

**A1. District or Charter School Name** (Maximum 50 Characters) Woodland Hills School District

**A2. School Name** (Maximum 50 Characters) Woodland Hills Junior High School

**A3. Grade span** (Maximum 25 Characters) 7-8

**Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models.**

**SCHOOL CLOSURE MODEL MAXIMUM**

Schools opting to implement the school closure model must budget and spend all funds during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students.

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

**TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS**

**A4. Schools choosing the transformation, turnaround and restart models will provide the following data for review to determine the appropriateness of the funding request.**

	<b>Building Enrollment (October 2011)</b>	<b>Low Income Percentage (Free &amp; Reduced Lunch)</b> Format: #.##	<b>Building ESL Population</b>	<b>AYP Status (2011-12 School Year)</b>
<b>School Level Data</b>	479	82.34	3	School Improvement II

**A5. Funds requested Year 1:** 583667

**A6. Funds requested Year 2:** 572667

**A7. Funds Requested Year 3:** 612666

**A8. Total Amount of Funds Requested:** 1769000

**SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.**

**Your school story includes information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers; and professional development plans and initiatives.**

B1. Provide specific, explanatory information regarding the 3-5 year history of the school to include the elements above as well as any school reform planning efforts to include data analysis, data review and root cause analysis, parent and community involvement in school reform efforts and any other relevant information to describe the school history and current school environment. (Maximum 25000 Characters)

The Woodland Hills School District is unique in that it was formed by a court order (one of only three such districts so formed in Pennsylvania) in 1982 as a result of a Civil Rights Act lawsuit filed by various residents of the prior school districts. It was formed from an amalgamation of seven separate districts in the eastern region of Allegheny County in suburban Pittsburgh. The suit was filed to address the fact that the seven districts were all composed almost exclusively of all white or all black student enrollments. This resulted in African American students being transported long distances past all White schools and vice versa. The resultant court order created a single large school district of over 7,000 students comprised almost equally of white and black students. This brief history is important as it has informed the story of the Woodland Hills Junior High School since its inception. The mandated consolidation was not met with widespread community approval. Many families, chiefly but not exclusively white families, opted for private or parochial school options. The new district struggled to maintain equity and build a truly desegregated school district. This trend has epitomized the growth and development of the junior high school ever since. The Woodland Hills Junior High School was formed at a former high school that had belonged to the Swissvale Area School District prior to the merger. From its inception it has served district students in the 7th and 8th grades. The initial enrollment was just over 1,000 students with approximately 52% of the enrollment being Black and 48% being White. Enrollments have declined to 479 in October of 2011. Student enrollment has become predominately (approximately 80%) African American and there remains a negative public perception about the school. The advent of public school accountability that came with the passage of the No Child Left Behind Act of 2001 has exacerbated this negative perception as the school has struggled to make AYP each year and, unfortunately, has not been successful in doing so for the past four years. A brief review of assessment data will encapsulate the trends exhibited by the school. In 2008-2009 58% of all students scored Basic or Below in the Grade 7 Reading PSSA. Black students scored 66% Basic or Below. For students with disabilities that number was a staggering 81% Basic or Below. The numbers for the 8th grade Reading PSSA were

equally dismal. 36% of all students scored Basic or Below, while 42% of Black students and 79% of IEP students respectively achieved at the Basic or Below level. The trends for subsequent years are consistent with this and summarized below: 2009-2010 (Note: 83% of all students in the building are eligible for free or reduced lunch so scoring trends for this subgroup always are consistent with measures for all students.) 7th Grade Reading All students- 52% Basic or Below Black Students- 59% Basic or Below IEP Students- 81% Basic or Below 7th Grade Mathematics All Students- 54% Basic or Below Black Students- 64% Basic or Below IEP Students- 82% Basic or Below 8th Grade Reading All Students- 36% Basic or Below Black Students- 41% Basic or Below IEP Students- 76% Basic or below 8th Grade Mathematics All students- 58% Basic or Below Black Students- 64% Basic or Below IEP Students- 88% Basic or Below 2010-2011 7th and 8th Grade (Aggregated) Mathematics All Students- 56% Basic or Below Black Students- 63% Basic or Below IEP Students- 79% Basic or Below White Students- 36% Basic or Below 7th and 8th Grade (Aggregated) Reading All Students- 48% Basic or Below Black Students- 54% Basic or Below IEP Students- 80% Basic or Below White Students- 27% Basic or Below (Note that we have added the White student subgroup for the aggregate 2010-2011 data to indicate that, in addition to overall poor performance, the school also has a substantial achievement gap.) The data shows a school that is, at best, stagnant and, at worse, slowly declining. There is clearly no strong evidence of sustained growth in any content area or subgroup. Data from our 4Sight benchmarks is consistent with the trend shown by the PSSA data. PVAAS data reports for the 2010-2011 school year indicate that the junior high school failed to make a year's worth of progress in either Reading or Mathematics. Of course, simply reporting academic achievement data does not indicate why the school is not demonstrating progress. As the leadership team has met to review data we have also attempted root cause analysis exercises to pin point --to the extent possible-- why achievement is faltering. Several causes have been identified. Leadership- In the span of five years the junior high school has had three different principals. Each of these principals were brought on board in an attempt to institute real systemic reforms. The first principal left after two years. The second principal was also in place for two years. The current principal is nearing the end of her second year. Administratively, a decision has been made to keep this administrator in place. Past practice in the district has been to relocate the junior high principal within a short span because of poor school performance. We believe that this principal has an excellent school reform knowledge base and has worked at a high school that successfully completed a school-wide reform. Thus, while the district is committed to stabilizing the leadership, the failure to do that previously has hampered school improvement. We recently commissioned a survey of faculty district-wide and the failure to have sustained instructional leadership was cited as a key finding for the junior high school. This finding supports the leadership team's root cause analysis finding. Professional Development- The District does not have a district-wide director of professional development. There has not been such a position for over seven years. Each building's principal prepares staff development activities on his/her own. When a building transitions principals as often as the junior high school has, professional growth and development becomes random and unfocused. The lack of sustained, job-embedded, data driven and research based staff development has been a key detriment to improvement at the junior high school. Curriculum- One area of strength is our curriculum. Our language arts, mathematics, science and social studies curricula are, in our view, very effective when delivered appropriately. We use research based programs and supplement those with an excellent technology base and other additional resources. The junior

high was one of our first buildings to pilot e-books as an alternative approach to traditional textbooks. We have a dedicated technology coach at the building and we have several 'early adopters' of technology who regularly pilot creative ways to use technology. While we believe that our curricula and the supports we have built for it are strengths, we must also note that we need to more fully build a set of curricula that are fully aligned with the Common Core Standards that have been adopted by Pennsylvania. Fortunately there are significant parallels between the Common Core and Pennsylvania's Anchors and Eligible Content so we view that task as very manageable. Finally we note that, while we have a good curriculum foundation in place, we have been lacking in one very key area- reading. We do not have and have not had a research based reading curriculum in place and, like many secondary schools, we have been attempting to integrate reading strategies into our language arts curriculum. A key learning from the leadership team's studies is that we must reinforce the idea that ALL teachers are teachers of reading. And we need to back that up with a sound, research based program of reading strategy instruction. Assessment- In macroscopic terms then we have defined two legs of the Curriculum, Instruction and Assessment triad for this building. We have shown that Instruction is inadequate because of insufficient professional development. We have also discussed the curriculum leg and our belief that this is a singular area of strength. That leaves Assessment and here again we are not meeting the needs of the building. During the 2008-2009 through 2010-2011 school years, the junior high school utilized the 4Sight assessments from Success for All. The assessments were diligently administered and scored but there was no system for collaborative discussion of the data. The new building principal led numerous faculty meetings on the topic but they were (and are) limited in time and scope and the breadth of content areas represented at each meeting precluded being able to focus in on specific anchors, eligible content pieces or on the item analyses reports provided by the 4Sight assessments. Thus the data from the assessments, while available, was used infrequently and without a highly specific direction. The new building principal was, however, successful in fostering a new paradigm for student intervention through identification of so-called 'bubble' students and this is another highlight in an otherwise disappointing story. It is clear in summary however that a systematized approach to data collection, review and analysis is missing at the junior high school. Academic Interventions- A good curriculum combined with good instruction and a comprehensive assessment framework are necessary but not sufficient conditions for broad based academic improvement. Given our 'at promise' demographic of students, it is imperative that we have in place a system for intervening with students who demonstrate academic performance problems. RTII is a model that has been adopted in Pennsylvania and it is in use at the junior high school. However, here again, there is not a 'systems' approach to implementing this strategy. It is utilized regularly but not uniformly or consistently. RTII is rarely a 'tweak' and should instead be part of a comprehensive professional development program. Likewise, after school tutoring is an approach often employed by schools to provide academic interventions. There are many teachers at the junior high who provide after school tutoring but, once again, it is not available to all students and is generally done as an ad hoc solution for an individual student. We have many instances where this has been done with good success but we are not able to offer it as a standard intervention for all students. School and classroom environment- It is axiomatic that, before a school can progress academically, it must be under control. This is an ongoing struggle at the junior high school. School wide discipline is very problematic and has been so for several years. By the end of the 2009-2010 school year, the junior high school had recorded 577 out of school

suspensions in a school with an enrollment that averaged 510 students for the year. In the 2010-2011 school year that number dipped slightly to 463 out of school suspensions with an average enrollment of 485 students. Through the present, in the 2011-2012 school year, a total of 788 out of school suspensions have been recorded while the average enrollment has dipped slightly to 479 students. The building is, unfortunately, rapidly approaching an average of two out of school suspensions per student in attendance. Absent any other issues, this alone would prevent school improvement from taking place to any meaningful extent. The problem of classroom environment and student behaviours reached a nadir earlier in this school year when the junior high school, in a study commissioned by the Commonwealth Foundation, was ranked as one of the five most dangerous schools in Pennsylvania. It is an ignominious designation that the District is determined to change. Corollary to classroom environment and behaviour is the issue of attendance generally and truancy specifically. The junior high has been able to meet AYP attendance requirements nominally. For the 2010-2011 school year, average attendance was 80.5%, just barely over the 80% minimum for AYP. For the 2009-2010 school year the building recorded just over 7500 student days lost to absence. Significantly, of that amount, just over 3200 of those days were unexcused. In 2010-2011 the total days lost to absence was 7158 with 3230 of those being unexcused. Thus far in 2011-2012 the building has recorded 7265 days lost to absence with 3470 of those being unexcused. This is an extraordinarily high excused to unexcused ratio for any school and is, in our view, another root cause of the building's inability to make sustained growth. We summarize our root causes then as: failure to sustain and support key leadership within the building, failure to develop a sustained and research based program of professional development, failure to develop a comprehensive program for assessing learning, a lack of academic interventions, failure to develop a comprehensive program to address classroom behaviours and an inability to successfully prevent excessive and unexcused absences. What all these causal factors have in common is the lack of systemic approach to their solution. There are many anecdotal cases that can be described at the junior high where one or more of the aforementioned causal factors has been surmounted and where a successful student intervention has been mounted. The problem, of course, is that these are all anecdotal and composed of ad hoc solutions found by individual or small groups of educators working in concert. The goal of this plan is to identify, implement and monitor the kinds of systems oriented approaches that will address these 'root causes' and help our teachers and administrators create a successful and progressing Woodland Hills Junior High School.

