Hanover SHS

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Hanover SHS

401 Moul Ave
Hanover, PA 17331
(717)637-9000

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Catherine Houck
Superintendent: John Scola

Stakeholder Involvement

Name	Role
Marc Abels	Administrator : School Improvement Plan
Catherine Houck	Building Principal : School Improvement Plan
Burt Elsner	Business Representative
Sarah Cobb	Ed Specialist - Other : School Improvement Plan
Tina Wetzel	Ed Specialist - School Psychologist
Betsy Beall	High School Teacher - Regular Education : School Improvement Plan
Sara Brenneman	High School Teacher - Regular Education
Jennifer Gomoulka	High School Teacher - Regular Education : School Improvement Plan
Daniel Koishal	High School Teacher - Regular Education : School Improvement Plan
Vicki Kozdron	High School Teacher - Regular Education
Eugene Kraus	High School Teacher - Regular Education : School Improvement Plan
Marie Smith	High School Teacher - Regular Education : School Improvement Plan
Lisa Smith	High School Teacher - Regular Education
Megan Stitt	High School Teacher - Regular Education
Jason Suter	High School Teacher - Regular Education : School Improvement Plan

Kate Walton	High School Teacher - Regular Education : School Improvement Plan
Julie Kuhn	High School Teacher - Special Education
Jackie Uhler	High School Teacher - Special Education : School Improvement Plan
David Fry	Instructional Technology Director/Specialist
Sue Kanigsberg	Intermediate Unit Staff Member : School Improvement Plan
Lisa Menges	Parent : School Improvement Plan
Lois Gunnet	Special Education Director/Specialist
Susan Seiple	Student Curriculum Director/Specialist : School Improvement Plan
John Scola	Superintendent

Federal Programs

School Improvement

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:

  - Clear and Shared Focus

  - High Standards and Expectations

  - Effective Leadership

  - High Levels of Collaboration and Communication

  - Curriculum, Instruction and Assessment Aligned with Standards

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- **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
- District web page
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings

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

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Most technical assistance for reading intervention programs is provided through our district intervention teacher who works with reading specialists quarterly to monitor

programs and interventions. Technical Assistance is also provided by the LIU, Superintendent, Assistant Supterintendent, and Instructional coaches. The assistance is considered high-quality because it is based on best practice and state mandates.
 Meetings to address comprehensive planning and evaluation of schoolwide programs occurred throughout the district as indicated:

SPP & Walk Through Meetings – Dr. Scola

9/13/16	All Principals Meeting	3:15 PM
10/3/16	Clearview	11:00 AM
10/3/16	Washington	1:00 PM
10/5/16	Hanover Street	9:00 AM
10/13/16	High School	8:30 AM
10/13/16	Middle School	1:00 PM
11/15/16	Mark Hershner	10:00 AM
11/15/16	High School	11:00 AM
11/15/16	Tessa Hilyard	2:30 PM
11/29/16	Clearview	9:15 AM
11/29/16	Hanover Street	10:30 AM
11/30/16	Washington	11:00 AM
2/8/17	Washington	1:00 PM
2/9/17	High School	11:00 AM
2/9/17	Mark Hershner	1:00 PM
2/9/17	Hanover Street	2:00 PM
2/14/17	Tessa Hilyard	9:00 AM

2/15/17	Clearview	10:00 AM
3/13/17	Washington	9:00 AM
3/13/17	High School	2:00 PM
3/14/17	Hanover Street	9:00 AM
3/14/17	Clearview	1:30 PM
3/16/17	Tessa Hilyard	9:00 AM
3/16/17	Mark Hershner	11:00 AM
4/11/17	High School	10:00 AM

Check In – Dr. Seiple

9/12/16	Washington	1:00 PM
9/13/16	Tessa Hilyard	1:00 PM
9/13/16	Mark Hershner	1:30 PM
9/14/16	Hanover Street	1:00 PM
9/14/16	Clearview	2:00 PM
9/15/16	Rina Houck	1:00 PM
9/15/16	Marc Abels	1:30 PM
10/17/16	Clearview	10:00 AM
10/17/16	Washington	1:30 PM
10/18/16	Tessa Hilyard	10:00 AM
10/18/16	Mark Hershner	10:30 AM
10/19/16	Hanover Street	2:00 PM

10/20/16	Rina Houck	10:00 AM
10/20/16	Marc Abels	10:30 AM
11/14/16	Marc Abels	11:30 AM
11/15/16	Tessa Hilyard	9:00 AM
11/15/16	Mark Hershner	9:30 AM
11/17/16	Washington	1:00 PM
11/18/16	Rina Houck	1:00 PM
11/21/16	Clearview	1:00 PM
11/22/16	Hanover Street	11:00 AM
12/12/16	Washington	10:00 AM
12/12/16	Clearview	1:00 PM
12/12/16	Hanover Street	2:00 PM
12/13/16	Mark Hershner	10:30 AM
12/13/16	Rina Houck	1:00 PM
12/13/16	Marc Abels	1:30 PM
1/17/17	Rina Houck	9:00 AM
1/17/17	Marc Abels	9:30 AM
1/17/17	Mark Hershner	1:00 PM

1/17/17	Tessa Hilyard	3:00 PM
1/18/17	Clearview	9:00 AM
1/18/17	Hanover Street	10:00 AM
1/18/17	Tessa Hilyard	11:00 AM
1/24/17	Washington	1:00 PM
2/8/17	Tessa Hilyard	10:00 AM
2/8/17	Mark Hershner	11:00 AM
2/8/17	Washington	11:30 AM
2/9/17	Marc Abels	9:50 AM
2/9/17	Rina Houck	10:30 AM
2/10/17	Clearview	1:00 PM
2/13/17	Hanover Street	10:00 AM
3/13/17	Washington	10:00 AM
3/13/17	Hanover Street	11:00 AM
3/13/17	Rina Houck	1:00 PM
3/13/17	Mark Hershner	1:30 PM
3/14/17	Clearview	1:00 PM
3/16/17	Tessa Hilyard	10:00 AM
3/16/17	Mark Hershner	10:30 AM
4/19/17	Clearview	9:00 AM

