School Profile

Demographics

**Hannah Penn**
415 E Boundary Ave
York, PA 17403
(717)849-1256

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Brandon Hufnagel
Superintendent: Andrea Berry

Stakeholder Involvement
The plan is shared with the community during the open house and back to school nights. In addition, the plan is used by the Distributed Leadership and ROCKTeam to set the direction of the school for the year. The plan will be reviewed by the SIP team in the fall and Winter with revisions to be made when necessary.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Bill McNeilis</td>
<td>Academic Recovery Liaison : School Improvement Plan</td>
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<tr>
<td>Christina Greene</td>
<td>Administrator : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Brandon Hufnagel</td>
<td>Building Principal : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Pastor Tome</td>
<td>Business Representative : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Mike Thew</td>
<td>Community Representative : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Ann Perkins</td>
<td>Ed Specialist - School Nurse : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Lisa Bruggeman</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Shawn Cleaver</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Kate Fetrow</td>
<td>Elementary School Teacher - Regular Education :</td>
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<td>Name</td>
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<tr>
<td>Kristine Hamme</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan</td>
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<td>Curtis Henning</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Ashley Miller</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Megan Busby</td>
<td>Instructional Coach/Mentor Librarian : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Steve Little</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Jamiel Josey</td>
<td>Middle School Teacher - Special Education : School Improvement Plan Schoolwide Plan</td>
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<tr>
<td>Jessica Cintron</td>
<td>Parent : Schoolwide Plan</td>
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<tr>
<td>Gladys Sepulveda</td>
<td>Parent : School Improvement Plan Schoolwide Plan</td>
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Coordination of Programs

Technical Assistance

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

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

Jilll Koser - Meetings
Lori Bowman - Meetings

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
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<tbody>
<tr>
<td>Lori Bowman</td>
<td>7/12/2019</td>
<td>Phone Conference,</td>
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<tr>
<td>YCSD</td>
<td>6/26/2019</td>
<td>School Wide and School Improvement Planning Technical Assistance</td>
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</tbody>
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Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

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

School Accomplishments

Accomplishment #1:
Data Driven Instruction has taken the forefront of what occurs at Hannah Penn. With the creation of an aligned District curriculum and Curriculum Based Assessments, teachers and administrators are now able to make crucial instructional decisions in real time.

Accomplishment #2:
Hannah Penn K-8 is becoming a more student- and parent-friendly atmosphere due to changes in the physical environment. In 2019 a parent organization was created and utilized.

Accomplishment #3:
Professional Learning Communities are established to allow time for teachers, every day, to meet to discuss student progress, teacher goals, and curriculum planning. Additionally, teachers are provided with Professional Development during this time, as needed.

Accomplishment #4:
Student behavior has become less of a concern due to a significant decrease in incidents (down 64%), suspensions (down 84%), and PRIDE assignments (down 49%) in 2016-2017. While numbers increased slightly in 2017-2018 overall all numbers are still down drastically from previous years. In 2019 Hannah Penn again saw a reduction in Suspensions and has a Fidelity Score of 100% on the PBIS implementation. That implementation led us to see that 85% of our students are successful in Tier 1 PBIS.

Accomplishment #5:
We have a full-time Social Worker, Behavior Specialist, Communities in Schools Representative, CSBBH personnel to provide services for students and their families, as well as a full-time staff member for the PRIDE room (replacing I.S.S.). As these accomplishments are still in effect and having a great impact of school culture, the school has partnered with "Communities of Hope" to begin working on increasing parent engagement at Hannah Penn.

Accomplishment #6:
An ELA Curriculum Coach was hired to help support teachers with ELA instructional delivery.
School Concerns

Concern #1:
Some teachers do not consistently implement effective and rigorous instructional practices to keep students academically engaged in order to increase student proficiency.

Concern #2:
Teachers of both regular education and special education students do not provide consistent Tiered Interventions for any students not on grade level, in order to increase student proficiency. Students need a after-school intervention and enrichment to help close the achievement gap.

Concern #3:
Even though a PBIS model was created and student behavior and classroom management are improving, there is not a consistent classroom fidelity of the PBIS management and behavior system. Some teachers who struggle with classroom management and implementing effective routines in their classroom abandon PBIS. PBIS TIER 2 and 3 Needs implemented.

Concern #4:
Teachers need to use data more effective to plan instruction in order to increase student proficiency.

