

Stakeholder Involvement

+ New Member

High School Teachers (appointed by Teachers)

Dina Morrissey – *High School Teacher - Special Education*
Appointed to the Professional Education subcommittee

Middle School Teachers (appointed by Teachers)

Brittany Smith – *Middle School Teacher - Regular Education*
Appointed to the Professional Education subcommittee

Elementary School Teachers (appointed by Teachers)

Laura Horrell – *Elementary School Teacher - Regular Education*
Appointed to the Professional Education subcommittee

Educational Specialists (appointed by Educational Specialists)

Joey Emerick – *Student Services Director/Specialist*
Appointed to the Professional Education subcommittee

Twyla Haines – *Ed Specialist - Instructional Technology*
Appointed to the Professional Education subcommittee

Parents (appointed by Board of Directors)

Christa Albright – *Parent*
Appointed to the Professional Education subcommittee

Administrative Representatives (appointed by the Administrators)

Joey Emerick – *Student Services Director/Specialist*
Appointed to the Professional Education subcommittee

Dr. Thomas Otis – *Administrator*
Appointed to the Professional Education subcommittee
Appointed to the School Improvement Plan subcommittee

Community Representatives (appointed by Board of Directors)

Brigette Emerick – *Community Representative*
Appointed to the Professional Education subcommittee

Business Representatives (appointed by Board of Directors)

Angie Coughenour – *Business Representative*

Appointed to the Professional Education subcommittee

Building Principals (appointed by Board of Directors)

Mr. Thomas Vent – *Building Principal*

Appointed to the Professional Education subcommittee

Appointed to the School Improvement Plan subcommittee

School Improvement

Title I Priority or Focus Schools

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
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- Town hall meetings
- District's annual report
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- 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:

Answer: **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.

Appalachia Intermediate Unit 8 provided support and technical assistance in meeting the parameters of our current charter, which was just renewed and began on July 1, 2016. Time was invested, up front, for consultation purposes involving a variety of team members from both HOPE for Hyndman Charter School and the Intermediate Unit. A needs assessment was conducted and a customized plan was developed and implemented to support and address the goals of the Charter. The Intermediate Unit provided technical assistance in the following areas, writing SMART goals for all students, incorporating STEM into our curriculum, effective instruction, and researched-based instructional practices. A member of HHCS's staff attended monthly PIIC, which is used across the state of Pennsylvania meetings at the IU to bring back instructional practices to our staff. Members of HHCS's staff attended STEM workshops provided by the Intermediate Unit as well.

Technical assistance was also provided by our Success for All Instructional coach five times during the school year. This assistance is considered high quality as the Success for All Reading Program is a research-based program that incorporates cooperative learning into daily instruction, has shown to improve reading levels of struggling readers, and follows the distributive leadership model, which benefits the entire school.

Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.

+ New Assistance			
Provider	Meeting Date	Type of Assistance	
Appalachia Intermediate Unit 8	Friday, August 19, 2016	Instruction on teaching students to write SMART goals	Edit
Appalachia Intermediate Unit 8	Friday, August 19, 2016	Information on Pennsylvania Instructional Coaching	Edit
Appalachia Intermediate Unit 8 and Tuscaroara Intermediate Unit 11	Monday, August 22, 2016	Incorporating STEM into classrooms	Edit
Success For All Instructional Coach	Wednesday, August 16, 2017	Refresher training for all SFA teachers in Roots and Wings	Edit
Success For All Instructional Coach	Thursday, August 17, 2017	Refresher training for all SFA teachers in Edge and assistance with reading group placement	Edit
Success For All Instructional Coach	Friday, October 27, 2017	Instructional coaching with Roots teachers and review of current groupings	Edit
Success For All Instructional Coach	Saturday, January 21, 2017	Instructional coaching with Wings teachers and review of current groupings with SFA Coordinator	Edit
Success For All Instructional Coach	Friday, March 24, 2017	Instructional coaching with Edge teachers and discussion of placement of students for next year with SFA Coordinator	Edit
Appalachia Intermediate Unit 8	Thursday, January 12, 2017	Instructional strategies and Collins Writing	Edit

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.

In grades Kindergarten through 8th-grade students are given an i-Ready assessment in reading and math 3 times per year. Data is available immediately after the assessment is given for teachers to use in planning instruction for their class of students and individual students.

In grades Kindergarten, through 6th-grade Dibels assessments are given 3 times per year. Dibels data is used to help deliver pull-out Title 1 instruction in grades K-6.

Monthly, teachers teaching in the SFA (Success for All reading program) for students in grades K-8, review the classroom assessment summary form for all of their students in a particular reading group and determine where a weakness maybe and determine a root cause to be worked on the following month.

Teachers in core content subject areas at the High School level use the Classroom Diagnostic Test quarterly or more often to improve plan their instruction.

Data days are planned 3 times per year, after the end of each quarter (1-3), to review I-Ready data, Dibels data, SFA data, and CDT data. Each teacher is responsible for their grade level data or subject level data to develop lessons to meet the needs of their students.

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.

<i>Options</i>	<i>Yes or No</i>
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
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.*
 - 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.)*

Please indicate whether you are using consolidated funds.

No, the school intends to not consolidate the funds.

Charter School Accomplishments

[+ New Accomplishment](#)

1



The number of 4th grade students proficient or advanced on the ELA assessment in 2016 was 52%, which is an increase of 26% over the scores of the 2015 ELA assessment.

2



The number of 4th grade students proficient or advanced on the PSSA Math assessment in 2016 was 52%, which is an increase of 48% over the scores of the 2015 PSSA Math assessment.

3



The graduation rate for the past three years was 99% or better.

4



80% of professional development during the 2015-16 school focused on dissecting data in ELA 3-8 and Math 3-8 looking for root causes and ways to dissolve them.

5



The attendance rate for the past three years was 92% or better.

6



In the 2015-16 school year, advisory period consisted of 1 time per week for 50 minutes. For the 2016-17 school year, this was increased to 5 days per week for 26 minutes.

7



50% of the students that re-took a Winter Keystone exam in December 2016 had their best scaled score.

Charter School Concerns

[+ New Concern](#)

1

Anticipated change in leadership at the CEO/Principal level at end of the 2016-17 school year.



2

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



3

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.



4

Percentage of students who are not proficient or advanced on PSSA and Keystone assessments.



5

Possible decreased enrollment at the end of the 2017-18 school year due to graduation of our largest class.



6

STEM was not integrated into our curriculum as per our original Charter document.



7

High rate of staff turnover at the high school level, particularly in the science department.



8

During Charter Renewal, we reevaluated our Individualized Goal Plans and realized the process needs to be restructured and more defined.



