HOPE for Hyndman CS

Improvement Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

130 School Drive
Hyndman, PA 15545
(814)842-3918

Phase:	Improvement Revision 2016-2017
Federal Accountability Designation:	Focus
Title I Status:	Yes
CEO Name:	Thomas Otis
CEO E-mail address:	drtomotis@gmail.com

Planning Committee

Name	Role
Dr. Thomas Otis	Administrator
Mr. Thomas Vent	Building Principal
Angie Coughenour	Business Representative
Brigette Emerick	Community Representative
Twyla Haines	Ed Specialist - Instructional Technology
Laura Horrell	Elementary School Teacher - Regular Education
Dina Morrissey	High School Teacher - Special Education
Brittany Smith	Middle School Teacher - Regular Education
Christa Albright	Parent
Joan Dodge	Student Services Director/Specialist
Kayley Dull	Title I Coordinator/Reading Specialist

Assurances

Title I Schools

Title I Priority or Focus Schools

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

Assurances 1 through 12

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

    o Clear and Shared Focus

    o High Standards and Expectations

- o Effective Leadership

- o High Levels of Collaboration and Communication

- o Curriculum, Instruction and Assessment Aligned with Standards

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - o Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site

- School newsletter

- District web page

- WikiSpaces, Yahoo, Facebook, etc.

- Board meeting presentations

- Town hall meetings

- District's annual report

- Press releases to local media

- Yearly letter to parents

- Periodic mailings/letters, postcards, etc.

- Short Message Systems (phone blasts)

- Short Message Systems (email blasts)

- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Monthly PTO meetings

- Regular Title 1 meetings

- Parent-Teacher Conferences

- Home-school visits

- School Improvement Brochure

- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOCX file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:
From Spring of 2013 to Spring of 2014, Keystone Algebra 1 proficiency scores improved from 22% to 34%, a 12% increase.

Accomplishment #2:
From Spring of 2013 to Spring of 2014, Keystone Literature proficiency scores improved from 18% to 51%, a 33% increase.

Accomplishment #3:
From Spring of 2014 to Spring of 2015, Keystone Biology proficiency scores improved from 56% to 75% a 19% increase.

Accomplishment #4:
From Spring of 2013 to Spring of 2014, PSSA Reading proficiency scores improved from 50% to 57%, a 7% increase.

Accomplishment #5:
From Spring of 2013 to Spring of 2014, PSSA Math proficiency scores improved from 52% to 62%, a10% increase.

Accomplishment #6:
For the historically underperforming subgroup in Science from 2013 to 2014, we were required to increase 5.45%. Actual increase was 22.5%. For the historically underperforming subgroup in Science from 2014-2015, we were required to increase 7.58%. Actual increase was 36.36%

Accomplishment #7:
The graduation rate for the past three years was 95% or better. The attendance rate for the past three years was 92% or better.

Accomplishment #8:
Instructional time increased by 15 minutes every day during the 2013-14 school year. During the 2014-15 school year, 5 instructional days were added to the school calendar. During the 2015-2016 school year, ELO (Extended Learning Opportunity) period was extended from 30 minutes to 60 minutes.

Accomplishment #9:

Professional development during the 2013-14 school focused on understanding poverty and connecting with families in a rural setting. Professional development during the 15-16 school focused on dissecting data in ELA 3-8 and Math 3-8 looking for root causes and ways to dissolve them,

Success for All writing curriculum was fully implemented in grades 1 through 5 in the 2013-14 school year. Success for All Reading Edge curriculum was implemented in grades 6 through 8 in the 2013-14 school year.

School Concerns

Concern #1:
From the 2013-2014 school year to the 2014-2015 school year, the math scores across grades 3 through 8 fell 29%.

Concern #2:
Of the 31 8th and 9th graders who took the Algebra 1 Keystone exam in Spring of 2015, only 3 received a score of proficient.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

From the 2013-2014 school year to the 2014-2015 school year, the math scores across grades 3 through 8 fell 29%.

