
Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Midpoint Review

Tuesday, July 31, 2012

(Receipt Acknowledged: Wednesday, October 19, 2011)

Entity: Hopewell Area SD
Address: 2354 Brodhead Rd
Aliquippa, PA 15001-4501
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Educational Community

School Organizational Goals Relative to Differing Student Needs and the Attainment of the Academic Standards

The Hopewell Area School District is located in the southern portion of Beaver County where it borders Allegheny County and lies approximately twenty miles northwest of Pittsburgh. It consists of three townships: Hopewell, Independence and Raccoon.

The District has an enrollment of approximately 2280 students. The students are divided into three grade configurations: K-4, 5-8 and 9-12. The K-4 population attend neighborhood schools throughout the District. This organization was maintained to reflect the local preference for neighborhood schools. These buildings act as feeders to the centrally located junior high school where grades 5-8 are housed. Finally, the senior high is found approximately one fourth mile from the junior high and accommodates grades 9-12.

The following chart summarizes this information:

Grades K-4

Hopewell Elementary	Hopewell Township	328 Students
Independence Elementary	Independence Township	297 Students
Margaret Ross Elementary	Hopewell Township	185 Students
	Total	810 Students

Grades 5-8

Hopewell Memorial Junior High School	Hopewell Township	694 Students
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Grades 9-12

Hopewell Senior High School	Hopewell Township	840 Students
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Mission

The Hopewell Area School District is committed to preparing students to be productive citizens and life-long learners in an ever changing world.

Vision

The Hopewell Area School District will be a united community in which rigorous curricula will be fostered. Students and staff will embrace educational opportunities and experiences in a diverse society.

Shared Values

We believe:

- **The development of personal potential is influenced by a sense of self-worth**

- **Learning is a life-long process**
- **The student, family, school and community all share responsibility for learning**
- **Adaptability is essential for functioning in a changing world**
- **All individuals have a right to be treated with respect and dignity**
- **Responsible behavior is learned by holding students accountable**
- **High expectations promote excellence**
- **The health, safety and welfare of all students is vital**
- **Recognizing and respecting the diversity of all people enriches our school community**
- **Dynamic organizations respond to change in effective ways**
- **Students should be able to work both independently and collaboratively**

Academic Standards

The Pennsylvania Academic Standards describe the knowledge and skills which students will be expected to acquire and demonstrate in the Hopewell Area School District. The District shall provide for the attainment of the academic standards as described in *Chapter 4, Section 12* of the PA Code. The Pennsylvania standards for reading, writing, speaking, listening, mathematics, science and technology, arts and humanities, family and consumer sciences and history shall guide the program in these areas across the District. Additionally, the District has established benchmarks designed from the PA Academic standards in these areas. The District engages each curricular area to review and align content with the available academic standards. The curriculum, based upon the PA standards and/or national standards, serves as the standard for measuring student achievement. Once they are finalized, we will implement the Common Core Standards as well.

Strategic Planning Process

The Strategic Planning Committee was formed in October 2007. Members of the Committee reflect the many stakeholders of the school community including: the Superintendent, the Director of Curriculum and Instruction, the Director of Special Education, the Director of Technology, the School Psychologist, school principals, teachers and other professional staff members from all grade levels elected by their peers, business leaders, parent and community volunteers and central office support staff.

Members of the Strategic Planning Committee met on November 1, 2007 with a representative from the Beaver Valley Intermediate Unit to review the process and discuss the benefits to the District of having such a tool in place. Individual committee meetings were then held for organizational purposes.

On November 21, 2007 members of the Chapter 4 Committee met to develop the Vision Statement, Shared Values and Goals.

On February 25, 2008 members of the Strategic Planning Committee met to review the Vision Statement, Shared Values and Goals. After discussion by the Committee, the Committee approved the Vision Statement, Shared Values and Goals. Individual committees then met to plan and discuss their individual plans. During February and March, individual committee meetings were held to outline and develop each plan. As each plan was completed, drafts were sent out to committee members for review and comment.

On April 28, 2008, members of the Strategic Planning Committee meet to discuss the final plan. Each member was given a copy of each of the reports that comprise the Strategic Plan. Members were asked to review the reports for the next two weeks and report back to the Superintendent with any comments or suggestions. At the end of the two week period, May 12, 2008, all final changes were made to the reports. It was then posted on the District website for 30 days for community review.

On July 15, 2008 the Hopewell Area School District Board voted to approve the Strategic Plan.

The intent of the District is to review the document at regular intervals and adjust, as needed, in order to make sure the District remains focused on its stated goals. The plan will guide the District as it constantly strives to improve student achievement and educational practices and assist in our efforts to help students reach their fullest potential.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allison, Michael	High School Principal	Administrator	Charles Reina-Superintendent
Barber, Dennis	Business Representative	Business Representative	Board of Directors
Barber, Nancy	Community	Parent	Board of Directors
Brown, Frannie	Technology Administrator	Administrator	Dr. Reina
Burak, Susan	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
DeSalle, Nick	Middle School Science Teacher	Middle School Teacher	Peers
Dran, Kate	Secondary English Teacher	Secondary School Teacher	Charles Reina
Dufalla, Rosetta	Secondary English Teacher	Secondary School Teacher	Charles Reina
Froni, Kristina	Transition Coordinator/High School Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Gladis, Sandy	Elementary Principal	Administrator	Charles Reina
Gooding, Julia	High School Science Teacher	Secondary School Teacher	Peers
Grandovic, Michele	Secondary Special Education Teacher	Special Education Representative	Teresa Kuhns