4/19/17	Hanover Street	10:00 AM
4/19/17	Washington	1:00 PM
4/21/17	Tessa Hilyard	9:00 AM
4/21/17	Mark Hershner	9:30 AM
4/21/17	Rina Houck	1:00 PM
4/21/17	Marc Abels	1:30 PM
5/8/17	Clearview	9:00 AM
5/8/17	Hanover Street	10:00 AM
5/8/17	Rina Houck	1:00 PM
5/8/17	Marc Abels	1:30 PM
5/9/17	Mark Hershner	9:00 AM
5/9/17	Tessa Hilyard	9:30 AM

Reading Specialist Meetings

9/21/16	2:45 PM
1/11/17	2:45 PM

Meetings with Tina Wetzel

9/21/16	8:00 AM	FBA PSBP Training
10/14/16	3:00 PM	Oct. 26 2-hour delay content
10/26/16	7:30 AM	Teaching & Personal Assistant Training

10/26/16	9:00 AM	Session 2 2-Hour Delay Training
11/2/16	9:00 AM	RTII Meeting (Han. Street)
11/2/16	1:00 PM	RTII Meeting (Clearview)
11/3/16	8:00 AM	RTII Meeting (Middle School)
11/3/16	1:00 PM	RTII Meeting (Washington
11/9/16	3:00 PM	Following up to RTII
1/23/17	3:30 PM	Kindergarten Screening Discussion
2/9/17	9:20 AM	Focus School Plan Meeting #2

Admin Meetings

8/12/16	1:00 PM
9/15/16	3:15 PM
10/13/16	3:15 PM
11/17/16	3:15 PM
12/8/16	3:15 PM
2/28/17	3:15 PM
3/9/17	3:15 PM
4/11/17	3:15 PM

LIU Invoices with Carrie Soliday

8/15/16	Curriculum Consultation K-8 Math Teachers

8/18/16	Project Based Learning
8/29-31/16	Coaching Elementary & Middle School
9/9/16	Coaching High School
9/12-14/16	Coaching Elementary & Middle School
10/10/16	Six (50 min sessions) on SAMR model and the 2016 ISTE Standards
10/20/16	High School coaching station rotation & formative assessment
11/8/16	CDT & PVAAS data consultation with Bio. and Lit. teachers
11/22/16	Coaching Washington and Hanover Street
11/30/16	Review of Keystone Biology and Alg. I assessments
12/13/16	CDT & PVAAS data consultation with Algebra teachers & PBL check-in

Provider	Meeting Date	Type of Assistance
Dr. Susan Seiple	2/17/2017 12:00:00 AM	Comprehensive Planning Tool/Schoolwide Programs
Heather Wagaman	9/21/2016 12:00:00 AM	Reading Specialist Meetings: Intervention
Heather Wagaman	1/11/2017 12:00:00 AM	Reading Specialist Meetings: Intervention
Heather Wagaman	4/11/2017 12:00:00 AM	Reading Specialist Meetings: Intervention

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Departmental meetings, Monthly Building Improvement Committee Meetings, intervention meetings, and faculty meetings are used to involve teachers in decisions regarding the use of academic assessments.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No

Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administrated by the United States Department of Education, except Reading First.*

o *Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	**Amount of Grant**

State/Local Grant Program	**Amount of Grant**

Needs Assessment

School Accomplishments

Accomplishment #1:

- Hanover High School students have a 93.40 attendance rate. We deem this as a very valuable strength of our district. Many of our students are living in poverty and dealing with many socio-economic challenges, yet they still come to school regularly.

Accomplishment #2:

We consider our High School's offering of 16 AP classes, as well as opportunities for STEAM Academy participation, as well as Welding NOCTI certifications as accomplishments that will prepare our students for college, career, and beyond.

Accomplishment #3:

Hanover High School is proud of the fact that we closed the achievement gap for all students in Biology as measured by the School Performance Profile.

School Concerns

Concern #1:

We are concerned with our students' Proficiency levels on our High School Keystone Assessments.

Concern #2:

We are concerned about the overall PVAAS growth in Biology for our students.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

We are concerned with our students' Proficiency levels on our High School Keystone Assessments.

We are concerned about the overall PVAAS growth in Biology for our students.

Systemic Challenge #2 *(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:

We are concerned with our students' Proficiency levels on our High School Keystone Assessments.

Systemic Challenge #3 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

We are concerned with our students' Proficiency levels on our High School Keystone Assessments.

Systemic Challenge #4 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

We are concerned with our students' Proficiency levels on our High School Keystone Assessments.

School Level Plan

Action Plans

Goal #1: 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: Graduation Cohort Rate
Specific Targets: We expect an increase in our graduation rate from 77.95 to 83 percent. Data will be calculated at the end of each school year.

Type: Annual
Data Source: Teacher Evaluation proficiency level on Educator Effectiveness Domains 2 and 3.
Specific Targets: All (100 percent) of Hanover High School teachers will score proficient or distinguished on end of year evaluations Domains 2 and 2 on the Danielson-based Educator Effectiveness.

Type: Annual
Data Source: Course Failure Rates
Specific Targets: Hanover High School Students will have less than 15 percent of students earning D's or F's in all Keystone Tested high school courses. This rate for Biology for the 2012-2013 school year was 24%, English was 33% and Algebra I was 30%. Our targeted group is students taking courses that culminate in a Keystone Exam.

Strategies:

Hanover Public School District Professional Development for Hanover High School

Description:

A professional development survey was conducted in the Spring of 2016. Results indicated that teachers desired professional development in the areas of technology integration, differentiating instruction, and core standards understanding.

Substantial professional development will increase student achievement. Lack of academic achievement in the past is one of our aligned concerns.