Systemic Challenge #2 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Of the 31 8th and 9th graders who took the Algebra 1 Keystone exam in Spring of 2015, only 3 received a score of proficient.

Improvement Plan

Action Plans

Goal #1: Students will become more independent, accountable, and self-reliant learners and citizens.

Related Challenges:

- Establish a system within the Charter School that fully ensures consistent implementation of standards-aligned curricula for all students.
- Establish a system that fully ensures the charter school's resources effectively address instructional priorities aligned with the school's vision and mission and that high quality curricular assets aligned with State Academic Standards are fully accessible to teachers and students (e.g. model curricula, learning progressions, units, lesson plans, and content resources).
- Establish a system within the charter school that fully ensures each member of the charter school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the charter school that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance/Tardy Data

Specific Targets: 3 year annual increase in student attendance using 2013-14 data as a baseline.

Type: Annual

Data Source: On Time Assignment Completion Data

Specific Targets: Annual increase in on-time completion of assignments, measured by cohort (K-5, 6-8, 9-12) using 2013-14 data as a baseline.

Type: Annual

Data Source: Student Employability Plans

Specific Targets: Students will have employability plans in place by the end of 11th grade.

Type: Interim

Data Source: Collaborative Learning Activities (Lesson Plans)

Specific Targets: Teachers will use collaborative learning activities appropriately to promote student independence and accountability.

Type: Annual

Data Source: Behavioral Office Referrals

Specific Targets: Decrease in student referrals for behavior starting with the 2013-14 data as a baseline.

Strategies:

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Programs

SAS Alignment: Safe and Supportive Schools

Policies and Procedures

Description:

Carefully designed policies and procedures related to independent behaviors that are implemented with fidelity will lead to independent, self-reliant, accountable learners.

SAS Alignment: Instruction, Safe and Supportive Schools

System of Collaboration

Description:

A system of collaboration among teachers provides for support and continuity for students across subject areas and through all classrooms.

SAS Alignment: Standards, Instruction, Safe and Supportive Schools

Implementation Steps:

K-12 Homework Policy

Description:

Create a homework policy that is consistent across grades and faculty that is aligned with developing independent learning skills in students.

Indicator of Implementation: Policy will be approved by the Board, available online and in the student handbook, and was explained to students and parents.

Start Date: 1/2/2014   **End Date:** 8/29/2014

Program Area(s): Student Services

Supported Strategies:

- Policies and Procedures

Student Employability Plan

Description:

Develop a template for a Student Employability Plan that connects a student's achievement, attitude, and behaviors to their career plans.

Implementation Indicator: Employability measure will be a separate grade from academic grades. Students and parents have been introduced to the plan and the plan is ready to be implemented by the students.

Start Date: 12/3/2013   **End Date:** 6/30/2014

Program Area(s): Student Services

Supported Strategies:

- Policies and Procedures

Grading Rubrics

Description:

A general universal grading rubric will be developed to provide students and teachers with a clear description (rubric) of Advanced, Proficient, Nearly Proficient, and Needs Significant Improvement levels of student work.

Implementation Indicator: Rubrics are available and presented to teachers, students, and parents.

Start Date: 12/3/2013   **End Date:** 8/4/2014

Program Area(s): Student Services

Supported Strategies:

- Policies and Procedures

Character Education and Bullying Prevention Program

Description:

Create/dvelop and implement a well-rounded K-12 Character Education Program that addresses Bullying

Implementation Indicator: A curriculum guide and pacing guide exists and a decrease in behaviorial referrals has occurred.

Start Date: 1/2/2014   **End Date:** 6/30/2015

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs

Advisory Class

Description:

Improve the current Advisory Class to include the Student Employability Plan.

Implementation Indicator: Curriculum guide exists for Advisory class to include Student Employabiltiy Plan and teachers are trained in implementation.

Start Date: 1/2/2014   **End Date:** 6/30/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Policies and Procedures

Teacher Collaboration System

Description:

Develop a system for teacher collaboration via looping, common planning periods, staff meetings, and consistent policies and procedures.