**C1. SIG funds must be used to support the identified needs of the school beginning in the 2012-13 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information MUST be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs.** (Maximum 25000 Characters)

Needs Assessments are a cornerstone in the planning process for the Woodland Hills Junior High School (WHJH). Completing the district and building Needs Assessments has major impact as the school creates and enhances their customized strategic plan. The Annual Federal Programs Needs Assessment, the National Center for Leadership Teacher Survey, The

Superintendent's Ad Hoc Committee Needs Assessment, Professional Development surveys, etc. are just some examples of data producing instruments that the Junior High has accessed for their planning. District and school data is collected and analyzed. WHJH identifies diverse stakeholders to participate in academic and logistical planning committees. The planning teams meet as many times as necessary to agree on priority areas for improvement and to agree on targeted areas of intervention (e.g., programs, instruction, capacity, etc.) Various groups have been consulted for input (e.g., school board committees that include various district stakeholders, teacher unions, ad hoc committees, etc.) The Needs Assessments look at the educational processes from many perspectives, sparks thoughtful discussion and helps the school to focus on priorities. The planning teams design actions according to the building's capacity. The fundamental Needs Assessment components that are studied, in no specific order, are: 1) Curriculum and the Standards Based Initiatives; 2) Instruction and Assessment; 3) Professional Learning and Professional Development; 4) Leadership, Goals and Sustainability 5) Transitions; and, 6) Community Involvement and Ownership. As the Woodland Hills Junior High School revises its Getting Results plan to the new Continuous Improvement Plan, district and school leadership review and analyze the current needs continuously through a multitude of meetings, e-mails and messages. For example, well over 600 stakeholders including parents, teachers, community members and students responded to the district Ad Hoc survey concerning the future of the district and our schools. The prioritized needs identified for the Junior High includes: 1) a demonstration of significant growth in reading and math achievement; 2) meeting the needs of all students via "opportunities to learn"; 3) implementing the RtII model to reduce behavioral disruptions; 4) infrastructures that support student and teacher learning; 5) Professional Learning communities that "walk the walk"; and, 6) building a comprehensive assessment system. WHJH has recently begun to implement the Bernhardt four-dimensional data model as the basis to assess the school's current practices and outcomes. The real power of this model is in the identification and the prediction of actions /processes /programs that best meet the learning needs of all students. This grant proposal will be the first time this new tool has come into play. Here are some pieces of Demographic Data that impact the Junior High. The Woodland Hills School District is unique since it was formed as a result of a federal court order that merged twelve economically and racially diverse communities. There are 46,882 residents in Woodland Hills' twelve communities. 67.8% of the residents are white, 27.6% of the population is black or African American, and 4.6% of the communities are of other ethnicities. Thousands of jobs have been lost due to decades of severe economic decline, first with the collapse of the domestic steel industry and then with the break-up and re-structuring of our region's largest white-collar employer, the Westinghouse Corporation. With the closing of much of the retail business in our former steel towns, and the recent decision of the University of Pittsburgh Medical Center to close its Braddock facility, the plight of our communities has grown even more intense. WHJH serves a diverse student population of 479 students. The student body currently is 24% white, non-Hispanic; 72% black, African-American; 1% Latino/ Hispanic; 1% Asian; 1% Multi-racial; and 1% American Indian /Alaskan Native. This is a reverse of the community demographics. 82.34% of the District's students are from low-income families. The district busses 98% of the students to the school. 20.87 % of the students have special education plans. 86 students have an IEP for specific needs. 14 students have 504 plans. 26 students (5.4%) have a Gifted IEP. The school only has two English Language Learners. WHJH has 14 students who are considered homeless via the McKinney-Vento legislation.

2010 Census data reveals that 41.7% of the occupied housing units in the district are rented. This contributes to the high transitory rate in the school. Attendance data shows a current rate of nearly 94% for the school. There are currently 29 students on probation in the court system and in this school year there have been 3 expulsions. Presently, WHJH employs 37 professional employees to serve the learning needs of the District's students. In addition to our faculty, the Woodland Hills School District employs 2 administrative staff, a counselor, a nurse, a librarian, 7 support staff, and 4 maintenance and custodial staff. School Processes refer to the educational and psychological events at WHJH that define the way that the school "does business" with regards to education of the students. In order to get "snapshots" of the education at the classroom level, Central Office administrators and the building principals conduct Learning Walks on a regular basis in addition to the formal evaluative processes. Woodland Hills is committed to implementing the Phase III Teacher Evaluation Model and the Principal Effectiveness Model that PDE is moving forward with as universal evaluation instruments. The Junior High will develop a culture with these tools that will continue the focus on student achievement. The secondary core programs are established in all grade levels seven through twelve. There is some overlap of the programs with the high school (e.g., algebra and geometry classes); however, vertical and horizontal alignments are only adequate. The articulation between the elementary schools and the Junior High program has a real disconnect. For example, every effort is made to adhere to a preventive model of reading instruction on the elementary level. In the Junior High, the core program is content oriented and literature based and fails to continue the preventative best practices. The priority is to establish and utilize an instructional literacy model that addresses all the research based elements with a major emphasis on fluency, vocabulary, comprehension, receptive and expressive language, and writing. The junior high school must more fully assess the literacy competency of the students through screening and benchmarking to identify the specific needs of these students. Students with intensive and strategic needs should have a pathway for success as they do in the elementary buildings. The model adopted by WHJH must be one that is age and grade appropriate, and must be incorporated into the master schedule in order to ensure that every student fully develops his/her reading ability. The district is currently researching what the most effective model would be. The core series, the curriculum framework, the secondary and tertiary intervention programs and even an adult literacy program are being scrutinized so that there is a systems approach to effective reading instruction. This example brings to light that curriculum revision and alignment to the PA Common Core in all subject areas will be a priority in Year 1 in order to build and adapt our curriculum, instructional practices, and assessments to student needs. The Junior High has an assessment system that includes tools for screening, diagnosis, benchmarking, progress monitoring. PSSA and the Keystone Examinations are the outcome (summative) measures used. Assessment reform is designated as a priority need because our institutional approach to data analysis is still deemed to be emerging at the junior high. Additionally, WHJH feels that there needs to be an upgrade in the assessment instruments that provide student information. The staff is skilled in using data from the assessments to inform instruction at the individual level; however, class, grade and school level data analysis is less defined and consequently, the building focus on progress measures is less defined that it could be. The district is reviewing assessment instruments that might appropriately meet the need for multiple data point measurements. A data culture exists; however, it is without a captain. An assessment coordinator is needed. The school needs to systematize, institutionalize and formalize true data analysis leadership so that the assessment

system does what it is designed to do. Current coordinated meetings are organized, but they are scattered schedule wise and frankly are not as precise as they could be. Data team meetings will be systematically planned and coordinated by the district central office, the principal and school data specialists and every effort will be made to include all stakeholders. This collaboration will follow a predetermined format with the following components: 1) a comprehensive data review; 2) the examination of student/class/school strengths and weaknesses; and, 3) applying strategies that will provide progress. This type of data summit yields an action plan that outlines instruction, intervention, and all other factors that effect student achievement. Professional Development focuses on the standards and anchors, instructional best practices, high yield strategies, and the ability to use resources/materials and technology to produce effective instruction. The focus needs to become that all Professional Development must be differentiated and job embedded at WHJH. Professional Development is viewed as a continuous process that will promote life long learning and enhance student achievement. For improvement purposes, WHJH will focus on two major internal Professional Development processes – daily Instructional Coaching and Professional Learning Communities focused on the building improvement initiatives. Every teacher will participate in the Professional Learning Communities of their choice and will acquire knowledge/skills in that manner. Additionally, intense instructional coaching will be available to all teachers. The math, literacy and technology coaches will focus heavily on the project-based instruction, best practice designs and deliveries. The Professional Learning Communities or coaching session will assess what has been learned and how it has changed teacher classroom habits. Data will be applied as WHJH plans strategies to implement the knowledge/skills. Models will be built. Classroom practice will occur. Observation and feedback follow. Professional Learning Communities Action Plans and Coaching Notes (not specific to individual teachers) will be shared with all staff through the WHSD Digital Repository, our data and information warehouse. The perception is that there are pockets of excellence everywhere in every program at the Junior High. The school needs to become far better at “systems thinking” in order to progress. For example, WHSD is a Standards Aligned System (SAS) oriented district. All teachers have been fully trained in SAS and the district has five certified SASIT trainers. Yet, the Junior High does not utilize the full capability of the SAS system to further instructional venues. The entire staff will unite to adopt the effective strategies defined within SAS for implementing this ideology within the classroom instruction and assessments. Differentiated instruction will be promoted since SAS provides learning experiences that will move students forward at a rate commensurate with their abilities. “Systems Thinking” is a common theme that must become dominant on the school’s priority list. Our RtII mindset needs daily attention instructionally, intervention-wise and behaviorally. In order to ensure clarity for instructional and behavioral intervention the school must define how the RtII supports will be implemented at necessary junctures to encourage best practices at all levels. The tiered system is understood. Practical “systems thinking” is again needed. RtII is rarely a “tweaking” of what is currently in place, but involves careful planning, implementation and continuous monitoring and evaluation. A major need is for the staff to understand that RtII is an assessment and instruction framework for conceptualizing, organizing, and implementing Pennsylvania’s Standards Aligned System (SAS). Despite cutbacks, the district has added six teacher behavior interventionist and three social workers that assist with discipline efforts in the elementary buildings. This type of support is a priority need at the Junior High. The school has begun building Personal Education Plans for each student with an emphasis on college and career