Concern #5:
Some teachers do not clearly understand the difference between: differentiation, remediation, intervention, and accommodation, in regards to supporting students that are academically below or above grade level.

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #4) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:
Some teachers do not consistently implement effective and rigorous instructional practices to keep students academically engaged in order to increase student proficiency.

Teachers of both regular education and special education students do not provide consistent Tiered Interventions for any students not on grade level, in order to increase student proficiency. Students need a after-school intervention and enrichment to help close the achievement gap.
Teachers need to use data more effectively to plan instruction in order to increase student proficiency.

Some teachers do not clearly understand the difference between: differentiation, remediation, intervention, and accommodation, in regards to supporting students that are academically below or above grade level.

**Systemic Challenge #2 (Guiding Question #3)** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

Some teachers do not consistently implement effective and rigorous instructional practices to keep students academically engaged in order to increase student proficiency.

Teachers of both regular education and special education students do not provide consistent Tiered Interventions for any students not on grade level, in order to increase student proficiency. Students need an after-school intervention and enrichment to help close the achievement gap.

Some teachers do not clearly understand the difference between: differentiation, remediation, intervention, and accommodation, in regards to supporting students that are academically below or above grade level.

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

**Aligned Concerns:**

Teachers of both regular education and special education students do not provide consistent Tiered Interventions for any students not on grade level, in order to increase student proficiency. Students need an after-school intervention and enrichment to help close the achievement gap.
Some teachers do not clearly understand the difference between: differentiation, remediation, intervention, and accommodation, in regards to supporting students that are academically below or above grade level.

**Systemic Challenge #4 (Guiding Question #1)** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**
Some teachers do not consistently implement effective and rigorous instructional practices to keep students academically engaged in order to increase student proficiency.

Even though a PBIS model was created and student behavior and classroom management are improving, there is not a consistent classroom fidelity of the PBIS management and behavior system. Some teachers who struggle with classroom management and implementing effective routines in their classroom abandon PBIS. PBIS TIER 2 and 3 Needs implemented.

**Systemic Challenge #5 (Guiding Question #5)** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

**Aligned Concerns:**
Even though a PBIS model was created and student behavior and classroom management are improving, there is not a consistent classroom fidelity of the PBIS management and behavior system. Some teachers who struggle with classroom management and implementing effective routines in their classroom abandon PBIS. PBIS TIER 2 and 3 Needs implemented.

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

**Aligned Concerns:**
Even though a PBIS model was created and student behavior and classroom management are improving, there is not a consistent classroom fidelity of the PBIS management and behavior system. Some teachers who struggle with classroom management and implementing effective routines in their classroom abandon PBIS. PBIS TIER 2 and 3 Needs implemented.
School Level Plan

Action Plans

**Goal #1**: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

- **Type**: Annual
- **Data Source**: PVASS, MAP, PSSA, Learning Walks
- **Specific Targets**: Students will increase proficiency on PSSA and 35% of students will show at least a year's worth of growth on MAP assessments. 10% of students will show more than 1 year's worth of growth and by 2020 50% of students will be achieving at least a year's worth of growth.

**Strategies:**

*Instructional Conversations*

**Description**: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html)) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf))

**SAS Alignment**: Instruction

*Curriculum and Instruction*

**Description**: Ensure there is a system in place within the school that fully ensures consistent implementation of a standards aligned curriculum framework (for math and ELA) across all classrooms for all students in order to grow students and help reach grade level standards. Hannah Penn K-8 will meet the growth measures designated below through the use of progress monitoring utilizing district provided progress monitoring and assessment tools. Interventionists will be hired to support struggling students in ELA.
Literacy Intervention - Provided supplemental literacy instruction outside of the core ELA block to students in need of additional support. Use of school funds may be allocated toward staffing for part-time intervention positions, instructional resources and materials, and other related expenses aligned to goals of the literacy intervention program.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

**Multi-Tiered System of Supports**

**Description:**

Hannah Penn subscribes to the implementation of a seamless system of multi-tiered supports for both academic and behavioral intervention. Staff will use a WIN (WHat I Need) approach to providing interventions to students. An after school program based on students academic needs will be developed.

**SAS Alignment:** Assessment, Instruction, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

**Learning Walk Data**

**Description:**

Collect monthly building level Learning Walk data that indicates the teacher effectiveness in the delivery of the chosen instructional focus.

**SAS Alignment:** Standards, Instruction, Materials & Resources

**Substantial Professional Development**

**Description:**

The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches).