Implementatation Indicator: Teachers within a grade span or course will have time to collaborate so that consistency across subjects and through the grades is evident.

Start Date: 1/2/2014   **End Date:** 6/30/2014

Program Area(s):

Supported Strategies:

- System of Collaboration

Collaborative Learning

Description:

Implement collaborative learning in project oriented classrooms.

Implementation Indicator: Classroom observations and lesson plans

Start Date: 1/2/2014   **End Date:** 6/30/2014

Program Area(s): Professional Education

Supported Strategies:

- System of Collaboration

Goal #2: Increase student achievement individually, by cohort, and by subgroup.

Related Challenges:

- Establish a system within the Charter School that fully ensures consistent implementation of standards-aligned curricula for all students.
- Establish a system that fully ensures the charter school's resources effectively address instructional priorities aligned with the school's vision and mission and that high quality curricular assets aligned with State Academic Standards are fully accessible to teachers and students (e.g. model curricula, learning progressions, units, lesson plans, and content resources).
- Establish a system within the Charter School that fully ensures the consistent implementation of effective instructional practices across all classrooms.

- Establish a system within the Charter School that fully ensures staff members use standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the charter school that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a system within the charter school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: Assessments - Classroom, iReady, CDT

Specific Targets: Quarterly assessment scores will steadily increase.

Type: Annual

Data Source: Assessments - PSSA and Keystones

Specific Targets: Increase the number of students proficient or advanced on either the PSSA or the Keystone exams using 2013-14 data as a baseline.

Type: Annual

Data Source: Employability measures

Specific Targets: Upon implementation of employability grades, which will be used as a baseline, student grades will increase towards or stay above 90%. Attendance and tardy data will decrease and data on assignments turned in one time will increase based on 2013-14 baseline data.

Type: Annual

Data Source: Post high school success

Specific Targets: The number of students proceeding to post secondary education will increase from the 2013-14 baseline data as well as the number

of students who continue or complete a post-secondary program will increase from the 2013-14 data baseline.

Strategies:

Individualized Education Plans

Description:

Carefully designed individualized education plans for each student maximizes student achievement and student effort.

SAS Alignment: Standards, Instruction

Project-Based Learning

Description:

Project based learning creates opportunities for multiple modalities of learning and demonstration of skills learned and knowledge gained. It provides for hands-on learning, which leads to a more permanent knowledge base.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

21st Century Workplace Skills

Description:

Effectively preparing students for 21st Century employment requires educating students with 21st Century skills. This not only includes the use of technology as a tool but also includes soft skills such as collaboration, problem solving, Science, Math, and engineering concepts.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

Student Information System

Description:

Properly managed data on students provides an informative resource to assist educators in meeting the needs of the individual student.

SAS Alignment: None selected

Implementation Steps:

K-12 Electronic Student Portfolio

Description:

An individual student electronic portfolio consisting of state and local testing results, writing samples, projects, elective samples, video recordings, oral presentations to demonstrate growth in student learning.

Implementation Indicator: Completion of an electronic student portfolio checklist, electronic storage, grading rubric and actual electronic student portfolios.

Start Date: 1/2/2014   **End Date:** 6/30/2014

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Individualized Education Plans
- Project-Based Learning
- 21st Century Workplace Skills
- Student Information System

Develop a Shared Reading Program Plan

Description:

Teacher teams will develop plans to bring high school students and community volunteers into reading class from grades K through 3 to facilitate team talk and read with students.

Implementation Indicator: There will be a plan developed for high school students and community volunteers.

Start Date: 1/5/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Individualized Education Plans
- 21st Century Workplace Skills

Student Academic Intervention Program

Description:

At-risk students will be identified and supports will be given as needed.

Implementation Indicator: Student achievement on benchmark assessments will increase and struggling students will receive the support that they need.