Harcar, Susan	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Henry, Jennifer	High School Math Teacher	Secondary School Teacher	Peers
Kamerer, Erin	Elementary School Teacher	Elementary School Teacher	Peers
Kane, Korri	Junior High Assistant Principal/Parent	Administrator	Charles Reina-Superintendent
Kuzma, Suzanne	Junior High Teacher	Middle School Teacher	Elected by Peers
Laird, Everitt	School Board Member	Board Member	Charles Reina
Lindner, Aubre	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Mateer, Arleen	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education.
Mihok, Judy	Director of Curriculum and Instruction	Administrator	Dr. Reina
Milanovich, Lynn	School Counselor	Ed Specialist - School Counselor	Elected by Peers
Milanovich, Rod	Resident	Community Representative	S. Todd
Nan, Kristen	Elementary Teacher	Elementary School Teacher	Elected by Peers
Pocci, Suzanne	District School Psychologist	Ed Specialist - School Psychologist	Charles Reina-Superintendent
Prickett, Adriane	Junior High School Nurse	Ed Specialist - School Nurse	Elected by Peers
Reina, Charles	Superintendent	Administrator	Charles Reina-Superintendent
Simmons, Patricia	Elementary Principal	Administrator	Charles Reina
Smith, Bill	Secondary Science/Technology Teacher	Secondary School Teacher	Susan Todd
Smith, Raymon	Secondary Math Teacher	Secondary School Teacher	Judy Mihok
Sovich, Karen	Parent	Parent	Lynn Utchell-Director of Special Education
Todd, Sue	Junior High School Regular Education Teacher	Regular Education Teacher	Lynn Utchell-Director of Special Education
Utchell, Lynn	Director of Special Education	Administrator	Charles Reina-Superintendent

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

Goal: Attendance

Description: Average daily attendance at all District schools shall be 92% or higher through the 2013 school year.

Strategy: Increase communication with parents

Last Modified: 9/21/2011

Description: The district will strive to keep the community aware of events happening within the schools. The use of the ParentConnect web portal will continue to provide access, including access via smartphones. The website will be updated daily to provide announcements of on-going activities in the district. The new VOIP phone system will be maintained to assure communication is available.

Activity: Continued support of parent web portal

Last Modified: 9/20/2011

Description: Monitor the server and web portal to insure parents receive accurate and up-to-date information on student attendance, grades, and discipline

Person Responsible Timeline for Implementation Resources

Brown, Frannie	Start: 1/1/2009 Finish: Ongoing	\$27,000.00
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Status: In Progress — Upcoming

Activity: Publish school board minutes

Last Modified: 9/20/2011

Description: The technology staff will publish the school board minutes electronically on the district web page

Person Responsible Timeline for Implementation Resources

Todd, Sue	Start: 1/1/2009 Finish: Ongoing	-
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Status: No Longer Occurring

Date Comment

9/20/2011 Did not occur

Strategy: Promote health and wellness

Description: To develop a Professional Learning Community in which all members are treated with respect and are fully informed.

Activity: Conflict resolution

Last Modified: 9/20/2011

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 3/17/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Activity: CPR training

Last Modified: 9/21/2011

Description: Teachers will have the opportunity to receive CPR training.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
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Organization or Institution	Type of Provider	Provider's Department of
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Name		Education Approval Status
Hopewell Area School District American Heart Association Red Cross	<ul style="list-style-type: none"> School Entity Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn the basics of CPR that are commonly used during emergencies.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Subject Area
<ul style="list-style-type: none"> Classroom teachers School counselors Other educational specialists 	<ul style="list-style-type: none"> Health, Safety and Physical Education

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Reports (Incident reports will help to determine effectiveness of training or needs.)

Status: In Progress — Upcoming

Goal: Four-Year Graduation Rate (for districts and schools that graduate seniors)

Last Modified: 9/21/2011

Description: Hopewell High School will maintain a graduation rate of 94% or greater through the 2015 school year.

Strategy: Increase use of distance learning

Last Modified: 9/21/2011

Description: The district will provide opportunities for student learning by offering distance learning classes. The increased use of IVC units will provide for students to take virtual fieldtrips, consult with experts in various fields, interview authors and take part in scientific simulations all designed to enhance their knowledge of the subject matter.

Activity: PolyCom training

Last Modified: 9/21/2011

Description: Teachers will be trained to use the PolyCom units for interacting with others at distant locations.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BVIU and Hopewell Area School District	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to set up and operate the PolyCom units so students can take part in virtual field trips, simulations, and activities with other classrooms.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>.

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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (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 discussions

Evaluation Methods

- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date Comment

9/19/2011 Teacher leaders have been trained in all buildings.

Activity: Provide network support for PolyCom units

Description: Provide support to the staff in setting up and conducting distance learning events through the use of the PolyCom units.

Person Responsible Timeline for Implementation Resources

Todd, Sue	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Strategy: Offer electives based upon student interest

Last Modified: 9/19/2011

Description: The district, in collaboration with the Beaver Valley Intermediate Unit, will provide a web portal for on-line learning. Teachers will be encouraged to author on-line courses designed to provide students with subject matter that stimulates their interests based upon student surveys.

Activity: Maintain and monitor on-line learning applications

Last Modified: 9/21/2011

Description: Support teachers with setting up courses through Moodle or MediaCast and enrolling students. Troubleshoot technical issues with on-line classes.

Person Responsible Timeline for Implementation Resources

Mihok, Judy	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Online courses

Last Modified: 9/21/2011

Description: Teachers will be trained to create and monitor online courses.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

BVIU and Hopewell Area
School District

- School Entity
- Intermediate Unit

Approved

Knowledge and Skills**Research and Best Practices****Designed to Accomplish**

Teachers will create and update on-line lessons and curriculum that will support on-line and cyber learning. They will learn to imbed technology resources into classrooms and coursework, and how to establish and maintain teacher-student interaction via the web. They will gain understanding of how to use an online course and customize it for their classes.

Student perception surveys indicate that students do not feel that they are in charge of what they learn. On-line classes would address this need by providing choices.

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 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.