**Resource:** [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development)

**SAS Alignment:** Instruction

**Implementation Steps:**
Continue administration of district assessments

Description:

1. Staff will administer appropriate district level assessments to their respective classes per district requirement.
2. Staff will review assessment scores to improve instruction by creating individual student plans, for students below a 50% growth target, addressing the student’s strengths, weaknesses, goals for next assessment, and strategies to provide support in areas of weakness.
3. Staff will engage in continuing conversations regarding student progress, specifically in regards to setting goals for students and creating motivation for success.
4. Purchase incentives for rewarding students that meet their projected goals.

Start Date: 7/1/2017    End Date: 6/30/2020

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

Supported Strategies:

- Curriculum and Instruction

Implement school-wide progress monitoring for reading, writing, and mathematics.

Description:

1. Utilize criteria for the use of Progress Monitoring using adopted district curriculum.
2. Utilize Progress Monitoring tool that is quick and easy to use, is grade-level specific, and provide teachers with professional development on administration of the assessment.
3. Create a building data team to review all building data.
4. Create and utilize progress monitoring feedback for parents.
5. Ensure all staff members will implement Progress Monitoring and collect data through use of student data collection.
6. Provide opportunity for staff members to provide feedback to school data team members regarding Progress Monitoring.
7. Create data folders for each student; to include: Common Assessments, MAP, and any other relevant data.
8. Utilize Success Maker or other approved program to support Progress Monitoring.
9. Utilize acadience/CDT or other approved program to continue with the Progress monitoring of students.
**Start Date: 7/1/2019   End Date: 6/30/2020**

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

**Supported Strategies:**

- Curriculum and Instruction

*Continue to Implement District Curriculum with Fidelity*

**Description:**

1. Faculty will analyze ELA and math assessments. Action Plans will be created and progress monitoring of those action plans will occur.
2. Documentation of the above mentioned techniques will occur during PLC and data team meeting.
3. Data tracking on all students will be updated quarterly, displayed in the PLC room, and used to drive conversations regarding student progress.
4. Determine a method for each student to monitor their own progress (Data Team will develop what this looks like for each classroom and student).
5. Provide student incentive awards on a monthly basis, recognizing students for academic achievements.

Early Literacy - Systematic, explicit instruction in early literacy classrooms - Implementation of supplemental evidence-based phonemic awareness and phonics instruction based on individual student needs. Instructional materials are designated to supplement the phonics components outlined in the core curriculum, and school level Title I funds may be allocated toward the purchase of instructional resources, assessments, materials, professional development, and related needs.

**Start Date: 7/1/2019   End Date: 6/30/2020**

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

**Supported Strategies:**

- Curriculum and Instruction

*Observation and Supervision*

**Description:**
1. Identify indicators of the effectiveness within the district’s current learning walk tool that indicate effective implementation of the ELA and math curriculum.
2. Implement Data Team walks on a monthly basis including at least one parent (process for determining how parent is chosen, as well as guidelines and expectations for the parents that will be joining the Data Team regarding their roles and responsibilities while observing).
3. Collect and analyze learning walk data regarding teacher effectiveness in the delivery of ELA and math curriculum.
4. Administrative learning walks conducted and formal observations used to identify teacher effectiveness of implementing ELA and math curriculum.
5. Examine and discuss student data to ensure that students are meeting or working towards the building level and individual student goals.

Start Date: 7/1/2017   End Date: 6/30/2020

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

Supported Strategies:

- Curriculum and Instruction

**Implement Tiered Intervention**

Description:

1. Provide opportunities for teacher teams to plan and prepare procedures and materials to use and share.
2. Investigate system/platform for teachers to share materials and resources.
3. Purchase relevant and research based intervention programs including PD needed
4. Evidence of success will be documented in PLC notes.
5. Purchase technology to support Intervention programs
6. Continue to use and purchase additional materials as needed for intervention programs including but not limited to SM, Fundations, and soar.

Start Date: 6/30/2017   End Date: 7/1/2020

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

Supported Strategies:

- Curriculum and Instruction
**Curriculum Maps and Pacing Guides**

**Description:**

1. Staff will use the curriculum maps and pacing guides that are aligned with the PA Core Standards and adopted district curriculum.
2. Staff will provide feedback to the administration on the implementation of the curriculum maps and pacing guides.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Curriculum and Instruction

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**MTSS (CSST) Program**

**Description:**

1. Staff will utilize STAT (Student and Teacher Assistance Team) as a preliminary screening for students recommended for academic support due to limited progress. The STAT team will review each teacher's referral, determine whether or not the student can be monitored or if the teacher needs to move forward with the CSST process, at which point the teacher will begin collecting data.
2. Staff will identify all students, using data, who are working below grade level in reading or math and create an academic intervention plan to help support students.
3. Students who are struggling with the academic plan will go through the CSST process to identify additional levels of intervention needed.