Our strategy is to provide professional development in instructional strategies that align with the Educator Effectiveness Framework. This will be accomplished through staff development workshops, faculty meeting learning collaborations, community partnerships, and teacher attendance at conferences. Additionally, administrators will be utilizing the Firefly walk-though application and electronic observation tool to provide progress-monitoring of utilization of instructional strategies.

SAS Alignment: Instruction

Implementation Steps:

Faculty Meeting Professional Development 2014-2015

Description:

At six high school faculty meetings, principal Catherine Houck will devote time to authentic discussion surrounding effective instructional strategies encompassed in Educator Effectiveness and best practice:

September- Student learning objectives- Teachers will write student learning objectives (Professional Learning will occur during the August staff development day)- guided by Dr. Seiple, Assistant to the Superintendent, Catherine Houck, Principal, and Tina Wetzel, School Psychologist.

October - Differentiating Instruction with a focus on ELL students- Mr. Dugan, the ESL teacher will co-present the PA ELPS standards. Groups of 4 teachers will plan a differentiation strategy that they will incorporate into a lesson plan that week. Mrs. Houck will review lesson plans to ensure that the differentiation is occuring.

November- Engaging Students- Mrs. Houck will review the student engagement strategies covered in the April 17th, 2014 staff development workshops. Teachers will be asked to share out ideas for student engagement that they are currently utilizing. The principal and/or the assistant principal will conduct daily walk-throughs and record engagement evidence using the Firefly app which is aligned with the Educator Effectivenss Framework.

January- Questioning and Discussion Techniques- Teachers will work in teams to develop question starters that increase higher level thinking. For example, "What made you say that?" "What would happen if X didn't happen?" "How could you change the story to change the outcome?" Distribute slide 25-27 of the Engaging Students PowerPoint

March- Technology Integration- Teachers will lead brief presentations surrounding technology integration in instruction. Exact topics to be determined after consultation with Mr. David Fry, Technology Director.

May- Lesson Plan Review- Teachers will bring an example of their best lesson plan that incorporates the professional learning throughout the year: Student learning objectives, Differentiating for all students with a focus on the ELL Learner, Engaging Students, Questioning and Discussion techniques.

Evidence- Agendas, Lesson Plans, Firefly walkthrough data

Start Date: 9/1/2014   **End Date:** 5/29/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Professional Development Conferences and Institutes

Description:

All department chairs will attend at least one outside conference in the area of student achievement through instructional strategies. This may occur at the Lincoln Intermediate Unit, PATTAN, or other available training sites. Teachers will then report back and share information with the rest of the department.

Additionally, Title II funds will be used for professional development for all teachers based on administrative directive or educator request. This will include webinars, conferences, and state-mandated trainings. The expectation will be that all staff members who attend out of district trainings will report back to their building administrator regarding knowledge and skills gained so that this information can be utilized for increased instructional effectiveness.

Priority conferences will include: Differentiating Instruction, Engaging Learners, Drop-out prevention, and Common Core Alignment.

Evidence- Act 48 reports, Agendas, conference flyers

Start Date: 7/1/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Administrator Professional Development- Educator Effectiveness

Description:

All adminstrators (6) who evalute professional staff will complete the Teachscape Focus training for observers. This includes videos, learning modules, and a testing component to show competency in evaluating teachers using the Charlotte Danielson- based Framework for Educator Effectiveness. With this information, administrators will understand the components of effective instruction that align with the Pennsylvania Framework for Teaching. The administrators will use this information in walk-throughs and evaluations, as well as collegial conversations to impact instruction.

Evidence: Certificate of completion

Start Date: 7/1/2014   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Advanced Placement Training for AP Teachers

Description:

All Teachers who teach new AP courses will attend training to learn appropriate instructional strategies to prepare students for AP examinations. Act 48 training logs will serve as evidence.

AP European and AP Biology- June, 2014

Ap- Statistic, Ap- Calc- AP Art, AP US History, AP Chemistry, AP Physics, AP Literature- January-March 2014

Start Date: 1/31/2014   **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Professional Development 2014-2015

Description:

<u>Proposed Professional Development March 2014- May 2015</u>

March 4th- 2 hour delay-

Grades K-8 PSSA Training in each building by SAC (principals)- (K-2 teachers help administer and proctor so they need to be included.)

Grades 9-12 Focus School School-Wide Meeting (1 hour), Engaging and Differentiating (1 hour)

April 9th and April 10th- Reading Specialists and select Hanover Street teachers only: Fountas and Pinnell Leveled Literacy Intervention Kits Training and F&P benchmark Training All day @ admin.

April 17- Act 80 Day-@ High School

8:00-8:30 Overview in Auditorium for all professional staff

8:30-12:00 High School graduation projects (High School Teachers)

8:30-12:00 Workshop sessions from February Inservice (ELL, Engaging Students, Core Standards)

12:00-1:30 Lunch

1:40-3:20- All teachers (including HS) attend last workshop session

May 7th- Reading Specialists only: Read 180 and Project 44 aligned to Common Core- All day Training @Clearview

May 13th- ELL teachers only: Access Webinar- half day AM @ admin

June 6th- Grades K-5-(ELA teachers) AM- Fountas and Pinnell Benchmarking and Guided Reading training all day @ Middle School

Grades 6-12 AM- Poverty Training @HS

Grades K-12 PM- and June 9th AM- Understanding Student Learning Objectives

June 9th 1 PM, June 10th All day, and June 11th All Day- Curriculum-Mapping and Lesson Writing @ HS

June 18-19th- Summer Academy (Trade Day and Stipend Day)

Workshops:

Curriculum-Writing

Differentiated Instruction

Technology- Flipped Classrooms

Reading Eggs

Study Island

ELL Cuturally Responsive

Reading Rewards Training

Guided Reading Training

EDM Training

Student Learning Objectives

2014-2015

August 19th AM- Welcome Session @ High School and Faculty Meetings

PM- Curriculum Review

August 20th Final drafts of Understanding and Writing Student Learning Objectives