Start Date: 8/28/2013   **End Date:** 6/30/2014

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Individualized Education Plans
- 21st Century Workplace Skills

Classroom Routines

Description:

Use of standardized classroom routines will be evident across the curriculum and through all grades.

Implementation Indicator: classroom observations and student surveys will indicate that continuity and consistency in classroom management exists in all subject areas for all grades.

Start Date: 8/28/2013   **End Date:** 6/30/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- 21st Century Workplace Skills

21st Century Technology

Description:

Implement 21st Century workplace skills through the use of technology.

Implementation Indicator: Students are effectively using technology to assist with learning and with demonstrating performance.

Start Date: 12/3/2013   **End Date:** 6/30/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Project-Based Learning
- 21st Century Workplace Skills

21st Century Process Skills

Description:

Teaching 21st Century Process skills involves higher order thinking, problem solving strategies, a focus on Science, Technology, Engineering and Mathematics.

Implementation Indicator: Students will utilize higher order thinking skills to solve problems and will have the opportunity to select learning opportunities in Science, Technology, Engineering and Mathematics.

Start Date: 8/26/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Project-Based Learning
- 21st Century Workplace Skills

Differentiated Data Driven Instruction

Description:

Utilize the Student Information System and all the student demographic, testing, and class data to adjust instruction as necessary.

Implementation Indicator: Differentiated instruction driven by data will be evident in every classroom.

Start Date: 1/24/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Individualized Education Plans
- 21st Century Workplace Skills
- Student Information System

Goal #3: Retain students and increase student enrollment

Related Challenges:

- Establish a system that fully ensures the charter school's resources effectively address instructional priorities aligned with the school's vision and mission and that high quality curricular assets aligned with State Academic Standards are fully accessible to teachers and students (e.g. model curricula, learning progressions, units, lesson plans, and content resources).
- Establish a system within the charter school that fully ensures each member of the charter school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Stakeholder surveys

Specific Targets: 2013 survey results of teachers, students, and parents will be used as baseline data upon which improvements should be seen each year of this plan

Type: Annual

Data Source: Entrance and Exit Interviews

Specific Targets: Accurate information will be kept from entrance and exit interviews to provide HHCS will the necessary information to make systemic changes to retain or draw students.

Type: Annual

Data Source: Enrollment data

Specific Targets: Accurate information on enrollments and withdraws will be kept from year to year to look for trends in enrollments or withdraws.

Type: Annual

Data Source: Community data

Specific Targets: Accurate information will be kept of tax rolls and real estate data over time to correlate with enrollment/withdraw data.

Strategies:

Robust Student Information System

Description:

A robust student information system houses all information pertinent to a student's success in school easily accessible to administrators, teachers, students, and parents. Information that is accurate and up to date provides vital information on grades, assignments, and movement towards meeting graduation requirements as well as entry and exit information.

SAS Alignment: Materials & Resources

Marketing

Description:

Marketing school successes, accomplishments, and offerings provide much needed information to current and prospective families regarding the quality of education being provided.

SAS Alignment: None selected

Community Culture

Description:

Building traditions and events that involve the community creates a sense of belonging for both the student and the community.

SAS Alignment: None selected

Implementation Steps:

Data Management

Description:

Utilize a student data management system to track entry and exit information.

Implementation Indicator: Enrollment and withdraw data is available and accurate.

Start Date: 8/12/2013   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Robust Student Information System

Marketing Plan

Description:

Create and implement a comprehensive marketing plan that highlights the successes and offerings of HHCS to Hyndman and neighboring communities.

Implementation Indicator: HHCS Annual report card is available, website and other social media provides up to date information in a user friendly manner, positive feedback is received from teachers, parents, students, and the community.

Start Date: 12/3/2013   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Marketing

Quality Faculty Retention

Description:

Create a plan to retain quality faculty members and replace unsatisfactory faculty members with quality faculty members.

Implementation Indicator: Quality faculty are retained or recruited as indicated on faculty retention data, exit interviews on faculty who leave, and an incentive program for quality faculty.