**Start Date:** 7/1/2017    **End Date:** 6/20/2020

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

**Supported Strategies:**

- Multi-Tiered System of Supports

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**Conduct Continuing Conversations**
Description:

1. Discuss step-by-step guidelines for planning goals to assist in improving instruction and assist students in achieving their academic goals.
2. Discuss instructional strategies to be implemented in the classroom.
3. Discuss instructional practices based on the Teacher Effectiveness tool to help improve instruction.
4. Discuss data to determine trends and patterns.
5. Conduct face-to-face coaching conversations.
6. Reflect on instructional practices to determine strengths and areas of growth.
7. Purchase or utilize a data warehouse system to help analyze student data.

Start Date: 7/1/2017   End Date: 6/30/2020

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

Supported Strategies:

- Instructional Conversations

Effective Supervision

Description:

1. Determine teacher effectiveness, in regards to instruction, through the use of learning walks, formal observations, and walk-throughs.
2. Evidence will be collected through observation notes, walk-through and learning walk notes, and continuing conversations.

Start Date: 7/1/2017   End Date: 6/30/2020

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

Supported Strategies:

- Learning Walk Data

Professional Development

Description:
1. Identify areas of need for Professional Development through the use of data, staff input and parent input.
2. Survey staff to find strengths in the building to deliver PD at Hannah Penn.
3. Survey parents/community to determine who may have knowledge that would support staff working with our children.
4. Include a PD on the community agencies to help staff better understand what is available to support students.
5. Invite parents to participate in PD with staff.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Substantial Professional Development

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**Curriculum Based Assessments**

**Description:**

CBA will be given as prescribed by the district and the data will be used to drive instruction and intervention. This plan will follow the YCSD assessment schedule and requirements.

**Start Date:** 7/1/2019    **End Date:** 6/15/2020

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

**Supported Strategies:**

- Curriculum and Instruction

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**Extended Learning Academies Afterschool**

**Description:**

1. Collect building level data to determine the focus of After School Academy.

2. Identify the target students based on data from benchmark and diagnostic assessments.

3. Provide students with specific criteria to successfully complete each academy.
4. Ensure that all students have access to quality After School Programming designed to meet their academic and social emotional needs.


6. Celebrate successful completion of Extended Learning Academy with students.

7. Partner with Community of Hope to provide After School Academies for Grades K-8.

8. Utilize district data to support student intervention needs in the After School Academies.

9. Partner with Community Agencies to provide resources.

**Start Date:** 8/28/2019  **End Date:** 6/15/2020

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

**Supported Strategies:**

- Instructional Conversations
- Curriculum and Instruction
- Multi-Tiered System of Supports

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Title 1 Parent Sign-in Sheets

**Specific Targets:** Increase in highly engaging and rigorous instruction seen in Learning Walk Data.

Teachers will effectively utilize a backwards design planning format to help deliver instruction.
**Strategies:**

**Core ELA Instruction**

**Description:**

Using a Tier 1 Core ELA program, that is designed to ensure high quality instruction for all students at their instructional level. It is aligned to the PA Core Standards that is research based in instruction. Embedded in the instruction are Tier 2 and Tier 3 interventions for students who are struggling academically.

**SAS Alignment:** Standards, Curriculum Framework, Instruction

**Implementation Steps:**

**Implement District Curriculum**

**Description:**

Teachers will use the District Curricula that are aligned to the PA Core Standards. Teachers will meet monthly to discuss the timeline for pacing instruction and complete the Curriculum Protocol. Teachers will also provide feedback to the Principal on the implementation of District Curriculum. Subject areas without curriculum will be mapped and curriculum documents developed.

Evidence: Curriculum Maps

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Core ELA Instruction

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

**Indicators of Effectiveness:**
Type: Annual

Data Source: PVASS, MAP, PSSA, Learning Walks

Specific Targets: 10% of students will have a growth increase of 1.5, 35% of students will gain at least an increase of one grade level, and by 2019, 50% of third graders at grade level by the start of third grade.