September 17th- 2 Hour Delay- By Building ELPS standards and finalize SLO

October 13th Act 80 Day- Teacher Trade Off day for Summer Academy

Sessions: Reading Rewards, Technology, RTII, Poverty

January 19th- Workshop Sessions @ Middle School and High School

Data Analysis

Teacher Effectiveness

Technology

Report Card Revision Committee

Content-specific sessions

March 23rd- Title 1 School-Wide Template and Focus School Planning @ schools

May 11th- Grades K-5 EDM Core Standards

　　　　　Grades 6-12 TBD

Start Date: 3/1/2014   **End Date:** 5/11/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Professional Development 2015-2016

Description:

We will continue our curriculum-writing processes throughout the 2015-2016 school year, with a focus on our non-Keystone subjects of art, physical education, world languages, and music.

Other professional Development will include:

ELL Standard-Integration

Refining Student Learning Objectives

Learning Focused Schools Refresher

Collins Writing

Child Abuse Mandated Reporting

Start Date: 8/21/2015   **End Date:** 7/31/2016

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Professional Development 2016-2017

Description:

The focus of professional development for the 2016-2017 school year will be mass customization of instruction, including online, hybrid, and blending learning opportunities for students. Exact offering will be dependent of state intiatives, and progress made during 2014-2017.

In addition to the required PA ELPS training, the district plans extensive professional development targeted to increase language and literacy acquisition for all students. Research shows that use of technology and project based learning increases language acquisition.

This included the following:

August 18th: New Reading Series Training, including differentiation for ELLS, Collins Writing Training, improving writing skills for ELLS and all learners.

August 19th- Blended learning training including differentiation for ELLS.

Sept. 21st- Blended Learning Training for all teachers, including non-verbal representations for ELL using videos, pictures, charts.

October 10th- Multitude of sessions including student engagement, teaching with poverty in mind, accommodations for students with ieps, and understanding students' cultures.

January 16th- Project based and SAMR student engagement strategies, reading strategies for new reading series, including ELL Wonders series.

February 8th- Project Based Learning for all learners, blended learning for all learners.

March 15th- Collins Writing Acquisition for all students: Different Focus Correction Areas for ELLs.

Additionally Teachers have requested additional training in mental health, drug training, and suicide awareness.

Evidence: Act 48 records, Sign-ins, Agendas

Start Date: 8/22/2016   **End Date:** 7/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Professional Development for Reading Specialists

Description:

All reading specialists will be trained to utilize evidenced-based reading intervention strategies including: Reading Rewards, Read 180, System 44, and Leveled Literacy Intervention.

Start Date: 4/9/2014   **End Date:** 3/19/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Text Based Analysis Workshop

Description:

LIU two hour presentation to be held in December, 2014

Start Date: 12/17/2015   **End Date:** 12/17/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

2014-2015 Instructional Coaching

Description:

Instructional Coaching from IU for Keystone coures. See agreement.

Start Date: 11/3/2014   **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Improving Language and Literacy Acquisition for All Students

Description:

Professional Development will be provided for teachers in the area of language and literacy acquisition for all students. Teachers and administrators will participate in Pennsylvania English Language Proficiency Standards training, as well as best practice training for using EATS lesson plans to improve language and literacy acquisition for all students. This is an ongoing, yearly training. Evidence includes agendas and sign-ins.

Start Date: 8/21/2015   **End Date:** 6/18/2018

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Teaching Diverse Learners in an Inclusive Setting

Description:

Educators will be taught how to differentiate instruction to meet the needs of diverse learners, including students who are on the autism spectrum, students with learning disabilities, gifted learners, and students with difficulty focusing. This will be on-going yearly training with implementation checks completed by building administrators. Evidence includes agendas, presentation material, and sign-in sheets.

Start Date: 8/21/2015   **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

2015- 2016 Instructional Coaching

Description:

Dr. Carrie Soliday works individually with teachers through consultation, observation, and feedback in order to improve instruction and/or implement new instructional strategies.

Start Date: 9/1/2015   **End Date:** 6/1/2016

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Professional Development 2017-2018

Description:

This year's professional development will focus mostly on the implementation of the following research based ideas: creating a culture of learning through the growth mindset, student goal setting, and reading and writing across the curriculum. This will be done by utilizing professional development days, faculty meetings, and collaboration time.

Evidence: Act 48 records, Sign-ins, Agendas

Start Date: 8/1/2017   **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Hanover Public School District Professional Development for Hanover High School

Goal #2: 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: Biology Keystone Assessment

Specific Targets: Increase from 20 percent to 40 percent proficiency

Type: Annual

Data Source: Indicator of Academic Growth on the Literature Keystone Assessment

Specific Targets: Increase from 50 to 60 performance measure on School Performance Profile

Type: Annual

Data Source: ACT/SAT College Ready Benchmark on the School Performance Profile.

Specific Targets: Increase from 63.77 to 70 on the School Performance Profile.

Strategies:

Hanover School District High School Curriculum Mapping

Description:

Curriculum mapping with subsequent change in instructional practice is the single greatest factor in achieving improved test scores. At Hanover High School we have begun the process of curriculum mapping, and will map all subject areas.

Our strategy is to start with back-mapping, and progress to mapping all curriculum to align with the Pennsylvania Core Standards.

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Curriculum Back- Mapping Workshops

Description:

In April and June of 2014, all stakeholders will gather to back-map all curricular areas. This will include teachers from all levels mapping current practices, materials, and content for each content area subject. Gaps and overlaps will be noted, and planning for curriculum alignment to the Common Core will begin.