Educator Groups Which Will Participate in this Activity

Role**Grade Level****Subject Area**

- Classroom teachers

- Middle (grades 6-8)

- Reading, Writing, Speaking

- Other educational specialists
- High school (grades 9-12)
- & Listening
- Science and Technology
- Civics and Government
- Mathematics
- History

Follow-up Activities

Evaluation Methods

- | Follow-up Activities | Evaluation Methods |
|--|--|
| <ul style="list-style-type: none"> • 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 discussions | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans |

Status: In Progress — Upcoming

Goal: Mathematics and Reading

Description: Hopewell students, schools and subgroups of grades 3-8 and 11 will achieve adequate year progress (AYP)* on federal, state and local assessments by achieving proficiency at the following percentages by the year indicated:

Mathematics

56% 2009, 2010

67% 2011

78% 2012

89% 2013

100% 2014

Reading

63% 2009, 2010

72% 2011

81% 2012

91% 2013

100% 2014

Strategy: Provide for student remediation

Description:

Activity: Continued use of Bridge to Algebra and Cognitive Tutor for grades 7 through 12

Last Modified: 9/21/2011

Description: These software programs tutor students and provide help as needed. Teachers will learn to monitor student progress and adjust courseware.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	4

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to monitor student progress and adjust courseware as needed.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">Classroom teachers	<ul style="list-style-type: none">Middle (grades 6-8)High school (grades 9-12)	<ul style="list-style-type: none">Mathematics

Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Activity: Continued use of SuccessMaker for grades K through 8

Last Modified: 9/21/2011

Description: SuccessMaker software provides tutoring for students in grades K-8. Teachers need to know how to monitor student progress and create special lessons based on areas of difficulty.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to monitor student progress and create special lessons and instruction based on students' needs.	Addressing areas of concern quickly is best practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> 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 discussions | <ul style="list-style-type: none"> Student PSSA data Review of participant lesson plans |
|--|---|

Status: In Progress — Upcoming

Activity: RtII

Last Modified: 9/21/2011

Description: The district will plan for and adopt the Response to Intervention and Instruction Model K-6

Person Responsible	Timeline for Implementation	Resources
Pocci, Suzanne	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Over the next several years, the BVIU will train the administration and K-6 staf in the RTI model

- Intermediate Unit Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1) Administrators will learn leadership strategies in regards to systems change.</p> <p>2) Teachers will learn strategies to be able to analyze data to help drive instruction.</p> <p>3) Teachers will learn and apply differentiated instruction techniques.</p> <p>4) Counselors and the psychologist will learn how to analyze data and teaching strategies to examine the need for intervention.</p>	<p>RTI is a research-based program.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3)

- principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|---|--|

Status: In Progress — Upcoming

Date Comment

9/19/2011 We are currently revamping our process and using Title 1 teacher leaders to facilitate the meetings in K-4 buildings.

Activity: Vertical Team Meetings

Last Modified: 9/21/2011

Description: Vertical team meetings occur as needed to facilitate the transition of students to the next grade.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	• School Entity	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Follow-up Activities Evaluation Methods

Status: In Progress — Upcoming

Strategy: Student Progress and Proficiency

Description: Provide tools to teachers to better align instruction with student needs

Activity: 4Sight testing

Last Modified: 9/21/2011

Description: Teachers in grades 3-8, 10 and 11 will administer 4 Sight tests in math at three times a year . Teachers will analyze test results and align instruction accordingly.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	9	35
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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School staff	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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1.) Designated personnel in grades 3-8, 10, and 11 will learn to administer the 4Sight tests. 2.) Teachers who administer the test, guidance personnel, administrators and other support teachers will learn to examine the 4 Sight test results and plan instruction based on needs.	Differentiated instruction is best practice. The test results will allow teachers to better define the needs of students in their classrooms.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 discussions | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans • PVAAS Data |
|--|---|

Status: In Progress — Upcoming

Activity: Data Analysis

Last Modified: 9/19/2011

Description: Teachers will be trained to access and analyze the student achievement data provided by PVAAS, the 4Sight assessments, DIBELS, Aimsweb, and the PSSA data provided by the Grow Network.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/31/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	175
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD administrative staff Tech Staff BVIU	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>1) Teachers will learn how to analyze test data from PVAAS, 4 Sight tests, and the Grow Network.</p> <p>2) Teachers will collaborate and develop ideas for differentiated instruction based on the data examined.</p> <p>3) Administrators will learn how to examine data to assist them in thoughtful leadership to achieve academic goals.</p> <p>4) Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the HASD students.</p>	<p>Differentiated instruction is best practice. Data must be examined to determine instruction needed.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|--|--|

discussions

Status: In Progress — Upcoming

Activity: Lesson Study

Last Modified: 9/21/2011

Description: This activity focuses on curriculum development and revision to capture best practices for teacher growth.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	11
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD Math Science Partnership	<ul style="list-style-type: none">• School Entity• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of content and knowledge of pedagogy	Lesson study is a research based program for teacher and curriculum development.	<i>For classroom teachers, school counselors and education specialists:</i>

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> 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 discussions Lesson modeling with mentoring | <ul style="list-style-type: none"> 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 |
|--|--|

Status: In Progress — Upcoming

Date Comment

9/19/2011 The Math and Science Partnership and the BVIU have facilitated this training.

Activity: Reading Apprentice Training

Last Modified: 9/19/2011

Description: Presented by the BVIU, a series of workshops targeting content area reading strategies for classroom teachers.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 8/25/2008 Finish: 6/6/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions	Estimated Number of
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	Per School Year	Participants Per Year
6.00	4	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Beaver Valley Intermediate Unit	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn strategies to promote adolescent literacy.	The sessions are based on the research of many people, including Applebee, Langergreenleaf, and others.	<i>For classroom teachers, school counselors and education specialists:</i>
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- 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:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
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- | | |
|--|---|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson | <ul style="list-style-type: none"> Student PSSA data Review of participant lesson plans |
|--|---|

discussions

Status: Complete

Date **Comment**

9/19/2011 Several teachers have participated in the training. If money is available, we would like to train more teachers.