readiness. Data analysis is the basis for these plans. Differentiated instruction and flexible grouping are mandated throughout the various departments. The school uses an instructional strategy framework for design and delivery named SAMME. SAMME stand for Scaffolding, Active Engagement, Modeling, Metacognition, and Explicit Instruction. This design model must be further adapted to the needs of individual students. Learning Walks in the building are seeing more flexible, small group work and differentiation in lessons than ever before; however, this remains a priority need. WHJH incorporates the lessons learned from past CFF and EETT technology grants. Technology is used as a tool for engagement and the school is using the “flipped classroom” concept as a pilot project. Vocabulary instruction seems to be benefiting the most with this technique. As a recognized technology leader, WHSD uses tablets, interactive boards, software programs, etc. to supplement instruction. Continued technology integration will increase. WHJH views technology as a tool that allows the teacher to become more of a facilitator. As technology integration increases, learning walks show a rise in teachers who are using the classroom as a laboratory for inquiry/discovery. Students are more assured with using the technology with each exposure. One of the most exciting things that has been noted is that teachers are encouraging differentiation. More intervention & tutoring work is being done in the classroom as technology seamlessly takes hold. If the classroom is to be student focused, here are some of the items that are occurring yet need to gain more consistency. Teachers meet individual needs by removing barriers that stand in the way of learning, whether these barriers are persons, attitudes, or learning/physical deficiencies. Interventions are real, but need to be more immediate. The curriculum is standards driven and ensures that students can do more than just eligible content. Teachers and students work toward fostering interpersonal relationships. Students are at the peak of diversity and individualism at this age level so a safe haven for the learning must be created for every student via a caring environment. Teachers work to integrate the content areas as students are challenged to think critically, so that issues “come alive” as they analyze them in the context of values, assumptions and alternative points of view. Students know why and how things happen. Individualizing is important as more assistance is offered to some while allowing independent study, group cooperation, etc. for others. The schedule is adjusted for the RtII model to take hold. The Junior High has these qualities in place in varying degrees. True consistency is missing in removing barriers, intervention work and flexibility to time and needs. WHSD believes that students are the first priority. The Junior High focus is on meeting the diverse needs of all learners by providing them with opportunities that they may not have. After School Tutoring has been the harshest cut in these economic hard times. The school maintains limited tutoring programs and partners with local agencies. However, WHJH understand the need for the full return of this program. The premise for this need is that a "hands-on, minds-on" tutoring and enrichment approach in an after school environment enables us to develop math, reading, science, physical education, and the arts skills through innovative technology and project based lessons and skills development formats. The fact that extended time is a key element inherent in this grant initiative is most appropriate for the school since it is incumbent upon us to provide tutoring and enrichment programs that extend the learning of students. District support of the school improvement processes for the Junior High will provide research-based and best-practice training, technical assistance and information to principals, teachers, students, parents, and the community in order to help the school succeed. In its simplest terms, WHJH must ensure that all students make at least the expected one-year's academic growth per school year. Instruction for struggling students must produce substantially more than one

year's growth. The elements identified in the Needs Assessments and the implementation of the overall school improvement plan are interdependent and must be developed together. For example, if the Needs Assessments lead us to adopt a set of intervention, but we have not addressed scheduling/grouping issues, then it will be very difficult to deliver the interventions with sufficient fidelity to insure good results. The district is committed to a new paradigm for the Junior High School that establishes the above elements as priorities for reform. In summary, higher student achievement is the goal. Committed and supportive leadership serves as a guiding force so that all educational decisions enable students to make at least one year's worth of growth each year. Assessments provide data to guide the learning of students and teachers. Job-embedded Professional Development promotes higher order performance with students. Highly effective teachers are developed through peer coaching and the development of required Professional Learning Communities that will meet on a bi-weekly basis. Strategic, accelerated interventions and enrichments delivered via the RtII model provides individual attention for every student. 21st Century technology tools infuse a relevant learner-centered environment that engages students in literacy learning. Instruction will be fully aligned to the PA Common Core Standards. Data will drive the instructional bus by implementing the Bernhardt model with fidelity. Data establishes a clear picture of student strengths and weaknesses, teacher Professional Development needs, and the school's capacity to support the academic, behavioral and outreach programs. Formal evaluation and Learning Walks assess the implementation of the strategies built into the improvement plan. The district is committed to implement PDE's Teacher Evaluation Model and the Principal Effectiveness Tool. Coaching is a necessary support to develop skilled teachers. Coaches create the connections between teachers and resources that support the teaching/learning process as they build compelling conversations that contribute to a collaborative culture. Highly effective teachers are the key ingredient for effective student progress. The district will develop additional opportunities and extended time for learning for the students at the Woodland Hills Junior High School.

**C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.**

*Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.*

Priority Goal #	Need	Annual Goal
1	Increase reading comprehension by implementing effective reading strategies in reading/language arts and across all content areas; use data to drive the instruction and to provide intervention; use appropriate, research based, materials.	Students overall will attain 67% proficiency by the 2013 assessments. White students will attain 72% proficiency by the 2013 assessments. Black students will attain 63% proficiency by the 2013 assessments. Students with disabilities will attain 31% proficiency by the 2013 assessments. Economically disadvantaged students will attain 63% proficiency by the 2013 assessments.

2	<p>Meet the needs of all students, especially those in deficient subgroups through the use of research based strategies within the classroom. These include: differentiated instruction, cooperative learning, technology infusion, tutoring, and enrichment opportunities.</p>	<p>Building administration will look for the following indicators of implementation: research based reading strategies will be present in all classrooms, teachers will provide 'hot lists' of students who need remediation or additional intervention to attain proficiency or to prevent their regressing to lower than proficiency, in-service sessions will be provided by the literacy coach on a regular basis (monthly to weekly), all teachers will utilize small group strategies and differentiated instructional strategies as evidenced by formal and 'walk through' observations.</p>
3	<p>Reduce the occurrence of disruptive behaviors that lead to excessive out of school suspensions and the resultant loss of instructional time and diminished academic performance that attends this type of recurrent behavior.</p>	<p>In the first year of the reform effort we will reduce the number of out of school suspensions by a minimum of 30%. With over 788 out of school suspensions recorded thus far during the 2011-2012 school year (out of a student enrollment of 479) that will equate to a reduction of approximately 236 out of school suspensions for the 2012-2013 school year followed by a further reduction of 166 out of school suspensions in 2013-2014 and a further reduction of 120 out of school suspensions in the 2014-2015 school year.</p>
4	<p>There is a need to develop a school master schedule that allows adequate and ample time for collaborative professional development through the Professional Learning Community model while simultaneously adding significant instructional time to the daily schedule.</p>	<p>By the beginning of the 2012-2013 school year the building principal, with support from central office administration, will develop and put into action a master schedule that adds at least 20-30 minutes of real instructional time to the daily building schedule while also enabling the opportunity for collaborative professional planning and development to take place during the school day. This schedule is critically reviewed annually to find more opportunities for enhancing these two schedule-based priorities.</p>
5	<p>There is a need to establish a Professional Learning Community (PLC) model within the building. The PLC model will include ALL professional</p>	<p>By July 2012, the building principal will establish a core leadership team composed of administrators, department chairs, a central office</p>

	<p>faculty and administration and will be overseen by the building principal using a designated PLC 'Coach' using the instructional coaching model established by the Pennsylvania Institute for Instructional Coaching or similar body. The PLC will provide the opportunity for ongoing, embedded, research based, data driven and teacher led staff development.</p>	<p>administrator and other key teachers identified by the principal. This leadership team will work closely with the principal and facilitate the establishment of a total professional development framework for the building. This will be accomplished by September of 2012 and will be reviewed at the close of each academic semester. The building principal, working with this leadership team will, each summer as part of the master scheduling process, identify appropriate faculty for each PLC group in the building. These PLCs will be incorporated into the master schedule BEFORE course scheduling begins. PLC groups will meet on a regular basis and at least once weekly to begin and then more or less often as the need is judged by the leadership team. Each PLC will establish a planning cycle and maintain an archive of their work. Annually the building principal will convene a 'summit' of all PLC groups to review building progress and plan for the next school year. The process outlined above is repeated each year. The measurable annual goal will be for teachers to participate in a minimum of 30 hours of PLC based professional development each school year.</p>
<p>6</p>	<p>There exists a need to implement a comprehensive framework for assessment within the building. This will include: a common assessment framework for embedded assessments, building wide formative assessment strategies, benchmarking assessments aligned to the PSSA's and/or Keystone Assessment Standards as needed, advanced mathematics readiness assessments and reading level assessments. This includes a need to recruit and identify a building assessment coordinator who will manage the overall assessment system for the building.</p>	<p>The building leadership team will develop a description of duties and responsibilities for a building assessment coordinator. Once developed an appropriate candidate will be recruited and placed at the building. This will be completed by August of 2012. Working with the principal and leadership team the assessment coordinator will identify a matrix of benchmarking, mathematics and reading assessments. Over the summer of 2012, the assessment coordinator will develop a plan for implementing a common assessment framework for use when the school year starts. By the end of the first year of the project, all embedded</p>

		<p>assessments in the mathematics and language arts departments will be based on a common assessment plan. This plan will include provisions for identifying and collecting appropriate data that can be used in analyzing student achievement. By the end of the second year of the project all embedded assessments will use a common framework with data collection points built in. At the end of each semester of the project, the assessment coordinator will, in conjunction with the leadership team, report out overall trends in student achievement along with needs identified by the assessment data. Similarly, the assessment coordinator will, by the end of the first semester of the 2012-2013 school year, develop and report a plan for periodic administration of the building's selected benchmarking, math readiness and reading level assessments.</p>
7	<p>The overall attendance rate needs to increase significantly. Unexcused absences as a percentage of total absences must be decreased significantly.</p>	<p>Overall student attendance will increase from 90.8.5% to 93% by the close of the 2012-2013 school year. Unexcused absences, as a percentage of total absences, will decrease from the current 47% to not more than 15% by the close of the 2012-2013 school year. By the close of the 2013-2014 school year, average attendance will increase to 95%. For the same period, unexcused absences will decrease to not more than 10%. For the 2014-2015 school year and beyond, the average daily attendance will not be less than 95%. Unexcused absence as a percentage of total absence will move to and remain less than 10% of all absences.</p>
8	<p>There exists a need to move towards a more accountable system of teacher and principal supervision and evaluation.</p>	<p>During the 2012-2013 school year, all building administrators at the junior high school and up to 10 teachers (approximately 20% of the total faculty) will be evaluated using the Danielson framework for teacher and principal supervision being piloted by Phase III school districts in</p>