Evidence: Agendas and Back-mapping murals

Start Date: 4/1/2014   **End Date:** 6/27/2014

Program Area(s): Professional Education

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Curriculum Mapping Departmental Workshops

Description:

Each subject area will gather to analyze the back-mapping and proceed to mapping the curriculum, including differentiation for stuggling students and ELL students. Priority will be given to the content areas of Literature, Algebra 1, and Biology for the summer of 2014. Each marking period we will map additional subject areas and grade levels. This will be a three year process.

Math, ELA, Science and Social studies 2014-2015

World language, Technology Education, Fine Arts 2015-2016

Physical Education, Business, Family and Consumer Science 2016-2017

Evidence- Curriculum map- FireFly- Curriculum mapping

Start Date: 7/1/2014   **End Date:** 8/21/2017

Program Area(s): Professional Education

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Curriculum and Program Audit

Description:

A retired high school principal will consult with the new high school principal twice a week to offer professional learning regarding curriculum auditing and mapping and programs review.

-audit curriculum

-audit schedules of at-risk learners

- audit guidance department

- Review assessments used in classrooms

- Review High School SWEBS (GRADS) program

Evidence will be a written report which delineates recommendations. This will be submitted after each marking period for 2014-2017.

Start Date: 2/28/2014   **End Date:** 2/16/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Hybrid and Flipped Classroom Design 1

Description:

The district will offer professional learning in flipped and hybrid classrooms. We will research the best platforms.

Prerequisite learning includes a Summer Institute session (June 2014) on flipping classrooms. Follow-up included a Flipped Bio and Environmental course.

Evidence- Number of Flipped classrooms in our curriculum system: This includes numerous courses.

Start Date: 8/21/2015   **End Date:** 6/6/2016

Program Area(s):

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Hybrid and Flipped Classroom Design 2

Description:

The district will offer professional learning in flipped and hybrid classrooms. We will research the best platforms and expand flipped offerings.

Evidence: Increased offerings of Flipped Classrooms

Start Date: 8/22/2016   **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Hanover School District High School Curriculum Mapping

English Department Curriculum Collaboration

Description:

Mrs. Walton and Mrs. Frey collaborated to update, create, and enrich the 10th and 11th grade English Curriculums in order to prepare students for the rigors of the Keystone Assessments.

Start Date: 8/24/2015   **End Date:** 5/25/2016

Program Area(s): Professional Education

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Blended/Hybrid Learning Opportunities

Description:

Hanover High School will be increasing our blended and hybrid learning opportunities for our students. We plan on expanding these offerings within science, english, social studies, and other elective areas.

Evidence: Lesson Plans and Course Selection offerings in our educational planning guide.

Start Date: 8/1/2017   **End Date:** 6/1/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Core Standards Aligned Materials

Description:

Materials to support intervention and instruction will be aligned to state assessments.

Start Date: 7/1/2016   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Computer Assisted Instruction

Description:

Intervention and instruction will occur through the purchase of computer assisted Instructional programs such as Study Island, Front Row Math, Math seeds, etc. Evidence: invoices

Start Date: 7/1/2016   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Hanover School District High School Curriculum Mapping

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Use of Research-Based Intervention Programs such as System 44, Reading Rewards, Read 180, Study Island Remediation.

Specific Targets: Use of programs with fidelity by Reading Specialist and Title 1 Assistance, as noted in schedules and walkthroughs.

Strategies:

Research-Based Intervention Programs used for Intervention for At-Risk Students

Description:

Students will receive universal assessments and be assigned to intervention groups based on the results.

SAS Alignment: Instruction, Materials & Resources

Examine student data to determine proper progression in Keystone courses.

Description:

Provide scaffolding of prerequisite classes to ensure students are prepared for Keystone Examinations.

SAS Alignment: Standards

Implementation Steps:

Utilization of Title 1 Funds for Title 1 Teaching Assistants

Description:

Seven Title 1 Reading Assistants will be hired with Title 1 Grant money to push into each classroom to offer reading intervention on a daily basis.

Start Date: 8/22/2014   **End Date:** 6/14/2018

Program Area(s): Student Services

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

System 44 and Read 180 Interventions

Description:

These intervention programs will be delivered as tier two (Read 180) and tier three interventions course for the lowest performing 5-15 percent of high school students, based on Lexile scores, Keystone performance, and results of curriculum-based assessments.

Each course will be enrolled by administrative placement and will meet everyday for 43 minutes. Data will be analyzed after each school year to determine placements for the following year and to inform instructional effectiveness and fidelity of implementation and instructional delivery.

Evidence: Course Selection Guide

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

Program Area(s): Student Services

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

Keystone Preparation Courses: Literature, Algebra, Biology

Description:

The following new courses will be added, beginning with the 2014-2015 School Year: No additional teachers need to be hired to offer these courses. Course content will be based on the SAS Keystone Modules, and may be offered as a hybrid course with online remediation opportunities. The guidance counselors are meeting one-on one with each high school student in order to help each student select accessible courses. Additionally, a course selection night will be held each spring (2014-2017) with parents and high school students to inform families of course progressions for desired outcomes. Each marking period the teachers will analyze the results of student achievement in course assessments.

1. Students are identified through Keystone testing performance results.

2. Preparation courses are designed by content-area teachers based on modules available on the Standards Aligned System website.

3. Highly Qualified Teacher assigned to oversee student progress on online-modules.

Literature Keystone Preparation

Keystone Preparation is designed for those students who have not scored Proficient on the Keystone Literature Assessment. Students will review literature topics to prepare for the Keystone retake. Students will be evaluated on a pass/fail basis. Proficiency must be shown on all literature topics in order to receive a passing grade.

Algebra I Keystone Preparation

Algebra I Keystone preparation is designed for those students who have not scored Proficient on the Keystone Algebra I Assessment. Students will review Algebra I topics to prepare for the Keystone retake. Students will be evaluated on a pass/fail basis. Proficiency must be shown on all Algebra I Keystone topics in order to receive a passing grade.