Activity: Training in Differentiated Instruction

Last Modified: 9/19/2011

Description: Provide training for all teachers K-12 in instructional strategies to meet the needs of all types of learners by applying Tomlinson's differentiation strategies in classrooms.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BVIU and district staff	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1) Teachers will learn about and apply differentiated instruction strategies.</p> <p>2) Administrators will learn how to facilitate change in their buildings and monitor and support quality teaching strategies in classrooms.</p>	<p>Differentiated instruction is best practice.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities **Evaluation Methods**

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans
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discussions

Status: In Progress — Upcoming

Activity: Use 4Sight testing to identify student needs

Last Modified: 9/21/2011

Description:

Person Responsible Timeline for Implementation Resources

Barber, Nancy	Start: 1/1/2009	-
	Finish: Ongoing	

Status: No Longer Occurring

Date Comment

9/21/2011 This is a duplicate entry.

Activity: Use Aimsweb testing for early numeracy skills

Last Modified: 9/21/2011

Description: This benchmark test for grades K-2 is used as a part of RtII.

Person Responsible Timeline for Implementation Resources

Pocci, Suzanne	Start: 9/30/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Use Study Island to get timely assessments of student math skills

Last Modified: 9/21/2011

Description:

Person Responsible Timeline for Implementation Resources

Barber, Nancy	Start: 1/1/2009	-
	Finish: Ongoing	

Status: No Longer Occurring

Date	Comment
9/19/2011	Study Island was eliminated due to budget cuts.
9/21/2011	Due to budget cuts, the district no longer uses Study Island.

Strategy: Update District Curriculum

Description: The district will continue to update and monitor curriculum based on standards, anchors, and eligible content. Teachers will be trained to use curriculum mapping software to facilitate the process.

Activity: Curriculum alignment

Last Modified: 9/21/2011

Description: The professional staff and administration will meet in grade level teams and across grade levels to ensure that the district's math, reading and science curricula are appropriately aligned with the assessment anchors and eligible content being addressed in each classroom. Common Core Standards will be included in this work once they are finalized.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Educational Leadership Institute, PaTTAN, PDE, district, IU 27	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will become proficient at using the PA assessment anchors and eligible content to guide curriculum development, classroom assessments, and student progress toward mastering the standards.	The two major curricula being used in our district are research-based. A well articulated and thought out curriculum is best practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> Team development and sharing of content- | <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge 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 discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- 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

Status: In Progress — Upcoming

Activity: Develop common assessments

Last Modified: 9/21/2011

Description: Elementary and Secondary teachers will develop common assessments in core subjects

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 6/6/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will determine core information and how		<i>For classroom teachers, school counselors and education specialists:</i>

proficiency will be assessed.

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Civics and Government• Environment and Ecology• Mathematics• History• Economics• Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers	<ul style="list-style-type: none">• 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• Classroom student assessment data

Status: In Progress — Upcoming

Goal: Science

Description: Hopewell students, schools and subgroups of grades 4-8 and 11 will achieve proficiency on state assessments at the following percentages by the year indicated:

56% 2008-2010
67% 2011
78% 2012

89% 2013
100% 2014

Strategy: Student progress and proficiency

Description: Provide tools to better align curriculum with student needs.

Activity: Data Analysis

Last Modified: 9/19/2011

Description: Review teams will use PSSA and other data to identify areas of need and plan instruction for remediation.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 8/1/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of science anchor assessments and identification of strengths and weaknesses.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Science and Technology
- Environment and Ecology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • 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 • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • 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 • Classroom student assessment data

Status: In Progress — Upcoming

Activity: Lesson Study

Last Modified: 9/19/2011

Description: Curriculum development and revision to capture best practices for teacher growth

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 9/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	58
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of content and	Lesson Study is a	<i>For classroom teachers, school</i>

knowledge of pedagogy

research based program *counselors and education specialists:*
for teacher and
curriculum development.

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)	<ul style="list-style-type: none">• Science and Technology• Environment and Ecology

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none">• 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 discussions• Lesson modeling with mentoring | <ul style="list-style-type: none">• 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• Classroom student assessment data• Review of participant lesson plans |
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Status: In Progress — Upcoming

Activity: Science Kit Training

Last Modified: 9/19/2011

Description: Whole or half day training for teachers using new science kits.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	13	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will understand the concepts and outcomes of the new science units and how they connect to the PA state standards. They will have first hand experience with the activities that they will present to their students. The session will also give them further training on inquiry based instruction and proper use of science materials. For administrators who may attend this in-service, it will give them information to use when they are observing and evaluating how effectively the lesson is being presented to students and give them background for unit planning meetings</p>	<p>The science units have been chosen from well researched programs such as FOSS and STC.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Science and Technology • Environment and Ecology

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
- Peer-to-peer lesson discussions

Evaluation Methods

- Student PSSA data
- Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
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9/19/2011	Most teachers received training last year. We continue to provide it as necessary.
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Goal: Teaching Certification

Description: All professional staff will maintain active teaching certificates in correlation with their Act 48 cycle.

Strategy: Increase staff knowledge about best practices

Description:

Activity: 21st Century Skills

Last Modified: 9/21/2011

Description: Online professional development which focuses on the framework for 21st Century learning:

- Information and Communication Skills for the 21st Century Teacher
- Critical Thinking and Problem Solving Skills
- Life Skills I and II
- The Dollars and Cents of 21st Century Skills
- Global Awareness Skills
- Other courses developed by EdVenture

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
the EdVenture group 63 Wharf Street, Suite 300 Morgantown, WV 26501	<ul style="list-style-type: none">• Non-profit organization	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge of the skills needed for students entering the work force in the 21st Century. Teachers will become cognizant of trends in career education and workforce development and utilize this information to create curriculum for career education. Teachers will have access to on-line courses that may be used for Act 48 hours.	The content of this professional development activity will help teachers become aware of 21st Century skills and how they relate to students entering the workforce. Teachers will be able to include career education standards into curricular activities. The high school faculty will utilize this knowledge as it guides students in their graduation projects.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching skills</u> 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

Follow-up Activities

Evaluation Methods

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|--|--|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator | <ul style="list-style-type: none"> • Review of written reports summarizing instructional activity |
|--|--|

and/or peers

Status: In Progress — Upcoming

Date	Comment
9/19/2011	CFF funding is gone.