		<p>Pennsylvania. During the 2013-2014 school year the percentage of teachers being supervised by this framework will increase to 50% of the total faculty. By the end of the 2014-2015 school year and beyond all faculty and administration will be evaluated using this framework.</p>
9	<p>There is a need to further enhance the development of the building administration at the junior high school.</p>	<p>By the end of the 2012-2013 school year all junior high school administrators will be evaluated using the Pennsylvania model for principal evaluation. Also by the end of the 2012-2013 school year the building principal will have completed a minimum of 60 hours of professional development targeted at developing the turnaround capacity for urban schools. The Assistant Principal(s) will complete a minimum of 30 hours of similar professional development. For each year following each administrator will participate in a minimum of 30 hours of targeted professional development with annual targets being selected in concert with the District superintendent and curriculum coordinator.</p>
10	<p>There is a need to implement a program of academic interventions for struggling students. These may consist of after school tutoring sessions and/or in school interventions that may take place inside or outside the classroom.</p>	<p>By the beginning of the 2012-2013 school year, the building principal and leadership team will have put in place a program for providing after school tutoring for struggling students along with a system for early identification of these students. By the end of the first semester of the 2012-2013 school year, at least 10% of all students (approximately 50 students) will be involved in academic interventions. By the end of the 2012-2013 school year that will increase to 15% (approximately 70 students). By the end of the first semester of each succeeding year no less than 15-20% of all students will be participating in academic interventions.</p>

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

The identified needs of the WHJH are extensive. Academic performance at this building has been lagging and has resisted efforts to put gains on a steady upward trend. Ideally all students would be able to meet the goals set forth in NCLB and they would be able to do so by the 2014 time limit set in the legislation as originally signed into law. Realistically however, setting those as actual goals will only assure that we probably won't attain them. We are determined to make progress but we want to set goals that are aligned with SMART goal setting with an emphasis on Attainability. From that standpoint then we believe that establishing the goal of making Safe Harbor gains each year is realistic and attainable. Thus our goal is to reduce the number of non-proficient students each year of the project by 10% while also pursuing the other critical goals of stabilizing the classroom environment, building a firm foundation for ongoing professional development, creating systems for academic intervention and increasing attendance and instructional time. Interestingly, WHJH is the only building that transitions students into the program (grade 7) while it is preparing students to transfer out of the program (grade 8) to the high school. In reading, it is apparent that even though the tenets of the literacy program are the same as in the elementary program, the transitions, implementations, professional development, instructional design and delivery, etc. are not keeping pace for the needs of the students. The change in the core program to a literature base, the lessening of intervention time, and the lack of cohesive intra- and inter-department communications concerning literacy all are major contributors to these scores. Literacy instruction at WHJH is not as well defined according to the research base as it should be. The change in the core program has led us to believe that we need to find a stronger core program that more aligns with the current research. A preventative model for reading instruction must become a requisite. In order to reach our PSSA goals in reading, we also need an integrated reading program across all curricular areas that can help us delineate Tier II and Tier III interventions. Providing the necessary additional small group instruction/intervention time for all Tier II and III students is a primary need and necessitates that scheduling becomes a priority issue. Attention to the assessment system is mandated so that data reviews can inform instruction and intervention. Students simply are not identified quickly enough via data analysis for added supports. In mathematics, the picture is abysmal. Student achievement spirals downward at a rapid pace. A complete paradigm shift is needed. The following strategies have been defined to meet our PSSA goals. The term "opportunity to learn" refers to what is studied or embodied in the tasks that students perform including the scope of the math presented, how the math is taught, and the match between students' entry skills and new material. It is important to note that opportunity to learn is related to some of the equity issues that we must solve. Some educational practices differentially affect particular groups of students' opportunity to learn. Teachers must ensure that students are given the opportunity to learn important content and skills. It is incumbent that WHJH creates a classroom in which students can construct meaning. Students can learn important mathematics both in contexts that are closely connected to real-life situations and in those that are purely mathematical. The learning environment and how students relate to it must be carefully regulated, closely monitored and thoughtfully chosen. Consideration should be given to students' interests and backgrounds. Clearly, a balance is needed between the time students spend practicing routine procedures and the time that they

devote to inventing and discovering new ideas. Teachers must strive to ensure that both activities are included in appropriate proportions and in appropriate ways. Teachers should concentrate on providing opportunities for students to interact in problem-rich situations. Teachers must encourage students to find their own solution methods and give them opportunities to share and compare their solution methods and answers. Clearly, WHJH must support the use of small groups as part of mathematics instruction. This approach can result in increased student learning as measured by traditional achievement measures, as well as in other important outcomes. It is important that whole-class discussion follow student work on problem-solving activities. The discussion should be a summary of individual work in which key ideas are brought to the surface. Teachers should use manipulative materials in mathematics instruction more regularly in order to give students hands-on experience that helps them construct useful meanings for the mathematical ideas they are learning.

**C4. Complete the chart giving PSSA percentages for the 2010-11 school year.**

	<b>Current PSSA Math Data - % Below Basic</b> Format: ###	<b>Current PSSA Math Data - % Basic</b> Format: ###	<b>Current PSSA Math Data - % Proficient</b> Format: ###	<b>Current PSSA Math Data - % Advanced</b> Format: ###	<b>Current PSSA Reading Data - % Below Basic</b> Format: ###	<b>Current PSSA Reading Data - % Basic</b> Format: ###	<b>Current PSSA Reading Data - % Proficient</b> Format: ###	<b>Current PSSA Reading Data - % Advanced</b> Format: ###
<b>All Students</b>	35	21	25	19	25	23	28	25
<b>White non-Hispanic</b>	23	13	23	41	14	13	27	46
<b>Black/African American non-Hispanic</b>	39	24	26	11	28	26	28	18
<b>Latino/Hispanic</b>	43	14	14	29	43	29	14	14
<b>Asian/Pacific Islander</b>	0	0	0	100	0	0	0	100
<b>American Indian/Native American</b>	100	0	0	0	0	100	0	0
<b>Multi-racial/ethnic</b>	0	0	0	0	0	0	0	0
<b>IEP-Special Education</b>	64	15	12	9	59	19	13	9
<b>English Language Learners</b>	100	0	0	0	100	0	0	0
<b>Economically Disadvantaged</b>	41	21	25	13	28	27	29	16

**C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).**

	<b>Year 1 PSSA Math Goal - % Below Basic</b> Format: ###	<b>Year 1 PSSA Math Goal - % Basic</b> Format: ###	<b>Year 1 PSSA Math Goal - % Proficient</b> Format: ###	<b>Year 1 PSSA Math Goal - % Advanced</b> Format: ###	<b>Year 1 PSSA Reading Goal - % Below Basic</b> Format: ###	<b>Year 1 PSSA Reading Goal - % Basic</b> Format: ###	<b>Year 1 PSSA Reading Goal - % Proficient</b> Format: ###	<b>Year 1 Reading Goal - % Advanced</b> Format: ###
<b>All Students</b>	31	19	28	22	22	20	31	27
<b>White non-Hispanic</b>	20	11	25	44	12	11	30	47
<b>Black/African American non-Hispanic</b>	35	21	29	15	25	23	31	21
<b>Latino-Hispanic</b>	39	12	18	31	39	26	18	17
<b>Asian/Pacific Islander</b>	0	0	0	100	0	0	0	100
<b>American Indian/Native American</b>	100	0	0	0	0	100	0	0
<b>Multi-racial/ethnic</b>	0	0	0	0	0	0	0	0
<b>IEP-Special Education</b>	57	12	19	12	53	17	19	11
<b>English Language Learners</b>	0	0	100	0	0	0	100	0
<b>Economically Disadvantaged</b>	37	18	29	16	25	24	32	19

**C6. Complete the chart giving PSSA percentage goals for Year 2 of this grant (2013-14).**

	<b>Year 2 PSSA Math Goal - % Below Basic</b> Format: ###	<b>Year 2 PSSA Math Goal - % Basic</b> Format: ###	<b>Year 2 PSSA Math Goal - % Proficient</b> Format: ###	<b>Year 2 PSSA Math Goal - % Advanced</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Below Basic</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Basic</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Proficient</b> Format: ###	<b>Year 2 PSSA Reading Goal - % Advanced</b> Format: ###
<b>All Students</b>	27	17	32	27	20	18	33	19
<b>White non-Hispanic</b>	18	10	27	45	11	10	32	47

<b>Black/African American non-Hispanic</b>	31	19	33	17	22	21	34	23
<b>Latino/Hispanic</b>	35	10	22	33	35	10	22	33
<b>Asian/Pacific Islander</b>	0	0	0	100	0	0	0	100
<b>American Indian/Native American</b>	0	0	100	0	0	0	100	0
<b>Multi-Racial/ethnic</b>	0	0	0	0	0	0	0	0
<b>IEP - Special Education</b>	51	10	25	14	48	15	24	13
<b>English Language Learners</b>	0	0	0	100	0	0	0	100
<b>Economically Disadvantaged</b>	33	16	33	18	22	21	35	22

**C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).**

	<b>Year 3 PSSA Math Goal - % Below Basic</b> Format: #.##	<b>Year 3 PSSA Math Goal - % Basic</b> Format: #.##	<b>Year 3 PSSA Math Goal - % Proficient</b> Format: #.##	<b>Year 3 PSSA Math Goal - % Advanced</b> Format: #.##	<b>Year 3 PSSA Reading Goal - % Below Basic</b> Format: #.##	<b>Year 3 PSSA Reading Goal - % Basic</b> Format: #.##	<b>Year 3 PSSA Reading Goal - % Proficient</b> Format: #.##	<b>Year 3 PSSA Reading Goal - % Advanced</b> Format: #.##
<b>All Students</b>	24	15	36	29	18	16	35	21
<b>White non-Hispanic</b>	16	8	29	47	9	8	34	49
<b>Black/African American non-Hispanic</b>	28	17	36	19	19	19	37	25
<b>Latino/Hispanic</b>	31	8	26	35	31	8	26	35
<b>Asian/Pacific Islander</b>	0	0	0	100	0	0	0	100
<b>American Indian/Native American</b>	0	0	100	0	0	0	100	0
<b>Multi-racial/ethnic</b>	0	0	0	0	0	0	0	0
<b>IEP-Special Education</b>	45	6	31	18	42	11	30	17