Start Date: 8/28/2013   **End Date:** 6/30/2015

Program Area(s):

Supported Strategies:

- Marketing

Cultural Traditions

Description:

Create and implement events and traditions that build pride and local culture in the school.

Implementation Indicators: Schedule of events are in place and the evaluations from these events are positive. A sense of community exists between staff, students, and the community that compels people to stay.

Start Date: 12/3/2013   **End Date:** 6/30/2014

Program Area(s):

Supported Strategies:

- Community Culture

Student Reward System

Description:

Continue to improve and implement student rewards for positive behavior, academics, athletics, attendance, and personal accomplishments.

Implementation Indicators: Individual and student reward systems are in place that motivate students to do and be their best and these accomplishments are publized within and outside the school.

Start Date: 12/3/2013   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Marketing
- Community Culture

School as a Community Resource

Description:

Develop opportunities within the school and in the community that tie the community and school together.

Implementation Indicator: Opportunities will exist where the school is a resource for the community and the community is a resource for the school.

Start Date: 8/26/2014   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Marketing
- Community Culture

Goal #4: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: 2015, 2016, 2017 ELA, Math, and Science PSSA and Algebra I, Biology, and Literature Keystone Exam scores.

Specific Targets: 80% of students will demonstrate proficiency on the ELA, Math, and Science PSSAs or Algebra I, Biology, and Literature Keystone Exams by 2017.

Strategies:

Shared Book Reading

Description: Shared Book Reading is a general practice aimed at enhancing young children?s language and literacy skills and their appreciation of books. Typically, Shared Book Reading involves an adult reading a book to one child or a small group of children without requiring extensive interactions from them. WWC reports Shared Book Reading has potentially positive effects on phonological processing and mixed effects related to oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_0 92806.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Implementation Steps:

Develop a Shared Reading Program Plan

Description:

Teacher teams will develop plans to bring high school students and community volunteers into reading class from grades K through 3 to facilitate team talk and read with students.

Implementation Indicator: There will be a plan developed for high school students and community volunteers.

Start Date: 1/5/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Shared Book Reading

Provide Professional Development on Shared Reading

Description:

Professional development will include training on how to facilitate shared reading with students and community volunteers.

Implementation Evidence: Teacher team agenda and notes

Start Date: 1/5/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Shared Book Reading

Implement Shared Reading Program

Description:

In the 2015-16 school year, high school students will participate in shared reading with elementary students. In the 2016-17 school year, community members will be phased into the shared reading program.

Implementation evidence: Teacher team agendas and teacher lesson plans

Start Date: 1/5/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Shared Book Reading

Monitor the Implementation of the Shared Reading Program

Description:

Shared reading program will be monitored throughout the year via classroom walkthroughs by the principal and the literacy coordinator.

Implementation Evidence: Informal walkthrough feedback notes

Start Date: 1/5/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Shared Book Reading

Analyze and Evaluate Shared Reading Program Effectiveness

Description:

At the end of the school year, the principal and the literacy coordinator will review the classroom walkthrough data as well as the state test scores and feedback from students and community volunteers. Adjustments will be made to improve the program for the next school year.

Implementation Evidence: The various data sets and the recommendations from the end of the year analysis

Start Date: 1/5/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Shared Book Reading

Goal #5: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS teacher effectiveness data

Specific Targets: All teachers are growing all students at least one year's of growth in a year's worth of time.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Implementation Steps:

Plan a Professional Development Calendar

Description:

The Administrative Team will meet and plan the professional development for the 2015-16 school year that will address the need for instructional consistency across the curriculum and through all grades K-12.

Implementation Evidence: A professional development calendar

Start Date: 2/2/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Provide Professional Development on Effective Instruction

Description:

Faculty will participate in a two prong approach to professional development. In two in-service days and one after school meeting per month, the principal will provide professional development on effective instructional strategies with a specific focus on writing and student engagement. In three collaboration days over the course of the school year as well as monthly instructional team meetings, the PLCs will review common classroom level data and share successful instructional strategies.