Activity: Follow recommendations of the Act 48 Committee

Last Modified: 9/19/2011

Description: Needs assessment will be administered as needed throughout the duration of the Professional Education Plan to monitor professional development needs of the professional staff. The findings, along with necessary professional development activities necessary for the completion of district goals, curricula needs, and community input, will drive the Act 48 Committee's decision for the direction of professional development

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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0.00	0	0
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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To be determined	<ul style="list-style-type: none">• School Entity• College• Non-profit organization• Intermediate Unit	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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to be determined

Follow-up Activities	Evaluation Methods
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- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Investigate Inquiry-based learning

Last Modified: 9/19/2011

Description: Teachers will investigate inquiry-based learning appropriate to their particular content areas.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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0.00	0	0
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Activity: Out-of-district professional development

Last Modified: 9/21/2011

Description: Staff will be made aware of out-of-district professional development opportunities through district and building distribution (if the district or building has been notified of such activities). Professional staff members must follow established guidelines for seeking pre-approval to attend professional development opportunities. The professional development must be related to assignment and/or certification of the professional educator.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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0.00	0	0
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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to be determined

- School Entity
- College
- Intermediate Unit

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
to be determined		
Follow-up Activities	Evaluation Methods	

- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Strategy: Professional Development- Special Ed./ Gifted Ed.

Description:

Activity: ADAPT training

Last Modified: 9/28/2011

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 3/17/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Complete

Date	Comment
9/28/2011	This training was held for elementary and secondary teachers.

Activity: Special ed./gifted ed. professional development opportunities

Last Modified: 9/19/2011

Description: Special education teachers, including gifted education teachers are offered opportunities to participate in district offered meetings and professional development sessions tailored to the specific needs of the professional educators in various special education and gifted

education assignments. Other opportunities exist for these educators to attend off-site professional development activities with prior approval.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District or an Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn strategies for adapting the curriculum to meet the needs of all types of learners.	Differentiated instruction is best practice.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • 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 discussions 	<ul style="list-style-type: none"> • 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 • Classroom student assessment data

Status: In Progress — Upcoming

Strategy: Provide technology opportunities for both novice and professional staff

Last Modified: 9/21/2011

Description: With the emerging ipad, smartphone and tablet technology, the district will look for ways to provide access and utilization of these while maintaining a safe environment in the school setting. Through the use of management software, students and staff will be able to use personal devices within the brick and mortar setting.

Activity: Investigate emerging technologies for teaching (web pages, podcasts, vodcasts, blogs, etc.)

Last Modified: 9/21/2011

Description: The district will provide a directory of resources for training in emerging technologies.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge of how to use these technologies to enhance instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> 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 discussions 	<ul style="list-style-type: none"> Participant survey Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Online materials

Last Modified: 9/19/2011

Description: Staff members will receive training about how to find online multimedia materials to support the curriculum.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/30/2011 Finish: 6/30/2015	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills

Teachers and other professional staff members will learn to use various online search tools to find materials that support the curriculum.

Research and Best Practices Designed to Accomplish

Addressing various learning styles is best practice. Multi-media resources provide many entry points for teaching content.

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:

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

Educator Groups Which Will Participate in this Activity**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

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

Status: In Progress — Upcoming

Goal: Technology Integration

Description: 100% of students will be exposed to research based technology practices by the time they graduate.

Strategy: Access to Technology Equipment

Description: The Hopewell Area School District will provide equipment and sustain optimum operating capacity and efficiency of technological resources to accomplish the goals and strategies set forth by the district.

Activity: Investigate and implement new classroom technologies

Last Modified: 9/21/2011

Description: Investigate and purchase electronic white boards, LCD projectors, visual presenters, document cameras and new technologies designed to enhance the curriculum.

Person Responsible Timeline for Implementation Resources

Brown, Frannie	Start: 9/30/2011 Finish: Ongoing	\$60,000.00
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Status: In Progress — Upcoming

Activity: Maintain and update hardware

Last Modified: 9/20/2011

Description: Classroom computer workstations, computer labs, servers, associated peripherals and print services will be replaced in a cycle to ensure student and staff ability to access applications that support the curriculum.

Person Responsible Timeline for Implementation Resources

Brown, Frannie	Start: 1/1/2009 Finish: Ongoing	\$345,000.00
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Status: In Progress — Upcoming

Strategy: Maintain Network Infrastructure and Internet Access

Last Modified: 9/21/2011

Description: The technology staff will maintain and monitor a gigabit backbone throughout the district on leased fiber and provide Internet and Internet2 connectivity through an agreement with IU27. High speed wireless access will be expanded to all district buildings. Content filtering will be

enforced so parents and staff may feel confident of a safe environment. New switches, servers, hardware and software upgrades will be addressed as funding permits. Increased speed will be focus, thus providing more resources for both teachers and students. The district webpage will be monitored daily to provide current information to parents and the community.

Activity: Expand wireless network access

Last Modified: 9/21/2011

Description: Wireless network access will be expanded to the junior high and elementary buildings with higher speeds.

Person Responsible Timeline for Implementation Resources

Brown, Frannie	Start: 9/30/2011 Finish: Ongoing	\$25,000.00
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Status: In Progress — Upcoming

Activity: Network fiber connections

Last Modified: 9/20/2011

Description: Maintain gigabit fiber connections between district buildings and IU27 using e-rate discounts when available

Person Responsible Timeline for Implementation Resources

Todd, Sue	Start: 1/1/2009 Finish: Ongoing	\$120,000.00
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Status: Complete

Activity: Provide Internet filtering and security

Last Modified: 9/20/2011

Description: The technology staff will monitor network security and Internet filtering to ensure students are protected from undesirable content. Sophos is currently used for anti-virus protection and SmartFilter is utilized for content filtering.