<b>English Language Learners</b>	0	0	0	100	0	0	0	100
<b>Economically Disadvantaged</b>	28	12	38	22	18	19	39	24

**Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.**

**D1. Reform model to be implemented in this school:**

- Transformation
- Turnaround
- Restart
- Closure

**D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school.**

(Maximum 15000 Characters)

A leadership team composed of the District Deputy Superintendent, Director of Curriculum, Building Principal, Assistant Principal along with department chairs in the four core academic areas of mathematics, language arts, social studies and science was convened to review the four models and to make a decision on the most appropriate model for the building. Closure and restart were ruled out due to the fact that District does not have the capacity in any of its other facilities to house the student population that would have to be added if the junior high were closed. Restart was considered briefly but it is important to note that the District has spent significant resources and time over the past three years identifying and placing at the building teachers and administrators who shared a reform minded paradigm for increasing student academic achievement. It was believed that attempting a restart would likely result in many of the same professional staff members being placed at the school. Much of the same logic applied to the turnaround option. It is the philosophy of the District that we have good teachers in place for the most part but we have failed to provide both the proper and sufficient amount of professional development to ensure that all professional staff members are utilizing a common set of reform strategies. That is not to suggest that all of our teachers are completely adequate to the task. Along with our other reform efforts we must implement a supervision and evaluation model that enables our administrators to identify and intervene with teachers who are not demonstrating proficient performance. We believe that we must have the tools and resources to better develop our existing staff while also having the confidence that we can find and recruit new teachers and administrators to replace those who are unable to rise to the task of increasing achievement at this critically important building. We believe that that philosophy

and approach is most aligned with the transformation model and is the primary rationale for its selection as our reform model. As part of this discussion we also looked critically at the building administration. We noted that the junior high school has had three separate building principals within the last five years. It is our firm conviction, based both on research and experience, that a building in need of reforms as substantial as are the needs of the junior high requires stability and continuity at the leadership positions. The present building principal is in her second year in that position and, despite significant obstacles, has demonstrated the ability to implement educational reform. In a recent district wide survey of teachers, conducted by an independent polling group, the junior high principal attained the highest ratings as an instructional leader out of all 16 building level administrators in the school district. We firmly believe that we have the correct leadership in place and this further cemented our conviction that the transformation model criteria best suited this school.

**Transformation Model**

Yes, this school will be using the Transformation reform model. Fill out each question in this section.

In this section of the SIG application, the required actions are listed for the Transformation reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

**E1. Replace the principal who led the school prior to the commencement of the transformation model. (If the principal was replaced in the 2009-10 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2012-13 school year.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years) * Format: #.##	Priority Goal These Actions Will Address
To provide support for the principal in the leadership	The principal was hired in 2010-11 as a reform leader. There are two	Planning/Professional Development/Implementation/Continuous Support - June 2012 to June 2015.	Effective school leadership has a direct impact on	15000	9

<p>activities that build the school improvement processes through such items as: inspired leadership professional development; building, implementing and sustaining improvement plans; teacher supervision; providing resources, curriculum and assessment; the implementation of the Principal Effectiveness Model; etc.</p>	<p>reasons for keeping the principal in place. The foundations of many programs have been laid and the implementation gap is quickly being narrowed. There have been three principals in the past four years and another turnover would deliver the wrong message. While understanding that the principal will have great latitude in the decision-making arenas, district leadership will develop a prominent support plan. We will provide assistance for the principal in the leadership efforts that will systematically and collaboratively build a positive culture for</p>		<p>developing a culture focused on student achievement. To monitor and evaluate, here are some components that the principal will have in place. The principal has created a school vision that has strategic goals that can be measured. Data is used for informed decision making. The school is safe. There is a collaborative and empowered staff. The principal leads change, especially in improvement initiatives and in professional</p>		
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	<p>student growth and staff development . The principal will ensure that school has processes and systems in place for budgeting, staffing, solving problems, etc. We will assist the principal in efforts to be efficient and effective so that accountability and achievement rise. The principal will make sure that curriculum, instruction, assessment, data analysis, best practices, etc. are in place and are integrated in all aspects of the teaching/learning process. We will support the principal in the efforts to promote success and positive interactions</p>		<p>development. The principal leverages resources. The principal manages conflict constructively and complies with all mandates while establishing high expectations for staff and students. There is high quality instruction with maximum instructional time. The principal maximizes parent and community involvement and outreach. Above all, the principal is professional!</p>		
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	among all stakeholders.				
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**E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
To implement the Phase III Teacher Effectiveness Model with fidelity so that we correlate the way we evaluate teachers to the critical components of the model (for example - teacher professional growth, student achievement, professional training, etc.)	The district has implemented the Danielson Model for the past three years and all teachers are familiar with the four domains. We have begun discussions with the teacher association leadership in order to implement the model. We will begin to correlate	Planning/Professional Development/Implementation/Continuous Support - June 2012 to June 2015.	To evaluate the process, we will follow the format established by PDE. We expect to use robust statistical reports such as teacher value added reports and diagnostic reports for an insight into effectiveness with student achievement. We hope to have drill down	20000	8

	<p>the evidence from the Danielson model to growth in student achievement including those teachers for whom no formal standardized results may be available. Building level data will be factored into the model. Teacher specific data and elective data will be included as per discussions with the teacher union. The final product will mirror exactly the Phase III model and will include multiple measures to assess performance fairly. We will seek compatibil</p>		<p>capacity to projections that will be available by classroom. There will be a student-teacher linkage to provide valid and accurate data that is validated through the assessment system. Danielson Model information will be clean and supported by teacher portfolios.</p>		
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	ity throughout so that collaborative goal setting can occur.					
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**E3. Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: ###	Priority Goal These Actions Will Address
We will recognize the efforts of teachers and other building leaders who substantively assist in increasing student achievement at either the classroom or building-wide level.	As part of its work, the leadership team will assess student achievement data across several domains. These will include: embedded assessment data, benchmark and standardized test data, attendance, discipline and other environmental data measures. The team will develop a rubric for measuring the impact that a teacher or other staff member's efforts have had on improving these measures. On a monthly basis the leadership team	The first educators of the month will be recognized in Sept of 2012. Monthly thereafter	This is an initiative that is the result of extensive evaluations so evaluation of this becomes slightly redundant. It will be important for the leadership team to review this program closely and regularly. There always exists the concern that such recognitions could become 'routine' and expected and thus taken for granted. It will be	21000	8

	<p>will recognize at least two persons who have contributed materially to the success of the students in the building. These may be teachers but could also include paraprofessionals, guidance counselors, nurses or other support/ancillary staff. The leadership team will have at its disposal discretionary funds to be used for providing honoraria for these 'educators of the month'. Recognition can include, but is not limited to, preferential parking for the month, a gift card, a certificate for a free movie or dining experience. recognition could also include a gift book, bookcase or other material good that will be used in class. It may also include such items as educational computing software, a subscription to a premium web-based educational technology site, a computer</p>		<p>important to assure that recognition is tied to real measurable improvement in some aspect of student performance.</p>		
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	<p>accessory or other piece of technology hardware. On an annual basis the leadership team will identify one or more teachers who have provided exemplary service that has led to student gains in achievement. These teachers will be recognized by providing them with a mini-grant of funds they can use for any classroom project they may have wished to pursue but could not due to fiscal restraints. Information on the accomplishments of these educators will be widely disseminated to internal and external clients of the building. Students, parents, Board members, the school community and local media will all be apprised of the work of these educational leaders using web postings, Twitter posts, newspaper stories or even broadcast pieces.</p>				
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**E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school**

**staff to ensure they are equipped to facilitate effective teaching and learning and have capacity to successfully implement reform school strategies.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
To establish job embedded Professional Development that is differentiated and focused on teaching and learning first and is based upon a combination of measurable learning and teaching standards endemic to the needs of WHJH. Professional development is also always best when ongoing, job embedded, supported by data	Professional Development is viewed as a continuous process that will promote life long learning and excellence for all certificated and non-certificated WHJH staff members to enhance student achievement . There are five major areas of focus for the next three years: 1) Instruction and Assessment; 2) The Standards Aligned System; 3) Positive Behavior Supports; 4) RtII Implementation; and, 5) Data Analysis. It is understood	Planning/Implementation/Continuous Monitoring/Formal-Informal evaluations - June 2012 to June 2015	Effective staff development results in a change in teacher behavior and this should result in an increase in student achievement. We will focus on the number of students potentially impacted rather than the number of teachers "trained." Our staff development will result in the ability to deliver an instructional process whose value is compelling and truly beneficial to the educational process. The value of the student products produced by such professional	24000	4

<p>and driven by teachers.</p>	<p>that technology professional development under girds the above topics and is included whenever possible. Professional Development will focus on: 1) creating an environment conducive to powerful uses of methodologies; 2) the Standards Aligned System as a primary curriculum resource; 3) varied student centered learning opportunities; 4) informed formative and summative assessment; and 5) the analysis of student work via data.</p>		<p>development is also compelling and is nonnegotiable.</p>		
<p>We will recruit and retain a professional development coordinator to facilitate</p>	<p>Enhancing teacher practice is a bedrock principle that recurs throughout this project. It is only by enhancing teacher</p>	<p>In place by September 2012.</p>	<p>The staff development/ PLC coordinator will be evaluated annually by the building principal. The evaluation process will</p>	<p>210000</p>	<p>4,5</p>

