Superintendent of Schools/Chief Executive Officer:**

Janet Serino

Name (printed)

Janet M. Serino

Signature

6/28/19

Date

**Building Administrator:**

Jon Pollard

Name (printed)

Jon Pollard

Signature

6/27/19

Date

**School Improvement Facilitator:**

Robert Galella

Name (printed)

Robert Galella

Signature

6/27/19

Date