Person Responsible Timeline for Implementation Resources

Todd, Sue	Start: 1/1/2009 Finish: Ongoing	\$36,000.00
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Status: In Progress — Upcoming

Strategy: Update software for instruction, academic support and differentiation

Description: The technology staff and the curriculum committee will collaborate to explore, recommend and pilot software that emphasizes proficiency in curriculum areas and supports teacher preparation and administrative effectiveness.

Activity: Maintain and upgrade student information system (SIS)

Last Modified: 9/20/2011

Description: Work with teachers, administrators, PA Department of Education, and vendors to insure that the student information system continues to provide required access to student records

Person Responsible Timeline for Implementation Resources

Brown, Frannie	Start: 9/30/2011	\$27,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Maintain curriculum mapping software

Last Modified: 9/19/2011

Description: Provide technical support for staff and curriculum director

Person Responsible Timeline for Implementation Resources

Todd, Sue	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

9/19/2011 We have transferred to a new company due to technical problems.

Activity: Provide support for district-owned academic software

Last Modified: 9/19/2011

Description: Continue to provide technical support and troubleshoot problems in Successmaker Math, Accelerated Reader, Bridge to Algebra, Cognitive Algebra, Automated Accounting, MicroType Pro and new software as it is incorporated into the curriculum

Person Responsible Timeline for Implementation Resources

Todd, Sue Start: 1/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Teacher Training

Last Modified: 9/19/2011

Description: Teachers will receive training on district owned software and on Office 2007

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 3/10/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	75
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status

- School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Follow-up Activities**Evaluation Methods**

- | | |
|---|---|
| <ul style="list-style-type: none">• 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 discussions | <ul style="list-style-type: none">• Participant survey• Review of participant lesson plans |
|---|---|

Status: In Progress — Upcoming

Goal: Writing

Description: Hopewell students participating in grades 5, 8 will increase their proficiency by 1% per year through the 2013 school year. Student participating at the 11th grade level will maintain or exceed their excellent proficiency rating at 96%.

Strategy: Alignment and Refinement of Writing Benchmarks

Description:

Activity: K-8 Writing Development

Last Modified: 9/21/2011

Description: Teachers will use Common Core and the PA Standards and develop a K-8 curriculum benchmark of grade level writing skill expectations.

Person Responsible	Timeline for Implementation	Resources
Mihok, Judy	Start: 9/30/2011 Finish: 10/30/2015	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hopewell Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will apply standards to appropriate assessment rubrics.	Assignments should be developmentally appropriate.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
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- Analysis of student work, with administrator and/or peers
- 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
- Classroom student assessment data

Status: In Progress — Upcoming

Measurable Annual Improvement Targets

The goals for improving student achievement at Hopewell Area School District find their basis in recent PSSA test scores from grades 3-8 and 11 in reading, mathematics, and writing. The goals reflect those presented earlier in this document, and that is to continually improve student test scores to maintain both District-wide and individual building AYP status in all areas. The plan for improving student achievement and student growth is based upon the following activities:

Continued Alignment of the L-S Curriculum to the Pennsylvania Standards and Assessment Anchors

Groups of teachers across grade levels and within department and subject areas will continue to meet to assess the alignment of their curricular areas and utilize current data and research to match their planned courses with the eligible content identified in the state's Assessment Anchors.

Teachers in elective courses continue to identify Assessment Anchors to adopt within their courses to reinforce reading and mathematics instruction occurring in those disciplines.

Assessment of Student Progress Toward Proficiency in Reading and Mathematics

All students in 3 through 8 participate in the 4sight Benchmark Assessments given at least three times each school year. Data gleaned from these assessments guides the instructional efforts for at-risk students and groups of students during the school year. We currently administer 4sight for grades 10 and 11.

The Hopewell Area School District has begun receiving PVAAS reports, permitting the study of expected growth among all students. With PVAAS, PSSA, and 4sight benchmark assessments, the necessary data to evaluate and recommend changes to the core curriculum will be present for additional evidence to align areas of the curriculum and improve instructional strategies for the most at-risk students.

At the K-2 levels, decision makers study student results of the AIMSweb, DIBELS and other curriculum-based assessment in reading and mathematics. Students in need of additional support in literacy receive level one interventions in Title I.

Increased emphasis in promoting consistent and pervasive approaches to reading and writing across secondary curriculum areas.

Curriculum, Instruction and Instructional Materials

The Hopewell Area School District follows all academic standards set forth by Section 4.12 of 22 Pennsylvania Code. The PA standards in Mathematics, Reading, Writing, Speaking and Listening are integrated across grade levels and content areas. The District also uses all state standards including Arts and Humanities, Career Education, Civics and Government, Economics, Environment and Ecology, Family and Consumer Science, Geography, Health, Safety and Physical Education, History and Science and Technology. The state standards and benchmarks are the basis of all curriculum maps used by the teachers to sequence their lessons.

The School District has a wide variety of instructional materials available. New textbooks are adopted when curriculum is revised, when new research-based programs become available and when technological advances require upgrades in specific curricular areas. Technology is made readily available through the use of computer labs, mobile laptops and additional classroom desktops.

Technology has played an important role in both the development and delivery of curriculum and instruction in the Hopewell Area School District. It aides curriculum development and revision efforts thus supporting continuous improvement. Additionally, it has enhanced the process of aligning course objectives to standards. Today, the use of technology as both a mode of learning as well as an instructional tool is becoming an essential skill for teachers and students as a means of delivering the curriculum. We expect this to be an area of significant growth as the District moves steadily into a lap top environment and teachers explore the expanded uses of podcasting, polycoms, blogging and yet to be created technological devices.