<p>the work of the Professional Learning Communities and who will assist in the design, development and delivery of high quality staff development programs.</p>	<p>practice that the building (or any school) stands any chance of reforming or increasing student achievement. So critical is this that we propose to retain a full time staff development coordinator. This person will have a secondary teaching background and will be further trained and developed in partnership with the Pennsylvania Institute for Instructional Coaching. (PIIC) Once retained the staff development coordinator will meet regularly with the building PLC's and also with the principal's leadership team. He/she will be a liaison between those two groups. Importantly,</p>		<p>be based primarily on data collected from the PLC groups. This will include: the schedule of PLC meetings, planning cycle documents, activity archives and similar data. The principal, as a regular participant in the PLC meetings, will also use anecdotal observation notes in evaluating this important initiative.</p>		
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	<p>the staff development coordinator will NOT run each PLC. The PLC's are owned by their constituent teachers and it is their responsibility to meet, plan their work and maintain an archive thereof. The coordinator will provide procedural guidance and will also locate and provide resource materials for the PLC groups. The coordinator will also work with the leadership team in designing and delivering building-wide professional development programs.</p>				
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**E5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For	Method of Evaluation	Estimated Costs (3	Priority Goal
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		<b>Implementation and Completion</b>		<b>Years)*</b> Format: ###	<b>These Actions Will Address</b>
<p>We will develop systems that support educator's efforts to grow professionally and advance their individual career goals.</p>	<p>Contractually the District is bound to provide a minimum level of in-service programming such that teachers can satisfy the legal requirements for professional development as contained in Act 48 and other legislation. But that must be regarded as the barest minimum for a school that is experiencing the level of dysfunction the Woodland Hills Junior High School is suffering. This initiative will establish a system that provides support for teachers who wish to advance their careers through actions such as: seeking an advanced post-graduate degree, adding another teaching certification, becoming National Board certified or obtaining an administrative letter of eligibility. But these should not be supported</p>	<p>A pilot group of two teachers identified by Sept of 2012.</p>	<p>The building principal will, as part of the recognition and growth plan, require the teacher to submit a 'post experience' reflection paper. This will be used to assess the effectiveness of the recognition program and to guide the principal on further iterations of the initiative.</p>	<p>30000</p>	<p>5,8</p>

<p>randomly or without precondition. Teachers who have, in the view of the building administration, shown significant growth or who have been the chief cause for substantial academic growth in the students they serve will be the priority. Annually the building principal will, at the start of the school year, identify faculty members whose performance measures, or the performance measures of their students, have shown significant growth or who have maintained consistently high performance levels. The principal's recommendations will be reviewed by the central office administrative liaison to assure that strict objectivity, impartiality and adherence to the performance rubrics is being observed. When there is consensus, the building principal will meet with the</p>				
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	<p>identified teacher or teachers and develop a personal growth and recognition plan to recognize the teacher's efforts. The growth plan could include such things as: additional reimbursement for textbooks and materials for a teacher who is working towards an advanced degree, release time to allow the teacher to visit an important historical or educational location for the purposes of developing unique units of instruction that normally would be impossible to do, membership in a professional education (NCTM or ISTE for example) and couple this with support for the teacher to attend two state level conferences or one national conference during the year. Once a teacher has been so recognized, he/she will be ineligible for this recognition again for three years in order that other teachers can be</p>				
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recognized.				
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**E6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates for Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Cost (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To implement the Bernhardt Model of Multiple Measures in order to fully integrate data into the school improvement/program identification processes.	As we do our initial implementation planning, the goal is to provide administrators and teachers with professional development in the Bernhardt model for data-driven decision-making. We will introduce the four types of data that WHJH educators can use to define their problems and needs, select improvement strategies and goals, initiate change, and monitor progress. These four types of data are achievement	Planning/Professional Development/Data Team Meetings/Continuous Analysis - June 2012 to June 2015	The Bernhardt multiple measures are interrelated. We know that the data we gather and analyze must be focused on the stated purpose being monitored/evaluated or the process will lead to nothing more than random acts of sporadic improvement, as opposed to continuous improvement. If we want to get different results, we have to change the system that creates the results. To do that, we must look at intersections of Bernhardt's demographic, perception, student learning, and school process data.	23000	2

	<p>data, demographic data, program data, and perception data. The school will be able to draw connections via their own data. The goal is that after using this model, WHJH educators will understand the importance of using a variety of data sources in the school improvement process and will begin to apply data for the recommendations they view as necessary to obtain successful results.</p>		<p>We will know that students are making progress by formulating action research queries that focus on the intersection of two, three or four of the Bernhardt measures. Once we incorporate these types of inquiries into our data team meetings across all of the curricular departments, rapid change in things like vocabulary development, comprehension strategies, scientific writing, math conceptual understanding, etc., will lead to higher levels of proficiency than we are currently attaining. S.M.A.R.T. goals will become more easily enunciated and evaluated since the query has already led us to purpose and enabled us to address student needs. The elements of the overall improvement plan can be shown to be closely</p>		
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			interdependent so that they must be developed together.		
Implement a process to realign our curricula at the building with the Common Core standards project.	We will work with our local intermediate unit (Allegheny Intermediate Unit #3) to design and deliver a series of staff development programs aimed at leading our faculty in a remapping of our curricula to insure its alignment to and consonance with the Common Core Standards project.	Begins by October 2012. Completed by October 2013.	By the end of the first calendar year after the realignment has begun we will have a fully mapped set of curricula that are fully aligned to the Common Core Standards.	30000	2
We will implement a research-based program of direct reading instruction that will enable us to improve the reading proficiency of all students.	Direct reading instruction is often not included as part of the regular secondary education program. And yet our data suggests that deficient reading skills is responsible for the continued poor performance of our students on the PSSA and	Training begins August 2012. Program commences September 2012.	We have established benchmarks for progress in reading for all of our students. The success of this initiative will be assessed by how clearly we meet or exceed those benchmark goals. We will also gauge success by student progress as measured by the standardized reading assessments. In	570000	1,2

	<p>other standardized assessments. Reading is generally integrated into language arts instruction even though the two content areas, while aligned, are not one and the same. We will use the Reading Edge program from Success for All. The Reading Edge program will be taught during a common reading period near the beginning of the school day. Since we believe strongly that all teachers are teachers of reading first and their content areas second, we will require all faculty to be trained in and then to teach a Reading Edge group. That will optimize the student teacher ratio since this will be a 'no prep' instructional period. Every</p>		<p>a successful project we will see over 95% of all students advance by at least two reading levels per academic year. In a highly successful project over 90% of all students will end the year within 1 year of their actual grade level in reading.</p>		
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	<p>teacher will have a leveled Reading Edge group. An additional advantage to this approach is that we will be able to place students in leveled groups and we will be able to flexibly regroup students during the year as they gain reading proficiency and advance to a higher reading group. This approach also creates the opportunity for school wide celebrations of reading success and this has been shown to be a powerful motivational tool. One other added advantage is that this model will also result in high leverage reading strategies being integrated into instruction across all content areas.</p>			
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	<p>The process begins with a 2-3 day teacher training prior to the start of the school year. The training is provided by facilitators from the Success for All Foundation. As the year begins each teacher is assigned to a leveled reading group. The Success for All trainers return periodically throughout the year to conduct follow up training and to conduct non-supervisory observations and feedback sessions during the PLC periods. Each group's reading level is reassessed at least 3 times during the school year using a standardized assessment such as Gates - McGinitie or the GRADE assessment. Based on the results of these</p>			
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	<p>assessments students are regrouped into higher reading groups. We will recruit and retain two certified reading specialists for the purpose of facilitating the Reading Edge program and for providing on-site expertise for students who may be experiencing more significant difficulties gaining reading proficiency. These specialists will also liaison with the Success for All trainers and help coordinate their efforts.</p>				
<p>To provide "opportunities to learn" through an after school tutoring program that provides students with the development of academic skills, physical activities and fine arts activities.</p>	<p>The goals for the tutoring program are as follows: 1) to increase student achievement through active, personalized and humanized tutoring; 2) to increase student achievement</p>	<p>Planning - June 2012; Program Begins September 2012 and runs through June 2015.</p>	<p>Data will be collected for all students who are eligible for tutoring. This data includes evaluation of assessment scores - G-RADE and G-MADE, 4 Sight, Study Island, PSSA, CDTs, and Curriculum Based. Demographic</p>	<p>375000</p>	<p>10, 1, 2</p>

	<p>through enrichment opportunities that provide wellness and appreciation; 3) to enhance parent involvement by demanding active engagement with students through consultation, events and parent classes; 4) to enhance student behavior with wellness techniques, ethical dimensions and perspectives that remind students of the values they need to become sincere citizens; 5) to provide technology integration in all aspects of the tutoring program; and, 6) to promote social, ethical and intellectual traits that state there is a better future ahead for our students. Academically, the WHJH</p>		<p>data includes but may not be limited to: school, grade, gender, and free or reduced lunch status. Program data includes tutoring attendance, evaluation of the tutoring models, and WHJH teacher reviews of the program as tutoring providers and student surveys as the recipients of the services. The tutoring program will evaluate the following components: 1) summative, diagnostic and formative assessment measures that are critical to monitoring student achievement; 2) individual and small group instruction practices; 3) students in tutoring with IEPs should be at or above the percentage of students with IEPs in the school; and, 4) providing tutoring only during non-instructional periods (after-school). The</p>		
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	<p>tutoring model will mirror our standards-based curriculum that is aligned to the new PA Common Core Standards. All tutoring sessions must be related to the standards. The tutoring program maintains the best practices established within our curricula that are in congruence with current scientific based information. The tutoring program is embedded with a common sense agenda in reading, math and science instruction that establishes and defines the evidence base as a mandate for all teachers and students. Prescribed benchmarks delineate what our students should know and be able to</p>		<p>non-academic areas will be evaluated on the behavioral progress of the students, the products produced, the feedback given and simply by the smiles on student faces.</p>		
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	<p>demonstrate by the time they reach the outcome assessments of each grade level. Tutoring gives students a solid foundation in the basics and allows us the ability to measure student achievement through the collected data provided by progress monitoring. The tutoring program will help parents, students, teachers and the school district to follow the progress that students make during the course of the tutoring. Done right, aligned standards, curricula, and assessments give the tutoring program the ability to see how well we are performing and how much we are improving. The Physical Education component of</p>			
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	<p>our program improves health and well-being. Our goal is to reduce stress (Yoga exercises), strengthen the heart and lungs (moderate to vigorous PE activities), increase energy levels (activity goals and challenges), and to help maintain and achieve a healthy body weight (nutrition activities). Our ARTS enrichment within the program will help students communicate successfully and function in today's information society. We will provide after-school opportunities in the performing arts and the visual arts. Integrating the arts into tutored math, science, reading will be a primary focus.</p>				
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**E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years) * Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To build a comprehensive assessment system that will integrate screening, diagnostic, formative, progress monitoring, and outcome assessments that are valid and reliable in providing an instructional focus that will promote academic success and will prevent failure while identifying specific student needs as early as possible.	The current assessment system must be revitalized to deliver the data that aligns with our academic goals and the standards that we teach. If WHJH is to reach the goal of having students reach their full potential, then our comprehensive curriculum frameworks must include rigorous assessments with proven validity and reliability	Planning/Professional Development/Implementation/Continuous Analysis - June 2012 to June 2015.	In monitoring the revised assessment system, we will look at five areas. 1) A good assessment system has clear and appropriate learning targets. Our job is to define in crystal clear terms what is to be learned, then assessed. A learning target is a chunk of content clear enough and specific enough to both define what to teach and to let students know what they need	90000	6