Implementation Evidence: Agendas, sign in sheets, and Act 48 documentation

Start Date: 8/13/2015   **End Date:** 6/2/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Implement Effective Instructional Strategies

Description:

Teachers will implement in their classrooms the effective instructional strategies that they learned during substantial professional development.

Implementation Evidence: Teachers' lesson plans and principal's classroom observation notes

Start Date: 8/13/2015 **End Date:** 6/2/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Monitor the Implementation of the Effective Instructional Strategies

Description:

PLC groups and Principal will monitor progress of the implementation of the effective instructional strategies during PLC meetings, peer visits, and classroom observations.

Implementation evidence: PLC meeting notes, Peer visit notes, and principals' classroom observation records

Start Date: 8/13/2015 **End Date:** 6/2/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Analyze and Evaluate the Effectiveness of the Implemented Instructional Strategies

Description:

Principal, literacy coordinator, and teachers will analyze and evaluate the effectiveness of the instructional strategies they implement in their classrooms.

Implementation evidence: Teacher reports from PLC meetings throughout the school year and at the end of the year, as well as classroom walkthroughs

Start Date: 8/13/2015   **End Date:** 6/2/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Make Recommendations for Professional Development for the Future

Description:

Principal, literacy coordinator, and teachers will make recommendations for future professional development based on SPP data.

Implementation Evidence: Report of recommendations

Start Date: 6/4/2015   **End Date:** 6/30/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Students will become more independent, accountable, and self-reliant learners and citizens.	Strategy #1: Character and Social Skill Building Programs

Start	End	Title	Description
1/2/2014	6/30/2015	Character Education and Bullying Prevention Program	Create/dvelop and implement a well-rounded K-12 Character Education Program that addresses Bullying Implementation Indicator: A curriculum guide and pacing guide exists and a decrease in behaviorial referrals has occurred.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Mentor Department, ESAP/SAP Team	3.5	2	35	Professional trainer	For Profit Company	No

Knowledge

Teachers will learn how to implement an effective character education program.

Supportive Research

Implementing education programs that educate children socially and emotionally provides a safer, more productive learning environment.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Online-Asynchronous

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans Behavioral referral data

LEA Goals Addressed: Students will become more independent, **Strategy #1: Policies and Procedures**

accountable, and self-reliant learners and citizens.

Start	End	Title	Description
			Improve the current Advisory Class to include the Student Employability Plan.
1/2/2014	6/30/2014	Advisory Class	Implementation Indicator: Curriculum guide exists for Advisory class to include Student Employabiltiy Plan and teachers are trained in implementation.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and Secondary Personal Development Mentor	1	2	35	Principal	School Entity	No

Knowledge   Teachers will know how to implement the Student Employability Plan.

Supportive Research   Students are more likely to become engaged in their education if they see the value of what they are learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format   LEA Whole Group Presentation

Participant Roles   Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex   **Grade Levels**   High (grades 9-12)

Dir
School counselors

| **Follow-up Activities** | Analysis of student work, with administrator and/or peers | **Evaluation Methods** | Participant survey |

| **LEA Goals Addressed:** | **Students will become more independent, accountable, and self-reliant learners and citizens.** | **Strategy #1: System of Collaboration** |

Start	End	Title	Description
1/2/2014	6/30/2014	Collaborative Learning	Implement collaborative learning in project oriented classrooms.

Implementation Indicator: Classroom observations and lesson plans

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	1	3	35	Principal	School Entity	No

| **Knowledge** | Teachers will know how to effectively plan and manage productive collaborative project based learning activities for their students. |

| **Supportive Research** | Collaborative learning and project based learning provide fundamental skills needed in most jobs today. |

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

varied student learning styles

LEA Goals Addressed:	Increase student achievement individually, by cohort, and by subgroup.	Strategy #1: Individualized Education Plans Strategy #2: Project-Based Learning Strategy #3: 21st Century Workplace Skills Strategy #4: Student Information System

Start	End	Title	Description
1/2/2014	6/30/2014	K-12 Electronic Student Portfolio	An individual student electronic portfolio consisting of state and local testing results, writing samples, projects, elective samples, video recordings, oral presentations to demonstrate growth in student learning. Implementation Indicator: Completion of an electronic student portfolio checklist, electronic storage, grading rubric and actual electronic student portfolios.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Chief Technology Administrator, Mentors	1.0	4	35	Principal, Chief Technology Administrator	School Entity	No

Knowledge   Teachers will learn how to identify and preserve student work to demonstrate learning growth.