**Strategies:**

**Data Driven Instructional Decisions**

**Description:**

A picture may be worth a thousand words, but in education, information speaks volumes. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students’ attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it’s not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

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

**Implementation Steps:**

**Data Team**

**Description:**

1. Utilize data wall of all student data in PLC room to monitor student progress.
2. Assist with updating student data on a quarterly basis.
3. Assist with quarterly progress monitoring of students, as needed.
4. Engage in continuing conversations with staff to encourage well-informed instructional decisions based on student data.
5. Provide PD/support to staff on how to effectively use data to monitor student progress and drive instruction.
6. Create and utilize student data folders containing MAP, Easy CBM, and other applicable assessments to monitor student progress.
7. Purchase binders and dividers for each student to be stored in each classroom which will include all relevant student data.

**Start Date:** 7/1/2018  **End Date:** 6/30/2020

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

**Supported Strategies:**

- Data Driven Instructional Decisions

**Intervention Team**

**Description:**

1. Collaborate with staff to determine, implement, and review academic and behavior intervention plans for individual students.
2. Determine fidelity of intervention plans by continuing conversations with staff.
3. Support staff in monitoring and adjusting plans as needed.
4. Coach staff in data collection and management of academic and/or behavioral data.
5. Compile a collection of resources with example behavior and academic plans, resources for use with academic plans, and lists of strategies staff can use when providing interventions involving behavior plans.
6. Conduct observations of students on plans to provide effective and helpful feedback to staff.
7. Provide staff PD and or informational mini-sessions regarding types of, and resources for, interventions, accommodations, remediation, and differentiation strategies.

**Start Date:** 7/1/2018  **End Date:** 6/30/2020

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

**Supported Strategies:**

- Data Driven Instructional Decisions
Goal #4: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

- **Type:** Annual
- **Data Source:** Parent Involvement Activities
- **Specific Targets:** Hannah Penn will increase the number of parents participating in school events by 10% from 2016-2021

**Strategies:**

*Distributive Leadership*

**Description:**

The school’s Distributive Leadership team divides various administrative tasks among its team members. The team has assigned projects they have/will implement, many of which involve additional staff members’ involvement. The Goal Of the DL team for 2019-2020 is around accountability and support.

**SAS Alignment:** Safe and Supportive Schools

*Parent Involvement*

**Description:**

To create a positive community at Hannah Penn by getting parents and community volunteers to adopt our schools and classrooms.

**SAS Alignment:** Safe and Supportive Schools

*Implementation Steps:*

*Professional Teams*

**Description:**
1. Utilize PBIS Team to ensure fidelity of PBIS structures.
2. Utilize STAT team to discuss and implement interventions and the CSST process.

**Start Date:** 7/1/2017  **End Date:** 6/30/2020

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

**Supported Strategies:**

- Distributive Leadership

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### Parent & Family Engagement

**Description:**

Create a PAC/PTO for Hannah Penn (Two parents are currently part of the SIP process and are interested in building the PAC, as several other teachers have expressed parents' interests in being more involved within the school) Increase opportunities for parent interaction with the school through the use of curriculum nights (Math Night, Reading Night, Cultural Event, Parent Café, and Parent Nights) Increase communications to parents/community through the use of: school newsletters on a monthly basis, classroom/team newsletters on a monthly basis, the creation of a Hannah Penn page on the district website, creation of a Hannah Penn social media page, and random calls home. Increase parent participation on by inviting parents to volunteer in the school, creating a more visitor-friendly environment, and celebrating parents who volunteer. Rewarding parents who participate in curriculum nights, parent-teacher conferences, volunteering, etc. with parent "dollars" to visit the parent store.

**Start Date:** 7/1/2017  **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Parent Involvement

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**Goal #5:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.
Indicators of Effectiveness:

Type: Annual

Data Source: Inventory

Specific Targets: 100% of the teachers will complete an annual inventory of instructional materials.

Strategies:

Materials and Resources for Student Growth

Description:

Develop a repertoire of resources to support student growth.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Materials and Resources for Student Growth

Description:

1. Purchase resources for small group instruction.
2. Purchase resources to support data analysis.
3. Provide professional development in the areas of differentiation, rigor, intervention, remediation, and data analysis.
4. Create or purchase a progress monitoring system.