	<p>that are founded on scientifically based research. Effective assessment makes it possible for teachers to monitor and document student progress over time. Assessment validates that instruction is responsive to what children are able to do. Assessment aligns to the Pa Common Core standards so that students are enabled to observe their own growth and development. Finally, effective assessment will allow an identification of students who might benefit from more intensive</p>		<p>to learn. 2) The Assessments have a specific worthwhile purpose that provides useful information to a variety of users. Assessments affect decisions made by teachers, parents, and students so they must be well thought out and executed. 3) Good assessment means choosing the best assessment method for the learning target and for the students being assessed. 4) Assessment is a broad term that should refer to more than a single test or a single sample of work. To be</p>		
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	<p>levels of instruction, such as individual tutoring, or other interventions. It is also important that we develop a framework for common assessments to support our embedded course assessments. Common assessments allow for objective comparison of teacher effectiveness and this directly supports effective supervision. Common assessment also provide an additional means of measuring the effectiveness of our curriculum and use of instructional strategies through the</p>		<p>able to assess accurately what a student knows and is able to do for any given standard, teachers should analyze enough samples to make confident inferences about student learning. 5) Even when we design our assessments so that we know exactly what we are assessing and why we are assessing, it's still possible to end up with assessments that don't work. The instructions weren't clear, there wasn't enough time, students' didn't have all the prerequisite skills, or students</p>		
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	collection of data on student performance across many different classrooms and teachers.		did not react to the learning sequence the way you envisioned they would. These can create bias and distortion. We will check to make sure that all assessments are fair.		
Recruit and retain a building assessment/data coordinator who will manage the assessment framework the faculty, administration and leadership team will use to drive instruction and intervention.	We believe that assessments, both formative and summative, embedded and standardized, high stakes and low stakes, are so vitally important that we need to identify a designated education professional to assure that these assessments are coordinated and administered properly and then scored and returned	An assessment coordinator will be identified and retained by August 2012.	An assessment coordinator will work closely with the building principal, leadership team and the individual PLC's. For this implementation to be successful we will see that all benchmark and standardized assessments are ready for administration on a preplanned calendar. In addition, all standardized assessment	210000	6

	<p>for feedback as promptly as possible. To that end we seek to recruit and retain an assessment coordinator whose task it will be to make sure that our benchmarks, high stakes (PSSA and Keystone), and unit level or course end embedded assessments are setup and administered accurately 100% of the time. This assessment coordinator will also manage the system for converting assessment scores into useful and usable data using the Berhardt Model for school</p>		<p>s will be scored and the collected data ready for analysis by PLC teams in a timely fashion-- within days and not weeks. The coordinator will also be available to help interpret data and assist faculty in making appropriate decisions. Effectiveness will be judged by: how close to scheduled dates the actual assessments occur, how quickly and accurately assessment data is returned for analysis and feedback from PLC members on the usefulness of the coordinator function.</p>		
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	improvement through data analysis. An assessment coordinator will enable the classroom teacher to focus on core content and high leverage strategies along with formative assessment techniques.					
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**E8. Establish schedules and strategies that provide increased learning time.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
To build a facility master schedule that increases real learning time and also allows for collaborative professional development via the PLC model.	The master schedule of a secondary school is the very heart of the building and, done well, can set the tone for the entire school year. Done poorly, it can negate even the most ambitious instructional reform attempts. The	This master schedule will be developed and in place by August of 2012.	The leadership team will annually evaluate the master schedule in the light of student assessment data and staff feedback. Each PLC group will maintain an archive of their work and this will be evaluated and discussed with the building	30000	1,2,4

	<p>building principal and building leadership team will first develop a master schedule that creates a building wide block of time each morning that will be used to deliver a research based reading intervention curriculum such as Reading Edge by Success for All. Experience has shown that using a common block of time for reading instruction creates more opportunity for flexible regrouping as students advance their individual reading levels. This will also be a period when all teachers will be expected to teach. It will be a 'no prep' block of time. The master will then be further developed to decrease the number of traditional 42 minute periods in favor of</p>		<p>principal. The combination of objective student data and faculty wide subjective assessments of their PLC effectiveness will drive schedule changes and adjustments each year.</p>		
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<p>more extended 89 minute class 'blocks'. The final master schedule will be a hybrid of both types of periods with the extended periods being used for mathematics and language arts instruction. This action alone will increase total learning time by 10 minutes each day. In addition however, the new master schedule will encompass a 20 minute block of time that had been built in to the end of the day for the purposes of after school 'help'. This will be replaced by a program of after school tutoring instead. The 20 minute time block will be reintegrated into the master schedule thus increasing the total of additional learning time to 30 minutes each day or 90</p>				
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	hours, on average, per year. Parallel to this the principal and leadership team will identify teachers for membership in one of up to four Professional Learning Communities (PLCs). PLCs will meet each major block during the day with half of the block being provided as teacher individual prep and the other half as designated PLC time.				
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**E9. Provide ongoing mechanisms for family and community engagement.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.##</b>	<b>Priority Goal These Actions Will Address</b>
To reduce the number and length of out of school suspensions through a proactive family/community based intervention model.	We will contract with the Glen Mills school to provide intensive case management services for students who continue to exhibit disruptive	Identification of students by July 2012 Monitoring begins August 27, 2012 and is ongoing.	As part of the agreement with the Glen Mills School, the case managers will collect a variety of data on the students assigned to the program. These will include: grades,	300000	3, 7

	<p>behaviour in the school. Similar to a juvenile probation model, the intensive case manager will be assigned to work directly with students who have been assigned to multiple out of school suspensions. The case manager will meet and work with the student, his family and other significant persons in the student's life. The goal will be to monitor behaviours, attendance, academic performance and out-of-school activities that impact the student's school performance.</p>		<p>attendance, discipline referrals, tardies, anecdotal classroom observation notes, data from parent/community interactions. These data are assessed by the case manager in concert with the building SAP team and the building administration. A successful program will be judged by individual reductions in the number of discipline referrals being accumulated by the targeted students in the program. Ideally, a 50% or greater reduction in such referrals will indicate a successful intervention.</p>		
<p>We will reduce the number of student absences and reduce the number of school based disciplinary referrals through implementation of a school-based</p>	<p>While we plan to intervene in student behaviors and attendance through a community based intervention model, we must also develop an intervention</p>	<p>School based interventionists begin not later than October of 2012.</p>	<p>A successful initiative will be demonstrated by measurable decreases in student absences and disciplinary referrals as a result of the intervention plans. We will also collect</p>	<p>300000</p>	<p>3,7</p>

<p>behavioral intervention model.</p>	<p>model for school based intervention services. To do this effectively we must implement a plan that is specifically NOT a security guard or hall monitor program. Instead we will focus our efforts on implementing the principles of resiliency in an applied fashion for students who exhibit problems with regular attendance or in school behaviors. We will recruit and retain two school based interventionists who will have educational backgrounds in the social services or human services areas. they will be tasked with screening student attendance data and disciplinary referrals to identify students showing early</p>		<p>significant feedback and survey data from the parents and guardians of the students involved in the program.</p>		
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	<p>signs of diminishing attendance or increased numbers of referrals. They will then meet with these students and develop resiliency based intervention plans that will include: opportunities for the student to become involved in the management of his/her own plan, suggestions for more meaningful participation in class and extra-curricular activities, tools for self-monitoring, conflict management skills, and parent communications skills. This plan will be developed for the student and shared with his/her parents at a school based conference that will include the interventionist, the student's teacher and a building</p>			
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	administrator. These plans will be monitored and revisited by the interventionists until it is determined that the student has shown adequate progress or until it is determined that the student now qualifies for the more intensive community based interventions. It is a continuum of services model that assures that all students will be noticed and, where necessary intervened with.				
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**E10. Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

<b>Goal</b>	<b>Action(s) To Be Taken</b>	<b>Anticipated Dates of Implementation and Completion</b>	<b>Method of Evaluation</b>	<b>Estimated Costs (3 Years)* Format: #.####</b>	<b>Priority Goal These Actions Will Address</b>
We will move towards authentic	As part of this project we will provide the	The designated central office admin will meet	As with the teachers, the building	1000	9

<p>site-based management principles as a means of creating opportunities to enhance student learning.</p>	<p>building principal with the ability and authority to undertake unilateral changes to the building's educational program so long as these do not conflict with law or Board policy. Examples could include: making periodic adjustments to the building bell schedule to allow for cross curricular learning activities, providing a pool of dedicated guest teachers so the principal can plan 'just in time' staff development programs in response to building needs, the authority to adjust teacher start/end times in response to building and classroom environmental needs or even the needs of a few individual students with exceptional issues that need to be addressed. There will be a</p>	<p>at least weekly during the project.</p>	<p>principal (and assistants) will be evaluated using Pennsylvania's model for measuring principal effectiveness. As part of this evaluation process the principal's evaluator will review operation decisions made by the building principal and provide appropriate feedback or corrective planning as needed.</p>		
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	central office administrator designated as the liaison for the building principal and, while the principal may not always need to seek advanced permission from this administrator, there will be an expectation that decisions are made in consultation with the designated administrator.				
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**E11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).**