Supportive Research   Providing students with a demonstration of what they have accomplished gives the students a sense of pride and encourages the student to continue to grow.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

For school and district administrators, and other educators seeking leadership roles:

Training Format

LEA Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Portfolio

LEA Goals Addressed:	Increase student achievement individually, by cohort, and by subgroup.	Strategy #1: Individualized Education Plans Strategy #2: 21st Century Workplace Skills

Start	End	Title	Description

					At-risk students will be identified and supports will be given as needed.		
8/28/2013	6/30/2014	Student Academic Intervention Program			Implementation Indicator: Student achievement on benchmark assessments will increase and struggling students will receive the support that they need.		

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and RTII Coordinator	1	2	18	Principal	School Entity	No

Knowledge
Teachers will learn how to utlilize assessment data to drive instruction to meet the needs of all students and will learn strategies for assisting students who are struggling.

Supportive Research
Using data to drive instruction leads to increased learning for the student.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format   Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Increase student achievement individually, by cohort, and by subgroup.	**Strategy #1: 21st Century Workplace Skills**

Start	End	Title	Description
8/28/2013	6/30/2016	Classroom Routines	Use of standardized classroom routines will be evident across the curriculum and through all grades.

Implementation Indicator: classroom observations and student surveys will indicate that continuity and consistency in classroom management exists in all subject areas for all grades.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and SFA Coordinator	1	12	35	Principal	School Entity	No

Knowledge Teachers will learn classroom management techniques that will provide for consistency from room to room.

Supportive Research Providing consisten classroom expectations from classroom to classroom allows students to concentrate on learning the content and not the rules of the classroom.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format LEA Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Journaling and reflecting   Participant survey

Follow-up Activities   **Evaluation Methods**

LEA Goals Addressed:	Increase student achievement individually, by cohort, and by subgroup.	Strategy #1: Project-Based Learning Strategy #2: 21st Century Workplace Skills

Start	End	Title	Description
			Implement 21st Century workplace skills through the use of technology.
12/3/2013	6/30/2017	21st Century Technology	Implementation Indicator: Students are effectively using technology to assist with learning and with demonstrating performance.

Person Responsible	SH	S	EP	Provider		Type	App.
Principal and CEO	1.0	12	35	Principal		School Entity	No

Knowledge	Teachers will learn 21st Century skills that student need to know to be successful in today's society. The will receive instruction on how to teach these skills to their students.
Supportive Research	Teaching 21st Century skills prepares students for the world of work.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

LEA Goals Addressed:	Increase student achievement individually, by cohort, and by subgroup.	Strategy #1: Project-Based Learning Strategy #2: 21st Century Workplace Skills

Start	End	Title	Description
8/26/2014	6/30/2017	21st Century Process Skills	Teaching 21st Century Process skills involves higher order thinking, problem solving strategies, a focus on Science, Technology, Engineering and Mathematics. Implementation Indicator: Students will utilize higher order thinking skills to solve problems and will have the opportunity to select learning opportunities in Science, Technology, Engineering and Mathematics.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and CEO	1	4	35	Principal	School Entity	No

Knowledge

Teachers will become more knowledgeable in the necessary 21st Century Process skills needed and will learn best practices in how to teach them to their students.