Biology Keystone Preparation

Biology Keystone Preparation is designed for those students who have not scored Proficient on the Keystone Biology Assessment. Students will review biology topics to prepare for the Keystone retake. Students will be evaluated on a pass/fail basis. Proficiency must be shown on all biology topics in order to receive a passing grade.

Evidence: Course Syllabus, Planning Guide, Student Transcripts

Start Date: 8/21/2014   **End Date:** 6/6/2017

Program Area(s): Student Services

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

Utilization of Reading Rewards Intervention

Description:

This intervention teaches students to decode multi-syllabic words through a scripted intervention program offered to students in remedial reading classes.

Start Date: 10/1/2014   **End Date:** 6/8/2018

Program Area(s):

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

Quarterly Data Analysis Meetings

Description:

Each principal will oversee quarterly data analysis meetings. These meetings will include using our Firefly data warehousing system to review the following data:

Graduation Data

Study Island benchmark scores (Algebra)

Classroom Diagnostic Tools (English and Biology)

Lexile test results (Read 180, Sytem 44)

Local assessments

Classroom grades

National Standardized assessment results (SAT, PSAT, AP, Keystones)

PVAAS growth data

This information will be used to determine students' inclusion in targeted intervention programs, and will guide classroom instruction.

Start Date: 8/21/2014   **End Date:** 6/15/2018

Program Area(s): Student Services

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

Keystone Course Progression Planning

Description:

Keystone Progressions

Biology-

- Biology is the Keystone course. Most students take this in 9th grade and take Keystone Exam at end of the course
- Some (approx.30) take Physical Science (many chemistry concepts in second semester) in 9th and Biology in 10th, followed by Keystone Exam

Algebra-

- No HS students take exam after Algebra 1 (for next two years as allowed by state). Algebra 2 is a Keystone Course. Students take Keystone after Algebra 2, which for most students will be in grade 10. Starting with the 17-18 school year, students will again take the Algebra Keystone after Algebra I.
- Students by administrative placement may take Algebra 1 in a two period block, worth 2 math credits.

Literature-

- All students will take the Keystone at the end of 10th grade literature.
- Students not passing the Keystone receive remediation and take the Exam again in the Winter of 11th grade.
- Students will re-take Keystones if needed in the Spring and Summer of their junior year.

Start Date: 7/1/2014   **End Date:** 6/3/2018

Program Area(s):

Supported Strategies:

- Examine student data to determine proper progression in Keystone courses.

Keystone Remediation Plans

Description:

Remediation

Students who fail to pass the biology or algebra Keystone are offered a Keystone Remediation course as an elective during the school year. The Keystone Remediation courses may be divided into module one and module two remediation classes.

Students who fail to pass the biology, algebra, or literature Keystone have the option of taking a two week summer remediation course (1 week for each module) and take the Summer Keystone Exam in July.

Start Date: 7/1/2015   **End Date:** 7/1/2016

Program Area(s):

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students
- Examine student data to determine proper progression in Keystone courses.

After School Tutoring for at-risk students

Description:

Use of data to determine at-risk students and provide after school tutoring.

Start Date: 1/26/2015   **End Date:** 5/30/2016

Program Area(s):

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students
- Examine student data to determine proper progression in Keystone courses.

Data Analysis Meetings

Description:

After each marking period, a school team comprised of department chairs, guidance counselors, and the school principal will meet to analyze student data to determine the effectiveness of the curriculum as measured by school-based local assessments and results of Winter Keystone Assessments. If the results of this analysis indicate student achievement is not increasing as hypothesized, we will consider changes, such as: additional professional development with peer collaboration and outside technical assistance and training. We will also continually evaluate student engagement and differentiated scaffolding.

1. Examine High School Common Assessments and Classroom Diagnostic Assessments and Keystone Assessments.

2. Assign students to Keystone Preparation Classes, System 44 and Read 180 based on results of assessments.

3. Monitor progress of students, allowing students to discontinue intervention when benchmark criteria is reached.

Evidence- Data Analysis meeting sign-ins, agenda, FireFly data filters

Start Date: 10/29/2014   **End Date:** 6/5/2015

Program Area(s): Professional Education

Supported Strategies:

- Examine student data to determine proper progression in Keystone courses.

Read 180 Interventions

Description:

These intervention programs will be delivered as tier two (Read 180) and tier three interventions course for the lowest performing 5-15 percent of high school students, based on Lexile scores, Keystone performance, and results of curriculum-based assessments.

Each course will be enrolled by administrative placement and will meet everyday for 43 minutes. Data will be analyzed after each school year to determine placements for the following year and to inform instructional effectiveness and fidelity of implementation and instructional delivery.

Evidence: Course Selection Guide

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

Program Area(s): Student Services

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

Implementation of Agile Minds into our Math Curriculum

Description:

Professional development and training will be provided to Algebra Teachers at Hanover High School in order to implement Agile Minds Algebra for at-risk students. Course schedules would serve as evidence for this step.

Start Date: 1/20/2017   **End Date:** 6/1/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Research-Based Intervention Programs used for Intervention for At-Risk Students

Goal #4: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Sign-in sheets for parent involvement activities

Specific Targets: 2 meetings will occur each school year

Strategies:

Family Literacy Activities

Description:

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf, http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers, http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf)

SAS Alignment: Instruction

Implementation Steps:

Parental Involvement Events 2017-2018

Description:

Hanover High School will host two school events catering to parents that focus on our reading intervention programs and the multitude of courses that are offered at Hanover High School. The first event will take place in September and be centered around our "Back to School Night" and the second event will be centered around "Course Selection Night" that will occur in February.

Evidence: Parent Invitation, Agendas, and Sign-in sheets

Start Date: 8/21/2017   **End Date:** 6/1/2018

Program Area(s): Student Services

Supported Strategies:

- Family Literacy Activities

School Wide Programs Best Practices

Description:

Each School-Wide Team will conduct a needs asssessment, plan strategies to reform practices, ensure Highly Qualified staff, participate in high quality professional development, involve parents, hold kindergarten transition meetings (as applicable), garner teacher input on assessments, ensure at-risk students receive assistance, and work with central office on Title I budget.