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address
We will partner with a variety of external partners for the purposes of enhancing the implementation of our school reform and improvement project.	Several of the action plans described in the section will involve the use of external partners to facilitate one or more aspects of the initiative. For example, we will utilize the services of the Success for All Foundation to assist our	Partnership activities will take place as needed and throughout the project.	For most of our partnerships we will utilize feedback surveys and anecdotal notes from the building principal and leadership team as a means of measuring the	60000	1,2,3,5

<p>implementation of a research based reading instruction program. Success for All is a leading authority on school reform and school improvement and we will partner with them for technical assistance in implementing teaching strategies related to the reading curriculum. We will partner with the Glen Mills School for the implementation of an intensive case management services program. Glen Mills is a premiere provider of educational and remedial services for diverse populations of at-risk students. While their counselors will provide the actual direct case management services, they will also work with our building administrators</p>		<p>effectiveness of the partnership. In the case of the Glen Mills case management initiative, we will measure the success of that partnership directly from data collected on the students involved in the program.</p>		
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	and Student Assistance Program staff to identify best practices in intervening with at-risk youth. As we implement our PLC initiative, we plan to partner with the Pennsylvania Institute for Instructional Coaching for assistance in training and developing an instructional coach who can mentor and support our PLC groups. We will utilize our local intermediate unit (Allegheny IU33) to facilitate a project to realign our curricula with the Common Core Standards and Keystone Assessments.				
We will utilize the program assessment services of the Allegheny Intermediate Unit to develop and administer a program evaluation of this project.	We will contract wit the AIU#3 to develop an assessment rubric for evaluating the various initiatives of this project.	Initial program assessment January 2013. Final assessment July 2015.	As determined by AIU #3 evaluators.	5000	N/A

**\* Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible**

**pre-implementation activities are:**

Community meetings to review school performance and discuss the reform model to be implemented; communications between the school and parents regarding the school status, school choice options, social services, etc; recruitment and selection of principals and new instructional staff; remediation and enrichment to students involved in the implementation of a reform model; identification and purchase of instructional materials to be used;

Instructional planning sessions to review data and develop curriculum; training necessary to implement new or revised instructional programs and strategies; and development and piloting of data systems to be used in connection with the reform program.

**This school is a Tier I or Tier II participating Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide program.**

(Optional)

**Schools choosing the Transformation mode must be prepared to pilot a teacher and teacher evaluation plan that takes into account data on student growth as a significant factor.**

(Optional)

**For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.**

**J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.**

*Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.*

<b>Category</b>	<b>Year</b>	<b>Number to be Purchased</b>	<b>Unit Cost</b> Format: #.###	<b>Total Cost</b> Calculated: #.###	<b>Description of Budgeted Item</b>	<b>Sustainability Plan</b>
Professional Development	Year 1	1	5000	5000	In-service program tuition for building principal capacity.	Subsumed in building general budget after start up.
Professional Development	Year 2	1	5000	5000	n-service program tuition for building principal capacity.	Subsumed in building general budget after start up.

Professional Development	Year 3	1	5000	5000	In-service program tuition for building principal capacity.	Subsumed in building general budget after start up.
Professional Development	Year 1	3	5000	15000	In-service program tuition for training administrators on Phase III teacher evaluation system	Additional training after project will be absorbed by general fund budget.
Professional Development	Year 2	1	5000	5000	Provision for any follow up or add on training needed in year two for implementing Phase III teacher evaluation system.	All subsequent costs absorbed by general fund budget.
Materials & Supplies	Year 1	1	7000	7000	Lump sum allocation to leadership team for incentives and awards for excellent teaching recognition.	Incentives will be transitioned to school support foundation or parent group following project.
Materials & Supplies	Year 2	1	7000	7000	Lump sum allocation to leadership team for incentives and awards for excellent teaching recognition.	Incentives will be transitioned to school support foundation or parent group following project.
Materials & Supplies	Year 3	1	7000	7000	Lump sum allocation to leadership team for incentives and awards for excellent teaching recognition.	Incentives will be transitioned to school support foundation or parent group following project.
Staff	Year 1	100	80	8000	100 substitute days for extended professional development.	Absorbed into general budget.
Staff	Year 2	100	80	8000	100 substitute days for extended professional development.	Absorbed by general fund budget.
Staff	Year	100	80	8000	100 substitute	Absorbed into

	3					days for extended professional development.	general fund budget.
Contracted Services	Year 1	1	10000	10000	Upgrade to computer based scheduling system to assist in developing master schedule.	Yearly maintenance fees paid by District general fund budget	
Staff	Year 1	1	70000	70000	Salaries and benefits for full time assessment coordinator.	Absorbed into general fund budget following project.	
Staff	Year 2	1	70000	70000	Salaries and benefits for full time assessment coordinator.	Absorbed into general fund after project ends.	
Staff	Year 3	1	70000	70000	Salaries and benefits for full time assessment coordinator.	Absorbed into general fund budget after project ends.	
Contracted Services	Year 1	1	10000	10000	Lump sum allocation to subsidize faculty/staff professional development.	A reduced amount will be absorbed into the general fund budget after the project. Other funding will come from local education foundation.	
Contracted Services	Year 2	1	10000	10000	Lump sum allocation to subsidize faculty/staff professional development.	A reduced amount will be absorbed into the general fund budget after the project. Other funding will come from local education foundation.	
Contracted Services	Year 3	1	10000	10000	Lump sum allocation to subsidize faculty/staff professional development.	A reduced amount will be absorbed into the general fund budget after the project. Other funding will come from local	

						education foundation.
Professional Development	Year 1	1	10000	10000	Professional development focused on Bernhardt model of data analysis.	Slight costs for follow up or add on training absorbed by general fund budget.
Professional Development	Year 2	1	10000	10000	Professional development to implement the Bernhardt model of data analysis.	Slight add on or follow up costs will be absorbed by general fund budget following project completion.
Professional Development	Year 3	1	3000	3000	Single follow up training on use of Bernhardt model of data analysis.	Slight add on or follow up costs absorbed by general fund budget.
Contracted Services	Year 1	1	10000	10000	Cost to realign two core academic areas to Common Core Standards by AIU #3.	All follow up will be done internally after project ends.
Contracted Services	Year 2	1	10000	10000	Cost to realign two additional core academic area curricula to Common Core Standards.	All follow up will be done internally.
Contracted Services	Year 3	1	10000	10000	Cost to realign all remaining content area curricula to Common Core Standards.	All follow up will be done internally.
Materials & Supplies	Year 1	500	80	40000	Costs for Reading Edge materials for one school year for all students.	Absorbed by building supply budgets after project ends.
Materials & Supplies	Year 2	500	80	40000	Costs for Reading Edge materials for one school year for all students.	Absorbed by building supply budgets after project ends.
Materials & Supplies	Year 3	500	80	40000	Costs for Reading Edge materials for one school year for all students.	Absorbed by building supply budgets after project ends.

Staff	Year 1	2	75000	150000	Salaries and benefits for two full time reading specialists.	Absorbed into building budget following project.
Staff	Year 2	2	75000	150000	Salaries and budgets for two full time reading specialists.	Absorbed into building budget following project.
Staff	Year 3	2	75000	150000	Salaries and benefits for two full time reading specialists.	Absorbed into building budget following project.
Staff	Year 1	3000	25	75000	Cost for hours of extra instructional time for after school tutoring program.	Will receive some support from local education foundation and will seek added grant funding to sustain.
Staff	Year 2	3000	25	75000	Cost for hours of extra instructional time for after school tutoring program.	Will receive some support from local education foundation and will seek added grant funding to sustain.
Staff	Year 3	3000	25	75000	Cost for hours of extra instructional time for after school tutoring program.	Will receive some support from local education foundation and will seek added grant funding to sustain.
Assessment Materials	Year 1	500	60	30000	Estimated costs for all assessment instruments for one year.	Absorbed into building budget.
Assessment Materials	Year 2	500	60	30000	Estimated costs for all assessment instruments for one year.	Absorbed into building budget.
Assessment Materials	Year 3	500	60	30000	Estimated costs for all assessment instruments for one year.	Absorbed into building budget.
Staff	Year 1	1	70000	70000	Salary and benefits for full time assessment coordinator.	Absorbed into building budget.

Staff	Year 2	1	70000	70000	Salary and benefits for full time assessment coordinator.	Absorbed into building budget.
Staff	Year 3	1	70000	70000	Salary and benefits for full time assessment coordinator.	Absorbed into building budget.
Contracted Services	Year 1	2	50000	100000	Contracted service for two case management services specialists from Glen Mills Schools	Will seek additional grant funding and community support to sustain.
Contracted Services	Year 2	2	50000	100000	Contracted service for two case management services specialists from Glen Mills Schools	Will seek additional grant funding and community support to sustain.
Contracted Services	Year 3	2	50000	100000	Contracted service for two case management services specialists from Glen Mills Schools	Will seek additional grant funding and community support to sustain.
Contracted Services	Year 1	2	50000	100000	Salary and benefits for two full time behavior interventionists.	Absorbed into building budget.
Contracted Services	Year 2	2	50000	100000	Salary and benefits for two full time behavior interventionists.	Absorbed into building budget.
Contracted Services	Year 3	2	50000	100000	Salary and benefits for two full time behavior interventionists.	Absorbed into building budget.
Materials & Supplies	Year 1	1	1000	1000	One time lump sum allocation for building principal to purchase supplies needed to monitor professional development activities.	Minimal costs absorbed into building budget.
Contracted Services	Year 1	20	1000	20000	Purchase up to 20 days of technical	No sustained expense should

					assistance and training from external partners.	be necessary.
Contracted Services	Year 2	20	1000	20000	Purchase up to 20 days of technical assistance and training from external partners.	No sustained expense should be necessary.
Contracted Services	Year 3	20	1000	20000	Purchase up to 20 days of technical assistance and training from external partners.	No sustained expense should be necessary.
Contracted Services	Year 3	1	50000	50000	Summative project evaluation conducted by AIU #3 evaluation services department.	Additional evaluation should not be needed after project ends.

**Explain any "Other" budget category used above.**

(Optional) (Maximum 3000 Characters)

11-12 SIG Reader Comments – Woodland Hills SD

Woodland Hills MS

- No explanation of job-embedded PD
- No plan for removing ineffective teachers
- Teacher rewards idea good (mini-grants)
- Tone of narrative was negative
- Glen Mills Schools? – No explanation
- No commitment to teacher evaluation requirements
- Recommended for funding at reduced level