Supportive Research

Exposure to a topic and learning how and why the knowledge is important provides the teacher with a foundation on which to build their knowledge and a framework in which to present the topic to the students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

LEA Goals Addressed:	**Increase student achievement individually, by cohort, and by subgroup.**	**Strategy #1: Individualized Education Plans** **Strategy #2: 21st Century Workplace Skills** **Strategy #3: Student Information System**

Start	End	Title	Description
1/24/2014	6/30/2017	Differentiated Data Driven Instruction	Utilize the Student Information System and all the student demographic, testing, and class data to adjust instruction as necessary.

Implementation Indicator: Differentiated instruction driven by data will be evident in every classroom.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and CEO	3	4	35	Principal	School Entity	No

Knowledge	Teachers will learn how to utilize the student information system to acquire data on students. They will then learn best practices on differentiating their instruction to meet the needs of the student.
Supportive Research	Instruction that is based on student data is more relevant to the student and more effective in their learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles

Evaluation Methods

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Shared Book Reading

Start	End	Title	Description
1/5/2015	6/30/2017	Provide Professional Development on Shared Reading	Professional development will include training on how to facilitate shared reading with students and community volunteers. Implementation Evidence: Teacher team agenda and notes
Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**

Principal	1	3	50	HOPE for Hyndman Charter School	School Entity	Yes

Knowledge

Teachers will gain knowledge on how to train and supervise volunteers to support early literacy acquisition.

Supportive Research

The Institute of Education Sciences reported potentially positive effects of shared book reading on phonological processing (2006).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) High (grades 9-12)

New Staff
Parents

Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Substantial Professional Development

Start	End	Title	Description
8/13/2015	6/2/2016	Provide Professional Development on Effective Instruction	Faculty will participate in a two prong approach to professional development. In two in-service days and one after school meeting per month, the principal will provide professional development on effective instructional strategies with a specific focus on writing and student engagement. In three collaboration days over the course of the school year as well as monthly instructional team meetings, the PLCs will review common classroom level data and share successful instructional

strategies.

Implementation Evidence: Agendas, sign in sheets, and Act 48 documentation

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and PLC Leaders	7	8	26	HHCS	School Entity	Yes

Knowledge

Teachers will learn how to plan and implement more effective instructional strategies and reflect on teaching and learning in a collegial fashion.

Supportive Research

Research shows that job embedded activities in which teachers reflect upon their learning yields stronger positive results therefore leading to higher student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for HOPE for Hyndman CS has been duly reviewed by a *Quality Review Team* convened by the 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 **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District 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 HOPE for Hyndman CS for the 2014-2017 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

- Developed curriculum maps for Math and ELA as planned in the 2014-15 School Improvement Plan

- Faculty completed one of the two online SAS courses outlined in the plan - Effective and Engaging Standards Based Instruction

- Curriculum resources were evaluated as part of the curriculum mapping

Describe the continuing areas of concerns from the first year plan

- Science curriculum maps still need to be designed

- Continued professional development on effective instructional strategies and student engagement

Describe the initiatives that have been revised

- Curriculum mapping strategy was replaced with shared reading program strategy to address the early literacy concern

- The focus of professional development shifted from online SAS courses to face to face school based professional development

- We completed the goal of evaluating curriculum resources so that was not included in this plan

Describe the success from the past year.

- As outlined in the initiatives that were revised in the 15-16 School Improvement Plan, face to face school-based professional development occurred at the beginning of the school year, during scheduled faculty meetings, and on scheduled data days.

- Consistent benchmark testing using the Algebra 1, Biology and Literature CDT tests occurred three times during the 15-16 school year in grades 9, 10, and 11. Data was used to identify student strengths and skills to improve on.

Describe the continuing areas of concerns from the first two years.

- Develop 21st Century Process skills to include a systematic process to show how and when these skills are being taught.

- Science curriculum needs to be implemented with fidelity and consistency and aligned to standards.

Describe the initiatives that have been revised.

- We revised and updated curriculum maps for the Cultural Literacy 11/12 course as well as the 9/10 course.

- Advisory class was revised to include and Individualized Goal Planning Form (IGPF) for each student in grades 7-12.