Start Date: 2/27/2017   **End Date:** 5/31/2018

Program Area(s): Student Services

Supported Strategies:

- Family Literacy Activities

Reading Specialist positions at all District Schools

Description:

Reading specialists are funded with Title I and utilized in each building. Staff rosters will serve as evidence.

Start Date: 8/31/2014   **End Date:** 2/21/2017

Program Area(s): Student Services

Supported Strategies:

- Family Literacy Activities

Appendix: Professional Development Implementation Step Details

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: Hanover Public School District Professional Development for Hanover High School

Start	End	Title	Description
9/1/2014	5/29/2015	Faculty Meeting Professional Development 2014-2015	At six high school faculty meetings, principal Catherine Houck will devote time to authentic discussion surrounding effective instructional strategies encompassed in Educator Effectiveness and best practice: September- Student learning objectives- Teachers will write student learning objectives (Professional Learning will occur during the August staff development day)- guided by Dr. Seiple, Assistant to the Superintendent, Catherine Houck, Principal, and Tina Wetzel, School Psychologist. October - Differentiating Instruction with a focus on ELL students- Mr. Dugan, the ESL teacher will co-present the PA ELPS standards. Groups of 4 teachers will plan a differentiation strategy that they will incorporate into a lesson plan that week. Mrs. Houck will review lesson plans to ensure that the differentiation is occuring. November- Engaging Students- Mrs. Houck will review the student engagement strategies covered in the April 17th, 2014 staff development workshops. Teachers will be asked to share out ideas for student engagement that they are currently

utilizing. The principal and/or the assistant principal will conduct daily walk-throughs and record engagement evidence using the Firefly app which is aligned with the Educator Effectivenss Framework.

January- Questioning and Discussion Techniques- Teachers will work in teams to develop question starters that increase higher level thinking. For example, "What made you say that?" "What would happen if X didn't happen?" "How could you change the story to change the outcome?" Distribute slide 25-27 of the Engaging Students PowerPoint

March- Technology Integration- Teachers will lead brief presentations surrounding technology integration in instruction. Exact topics to be determined after consultation with Mr. David Fry, Technology Director.

May- Lesson Plan Review- Teachers will bring an example of their best lesson plan that incorporates the professional learning throughout the year: Student learning objectives, Differentiating for all students with a focus on the ELL Learner, Engaging Students, Questioning and Discussion techniques.

Evidence- Agendas, Lesson Plans, Firefly walkthrough data

Person Responsible	SH	S	EP	Provider	Type	App.
Catherine Houck	0.5	6	45	Catherine Houck	School Entity	No

Student learning objectives- Teachers will write student learning objectives

Knowledge

Differentiating Instruction with a focus on ELL students

Engaging Students.

Questioning and Discussion Techniques

March- Technology Integration- Teachers will lead brief presentations surrounding technology integration in instruction. Exact topics to be determined after consultation with Mr. David Fry, Technology Director.

Lesson Plan Review.

Danielson's Educator Effectiveness Framework

Supportive Research

Tomlinson- Differentiating Instruction

Marzano- Student Engagement

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

Series of Workshops

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

> School counselors
> New Staff
> Other educational specialists
> Related Service Personnel

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

| **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: Hanover Public School District Professional Development for Hanover High School** |

Start	End	Title	Description
7/1/2014	6/30/2015	Administrator Professional Development- Educator Effectiveness	All adminstrators (6) who evalute professional staff will complete the Teachscape Focus training for observers. This includes videos, learning modules, and a testing component to show competency in evaluating teachers using the Charlotte Danielson- based Framework for Educator Effectiveness. With this information,

administrators will understand the components of effective instruction that align with the Pennsylvania Framework for Teaching. The administrators will use this information in walk-throughs and evaluations, as well as collegial conversations to impact instruction.

Evidence: Certificate of completion

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Susan Seiple	30.0	1	5	Teachscape	For Profit Company	Yes

Knowledge Inter-rater reliability for implementation of Educator Effectiveness Framework

Supportive Research Charlotte Danielson's Framework

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
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:
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format Online-Synchronous

Participant Roles		Grade Levels	
	Supt / Ast Supts / CEO / Ex Dir		Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
	Other educational specialists		Middle (grades 6-8)
			High (grades 9-12)

| | Follow-up Activities | Administrators will conduct pre-observation and post-observation conferences sharing rubrics learned through this training | Evaluation Methods | Analysis of administrators walk-though and observation tool results |

| 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: Hanover Public School District Professional Development for Hanover High School |

Start	End	Title	Description
8/21/2015	6/18/2018	Improving Language and Literacy Acquisition for All Students	Professional Development will be provided for teachers in the area of language and literacy acquisition for all students. Teachers and administrators will participate in Pennsylvania English Language Proficiency Standards training, as well as best practice training for using EATS lesson plans to improve language and literacy acquisition for all students. This is an ongoing, yearly training. Evidence includes agendas and sign-ins.

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Susan Seiple	2.0	3	120	LIU 12 and District	School Entity	Yes

| Knowledge | This training will include Learning Focused Lesson Planning for all teachers as well as an emphasis on Hanover Public School District's English language instruction program (i.e., how the needs of ELLs will be addressed in the instructional program, what assessment procedures will be utilized to identify and determine student |

achievement and mastery of the standards, what assistance will be provided to ELLs to prepare them for attainment of the academic standards and to meet the LEA's graduation requirements, what resources and staff will be made available to assist ELLs in becoming English proficient and to master the standards, and what additional instruction will be made available to identified ELLs who have not mastered the PA academic standards.)

WIDA/Access

Supportive Research

Title III subgrantee requirements

Anne Tomlinson- Differentiating Instruction (2010)

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:

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.