Special education services are provided to exceptional students through specially designed instruction as well as inclusive practices. Highlights of special education programs and services in support of the curriculum and instruction include:

- Full range of District operated special education programs
- Certified and Highly Qualified professionals
- Trained paraprofessionals
- Collaborative and Co-teaching partnerships K-12
- Effective Behavior Support Program
- Comprehensive Early Intervention transition to kindergarten progress
- SRA Corrective Reading Program in grades 5-11
- Language! by Sopris West, a direct instruction English and Writing program for those students who cannot participate in the regular education curriculum even with supplementary aids and services.

The HASD operates a gifted education program for students in grades K-12. The district employs three gifted education teachers.

The HASD gifted program provides the following:

1. Services and programs planned, developed and operated for identification of each gifted student.

Designation of mentally gifted with determination of need for gifted support is based upon the following criteria:

- The teacher(s)' recommendations;
- The parent recommendations;
- A student's most recent group achievement test scores;

- The most recent individually administered ability (IQ) test scores;
 - Rates of acquisition and retention;
 - Achievement, performance, expertise in one or more academic areas;
 - Specialized skills, interests, aptitudes (such as higher level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, technology expertise); and/or
 - Other criteria indicating eligibility and need
2. Gifted education for each identified student, based on the unique needs of the student, not solely on the classification.

Student's GIEPs are designed to meet the specific needs of each student. This may include programs and/or projects that serve to further the students' skills and experiences in such areas as math, foreign language, and/or creative writing. Students participate in enrichment activities such as: Academic Games, Current Events, Equations, Propaganda, Linguistik and Math

24. All gifted students have the opportunity to participate in field trips. High school gifted students have the opportunity to participate in Mock Trial.

3. Gifted education that enables identified students to participate in acceleration and enrichment programs, and to receive services appropriate to their intellectual and academic abilities and needs.

Gifted resource rooms are provided in each school building. Students receive guidance and instruction in researching areas of interest and in applying their skills in classrooms and or in the community. Classes that are offered online and at college campuses may be included in the student's schedule. Gifted students and their parents are assisted in researching and decision-making regarding post-secondary education.

Assessments and Public Reporting

The testing program is designed to provide information concerning the proficiency of all children in the District based upon a standardized test of academic achievement along with aptitude and vocational interest surveys. Individual test information is maintained in a student's educational record in a manner consistent with the requirements of the Family Educational Rights and Privacy Act. Students with disabilities are included in the local assessment system with the appropriate accommodations as determined by the student's IEP as outlined in the Individuals with Disabilities Education Act. The PASA and PSSA-M are alternative assessments to the PSSA, given to those students who qualify.

Assessments:

Kindergarten	DIBELS, Aimsweb Test of Early Numeracy
1	DIBELS, Aimsweb
2	DIBELS, Aimsweb
3	PSSA Reading and Math, 4Sight
4	PSSA Reading, Math and Science, 4Sight
5	PSSA Reading, Math and Writing, 4Sight Benchmarks
6	PSSA Reading and Math 4Sight Benchmarks
7	PSSA Reading and Math, 4Sight Benchmarks

8	PSSA Reading, Math, Writing and Science, 4Sight Benchmarks
10	PSAT, SAT, ASVAB, 4Sight
11	PSAT, SAT, ASVAB, PSSA Reading, Math, Writing and Science, 4Sight
12	SAT, ASVAB, PSSA (to selected vocational students)

DIBELS -	Dynamic Indicators of Basic Early Literacy Skills
PSSA -	Pennsylvania System of School Assessment
PSAT -	Preliminary Scholastic Aptitude Test
SAT -	Scholastic Aptitude Test
ASVAB -	Armed Services Vocational Aptitude Battery

District and state assessment results are reported to students, parents and the community through a variety of methods. Cumulative state and commercial test results will be reported in the District's newsletter and District website as well as the Pennsylvania Department of Education website. Individual test scores will be sent to the parents of each student. Parents can access day-to-day student progress and grades through Parent Connect.

Targeted Assistance For Struggling Students

After careful examination of PSSA and local assessments, students not meeting proficiency levels will be identified. After students are identified as struggling by not scoring proficient on the PSSA assessment or not meeting mastery on local assessments, appropriate interventions will be utilized.

Interventions for struggling students include, but are not limited to:

- Title I

The HASD offers Title I reading for at-risk readers in grades K-4. Students are identified as needing Title I services through building level screening activities and teacher recommendation. The program is a pullout program at all grade levels. The certified reading teachers work with students both within the grade level curriculum and through the use of intensive scientifically based interventions such as Read Naturally and Successmaker. At-risk readers are typically involved in small group Title I reading instruction two to three days per week.

- Special Education

Special Education is offered in grades K-12 to all eligible HASD students. Special education programs that are provided within the school district include learning support, emotional support, autistic support, and speech and language support. The district employs a Director of Special Education as well as 30 special education teachers and 24 paraprofessionals to operate the district program. Other special education programs such as life skills support, multi-disability support, hearing support, and vision support are provided through contract with the Beaver Valley Intermediate Unit or through use of private schools for children with disabilities. Evaluation Reports and IEP's are developed within the school district for each eligible student. Emphasis is placed on inclusion in the regular education program for all eligible students.

- Summer School (ESY)

Extended School Year (ESY) is available for special education students at one of the district elementary schools for eligible students. Decision for attending ESY is determined by the IEP team. The ESY program in the HASD employs three special education teachers and two speech and language teachers to provide instruction. If the student requires OT or PT services these are

contracted with outside providers. Students who attend the ESY program are offered academic instruction as well as opportunities to improve speech and language skills, social skills and behaviors, as determined appropriate by the each student's IEP team.

- Research-based curricula and intervention programs such as Trophies Reading & Language Arts, Everyday Math, Read Naturally, SRA Corrective Reading, Language!, Successmaker Reading and Math.