Start Date: 7/1/2017   End Date: 6/30/2020

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

Supported Strategies:

• Materials and Resources for Student Growth
**Enhanced STEM Instruction**

**Description:**

STEM Supplemental Materials - Increase access to high quality STEM lessons through implementation of supplemental lessons/resources aligned to PA Core Standards. Purchase STEM supplies through school level Title I allocation.

**Start Date:** 9/1/2019    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- Materials and Resources for Student Growth

**Goal #6:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Office Referrals

Specific Targets: Office referrals will decrease by 20% from 2017 to 2021

**Strategies:**

**Positive Behavioral Interventions and Supports**

**Description:**

Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities.? (Source:
Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Zones of Regulation

Description:

The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum’s learning activities are designed to help students recognize when they are in different states called “zones,” with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students’ understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others’ facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.

The curriculum’s learning activities are presented in 18 lessons. To reinforce the concepts being taught, each lesson includes probing questions to discuss and instructions for one or more learning activities. Many lessons offer extension activities and ways to adapt the activity for individual student needs. The curriculum also includes worksheets, other handouts, and visuals to display and share. These can be photocopied from this book or printed from the accompanying USB drive. In addition, the Zones of Regulation poster can be purchased here to support these concepts in the classroom.
SAS Alignment: Safe and Supportive Schools

**PRIDE**

**Description:**
Create a program in which students with behavior issues can be served with the goal of extinguishing the behaviors so the students can be a productive member of the school community. Will be adjusted during summer 2019 to better meet the needs of students.

SAS Alignment: Safe and Supportive Schools

**Implementation Steps:**

*Increase PBIS FIDELITY AND INTRODUCE PBIS TIER 2 INTERVENTIONS*

**Description:**

1. Create pre-planned calendar of monthly Power Hour events.
2. Create list of clear expectations for students determining how to earn Power Hour.
3. Create school-wide matrix of behavioral expectations including all areas of the building (classroom, cafeteria, hallway, auditorium, bathroom, etc.).
4. Determine a way to visually display recognition of students/classes for success towards meeting expectations.
5. Purchase and implement an appropriate tracking system aligned to PBIS.
6. Revise Student of the Month process: pre-determine calendar dates, create parent invites, create expectations for determining Student of the Month.
7. Plan PBIS Kickoff assembly for the beginning of the school year to deliver expectations to students.
8. Determine Student Ambassadors within each grade level who will model and display appropriate behavior expectations to fellow students, during Kickoff assembly, and throughout school year.
9. Increase parent participation by inviting parents/PAC members to run the school store where students can "purchase" rewards.
10. Work with SPEC to implement a TIER 2 Intervention such as check in check out.
11. Provide rewards to students that are showing pride through the use of assemblies, field trips and school store etc....

Start Date: 7/1/2017   End Date: 6/30/2020

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

Supported Strategies:

- Positive Behavioral Interventions and Supports

**Zones of Regulation**

Description:

1. Continue with the Zones of Regulation initiative and ensure it is being done with fidelity through the use of a walkthrough matrix that discipline committee members can use to document classroom practices.

Start Date: 7/1/2017   End Date: 6/30/2020

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

Supported Strategies:

- Zones of Regulation

**PRIDE**

Description:

1. Implement the curriculum that was purchased in 2016-2017 school year.

2. Utilize Developmental Social Skills Rooms (K-2) and Character Education Room (3-5 and 6-8)

3. Rooms will focus on anger management, self-regulation, self-control, building positive social/emotional skills, friendship, self-esteem, and bullying.

Start Date: 7/1/2017   End Date: 6/30/2020

Program Area(s): Student Services
Supported Strategies:

- PRIDE

**Bullying Prevention Program**

**Description:**

1. Provide required PD for Bullying committee
2. Provide required PD for staff.
3. Collect survey data using.
4. Implement/ Monitor OBPP school-wide
5. Monitor annually survey results to measure success of program.

EVIDENCE: Survey results; Incident reports; office referrals; DL team notes; PBIS team training dates and agendas

**Start Date:** 8/1/2018  **End Date:** 8/1/2020

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

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Zones of Regulation
- PRIDE
Appendix: Professional Development Implementation

Step Details

No Professional Development Implementation Steps have been identified for Hannah Penn.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Hannah Penn in the York City SD has been duly reviewed by a Quality Review Team convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Hannah Penn in the York City SD for the 2019-2020 school-year.

*No signature has been provided*

**Superintendent/Chief Executive Officer**

*No signature has been provided*

**Board President**

*No signature has been provided*

**IU Executive Director**