Training Format

Series of Workshops

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

Follow-up Activities	Other educational specialists Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Standardized student assessment data other than the PSSA

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: Hanover Public School District Professional Development for Hanover High School

Start	End	Title	Description
8/21/2015	6/15/2018	Teaching Diverse Learners in an Inclusive Setting	Educators will be taught how to differentiate instruction to meet the needs of diverse learners, including students who are on the autism spectrum, students with learning disabilities, gifted learners, and students with difficulty focusing. This will be on-going yearly training with implementation checks completed by building administrators. Evidence includes agendas, presentation material, and sign-in sheets.

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Susan Seiple and Mrs. Lois Gunnett	3.0	3	120	Lois Gunnet, Director of Special Education	School Entity	Yes

Knowledge	Skills to differentiate instruction to meet the needs of diverse learners in inclusive settings.

Supportive Research   Anne Tomlinson (2010)

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   Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	**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	**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

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: Hanover School District High School Curriculum Mapping

Start	End	Title	Description
4/1/2014	6/27/2014	Curriculum Back- Mapping Workshops	In April and June of 2014, all stakeholders will gather to back-map all curricular areas. This will include teachers from all levels mapping current practices, materials, and content for each content area subject. Gaps and overlaps will be noted, and planning for curriculum alignment to the Common Core will begin.

Evidence: Agendas and Back-mapping murals

Person Responsible	SH	S	EP	Provider	Type	App.
Susan Seiple	6.0	2	143	Combination	Lincoln Intermediate Unit educational specialists, Dr. Susan Seiple (school entity) as well as independent	No

consultat,
Dr. Leslie
Trimmer

Knowledge

Participants will learn to back-map the curriculum, looking for gaps and overlaps to allow for vertical and horizontal articulation of a standards-aligned curriculum

Supportive Research

Curriculum alignment improves test scores.

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.

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.

Professional Learning Communities

Training Format

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

Other educational
specialists

Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Standardized student assessment data other than the PSSA Review of participant lesson plans

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: Hanover School District High School Curriculum Mapping

Start	End	Title	Description
			Each subject area will gather to analyze the back-mapping and proceed to mapping the curriculum, including differentiation for stuggling students and ELL students. Priority will be given to the content areas of Literature, Algebra 1, and Biology for the summer of 2014. Each marking period we will map additional subject areas and grade levels. This will be a three year process.
7/1/2014	8/21/2017	Curriculum Mapping Departmental Workshops	Math, ELA, Science and Social studies 2014-2015
			World language, Technology Education, Fine Arts 2015-2016
			Physical Education, Business, Family and Consumer Science 2016-2017
			Evidence- Curriculum map- FireFly- Curriculum mapping

Person Responsible	SH	S	EP	Provider	Type	App.
Catherine Houck	6.0	10	15	Dr. Susan Seiple	School Entity	Yes

Knowledge

Participants will learn to map curriculum to align with the Pennsylvania Core Standards and differentiate for struggling students and ELL students.

Supportive Research

Curriculum mapping has been proven to be most effective in raising test scores.

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.

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

Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

Grade Levels

High (grades 9-12)

School counselors
Other educational specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Standardized student assessment data other than the PSSA Review of participant lesson plans

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Hanover SHS in the Hanover Public SD 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 Hanover SHS in the Hanover Public SD for the 2014-2018 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

2016-2017 Improvement Evaluation

Describe the success from the past year.

This narrative is empty.

Describe the continuing areas of concern from the past year.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.

2015-2016 Improvement Evaluation

Describe the success from the past year.

We have purchased math and science materials for our high school students. We continued professional development in best practice. We continued with instructional coaching at our high school. We hired a new English Teacher for our Keystone Literature courses. We built an integrative learning center with maker stations and access to the latest technology. We saw a slight increase in our school's SPP score.

Describe the continuing areas of concern from the past year.

We continue to be concerned with our proficiency and PVAAS on state exams, but will need to have the data from the 15-16 school year in order to evaluate our concerns. We do anticipate increased scores due to our changes in our Keystone Progressions.

Describe the initiatives that have been revised.

We added the integrative learning centers, STEAM Academy for 16-17, as well as the purchase of standards-aligned science texts. We have added SAT Preparation courses, Instructional Coaching, as well as English Curricular Collaboration.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

We have back-mapped all high school curriculum and aligned it to state standards. We have provided extensive professional development, created level 1 accessible classes and added Keystone remediation course. We also have a new high school principal who is an instructional leader. We have also added Study Island Benchmarks. Administrators have earned Educator Effectiveness certificates and are doing numerous walkthroughs and evaluations to target instruction. We are also projecting a higher graduation rate. Please summary list below:

- AP Trainings completed and Materials purchased

- All course back-mapped and aligned to standards

- Literature texts purchased: aligned to PA Core

- Keystone Preparation Classes designed and implemented

- Level 1 Classes written and implemented

- Metal Technology Lab implemented to reduce drop-out rate

- Mentor Meetings held daily

- Flipped hybrid classes revised

- System 44 utilized

- Read 180 utilized

- Study Island Keystone Utilized

- Teaching assistants (3) hired

- Educational Consultant hired for program audit

- Education Consultant for Keystone courses and modeling of lessons

- Reading Rewards utilized

- Math Teachers to Math Cooperative Design trainings

- Keystone Project Professional Development

- Text-Based Analysis Training- Literacy Aquisition

- Keystone Preparation Materials Purchased

Describe the continuing areas of concern from the first year plan.

Teachers need continued professional development on preparing students for Keystone success. Additionally, after school tutoring needs to be added and small group, differentiated instruction professional development needs to occur.

Describe the initiatives that have been revised.

We moved some initiatives from the Safe School section of this tool into the Instruction section: Intervention for at-risk students. We also added in tutoring beyond the school day, Reading Rewards, Teaching Assistants for at-risk students. instructional coaching, and a text-dependent analysis workshop.