The Trophies Language Arts and Everyday Math are curricula used for all students in grades K-6, with opportunities for remediation as well as advancement built into the curricula. The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is used for students in grades K-3 to monitor reading. Grades K-8 students also participate in Successmaker Math, as another means to monitor progress and target particular skill areas. 4Sight Math and Reading tests predict proficiency on the PSSA for all students in grades 5-8. Successmaker Reading and Read Naturally are curricula that are offered to students who may be at-risk in reading at the elementary level. SRA Corrective Reading and Language! are research based and small group administered curricula offered to at-risk students in grades 5 to 12.

- Response to Intervention Strategies

The various curricula and intervention programs mentioned above serve to monitor the progress of all HASD students and to provide intervention to at-risk students. When students who are at-risk have not responded adequately, the district implements intervention processes, which are called ASSIST (Assuring Student Success in School Team) and RtII. ASSIST is part of the Student Assistance Program and provides more individualized attention for students who have not responded to standard general education curricula or to standard intervention curricula. A school team, which typically consists of the student's classroom teacher(s), a reading teacher, a special education teacher, a school counselor, the school principal, and a school psychologist, meets to review the student's progress, set goals for the student, and design specific interventions. After interventions have been implemented for 6-8 weeks, the team reviews the student's progress and makes a determination to continue, change intervention or to refer the student for further evaluation.

Support for Struggling Schools

To date, all schools in the Hopewell Area School District have successfully met all AYP targets. However, each of the schools has its own strengths and needs.

AYP data from each school is examined annually by the administrative team, which includes the superintendent, director of curriculum, director of special education and building principals. This administrative team identifies strengths and needs. This data is then shared with teachers at the building level. Together, the teachers and building administration develop improvement goals for schools in the areas of achievement, attendance, graduation rate and participation.

Improvement plans and interventions are designed and implemented. Support towards improvement goals is constant. Professional development, curriculum alignment, purchase of needed materials or other resources are provided to needed schools to assist with identified goals and interventions.

Qualified, Effective Teachers and Capable Instructional Leaders

The Hopewell Area School District employs 178 professional staff members. The average

number of years of teaching experience of this group is 14.7. Ninety-three (93) teachers have their Master's Degree or master's equivalency.

The student to professional staff ratio is 13 to 1 overall for the school district. The administrative staff is comprised of 15 individuals. In addition to the superintendent, the administrative staff includes the business administrator, the director of curriculum and instruction, the director of pupil personnel/school psychologist, the director of special education, the director of technology, the director of transportation, the director of buildings and grounds, the athletic director and six building administrators.

The Hopewell Area School District strives to employ highly qualified teachers as defined by the Pennsylvania Department of Education and NCLB. Every professional employee recommended for employment by the District is required to experience a comprehensive interview process. Every teacher is certified in the area he/she teaches by the Pennsylvania Department of Education.

The Hopewell Area School District engages in staff development for all professional employees. Staff development is aimed at improving the instructional strategies for all teachers. Staff development resources include the local Intermediate Unit, Pennsylvania Training and Assistance Network (PaTTAN), Pennsylvania Department of Education, Math and Science Partnership, colleges and/or universities and trained staff members. Budget resources are allocated each school year to assist with this effort.

Parent and Community Participation

The Hopewell Area School District values the input and participation of parents and community members in the District decision-making process. A committee structure has been established by the Board of School Directors to facilitate and encourage such participation. Each committee is structured with a chairperson and co-chairperson. The board committee structure includes the following committees: Athletics, Buildings and Grounds, Education/Curriculum/Instruction, Finance and Budget, Legislative, Nutrition and Food Services, Policy and Planning, Pupil Services/Student Activities and Transportation. School Board members and Administration meet with PTSA Presidents monthly.

Some general areas of responsibility for these committees are as follows:

- Budget development
- New programs
- New policies
- Curriculum review cycle
- Strategic planning
- Student performance
- Professional services
- Construction projects

Each of the school divisions (elementary, middle and secondary) encourages parent involvement and support. Some of the ways in which involvement is encouraged is as follows:

Elementary:

- Parent Teacher Association (PTA)
- PTA Presidents Forum
- PTA nights
- Open house

- Field trips
- Founder's Day dinner
- Reading nights
- Jog-A-Thon
- Hero's Breakfast
- Book Fair
- Santa's Workshop
- Choral concerts
- Pittsburgh Days
- Inspirational Speakers
- Healthy Choices Workshop
- Spelling Bee
- Science Fair

Middle:

- Parent Teacher Organizations (PTO)
- PTO nights
- Open house
- Field trips
- Science Fair
- Spelling Bee
- Choral and Band Concerts
- Inspiration Speakers
- Book Fair
- 5th Grade Family Night

Secondary:

- Booster groups exist for our HS Band and all athletic teams.
- Parent volunteers/chaperones with Gifted Program and various other field trips including language clubs and science trips
- Transition program run by teachers for special education students and parents brings in evening speakers from Social Security, Beaver County Rehabilitation Center, OVR, and other groups to educate students and parents.
- Senior Project - numerous parents, businesses and other community leaders interact with our students and staff as mentors, judges, and project sites for the HS Senior Project Program.
- Community Police officer works with Health classes and evening Driver theory courses with school staff and students.
- Local community health organizations present information on healthy eating, abstinence education, STD's and other health issues in our HS health classes and HealthFest.
- Representatives from the Armed Services work with Physical education staff and students in developing fitness testing and other programs for students.
- County based probation officers meet with students on a weekly basis.
- CYS caseworkers schedule meetings with numerous students throughout the school year and utilize HS offices and counseling staff to better serve their clients.
- Many community organizations are involved with fund raising efforts for construction of a new track and stadium.
- Community volunteers work with student musicians in the orchestra for our annual school musical.
- County mental health/Drug and Alcohol groups work with counseling staff and administrators in meeting the needs of students with a variety of issues.

- School staff collaborate with the Township recreation board to facilitate and school run homecoming parade and community run carnival at the municipal park.
- A parent representative serves on our Dual Enrollment committee and parents are active participants in the district strategic planning activities.
- Parents participate in new student orientation, open house and conferences with staff throughout the school year.

Pre-Kindergarten Transition

No Pre-K Offered