Seven Generations Charter School

Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

154 E Minor St
Emmaus, PA 18049
(610)421-8844

Phase:	Improvement Revision 2018-2019
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Not Provided
CEO Name:	Paul Hunter
CEO E-mail address:	Paul.Hunter@sevengen.org

Planning Committee

Name	Role
Amanda Cossman	Administrator
Alan Russell	Board Member
Paul Hunter	Building Principal
Ana Butler	Business Representative
Andrew Corch	Ed Specialist - Other
Carolan Gehret	Ed Specialist - Other
Kelly Baughman	Elementary School Teacher - Regular Education
Melissa Dimotsis	Elementary School Teacher - Regular Education
Blair Foster	Elementary School Teacher - Regular Education
Brook Graves	Elementary School Teacher - Regular Education
Louise Moyer	Elementary School Teacher - Regular Education
Angela Waldraff	Elementary School Teacher - Regular Education
Kerianne Veltri	Elementary School Teacher - Special Education
Charlotte Golden	Intermediate Unit Staff Member
Sandra Suero	Parent
Mandy Suro	Parent
Jennifer Hersh	Student Curriculum Director/Specialist

Needs Assessment

School Accomplishments

Accomplishment #1:

Local Assessment Data Results:

2017- 2018 School Year Local Benchmark Results:

STAR Early Literacy, Reading, Math Achievement Percentages Proficient or Higher:

Grade	Fall	Spring
Kindergarten (Early Literacy)	**77%**	**90%**
Grade 1 Math:	30%	48%
Grade 1 ELA:	**99%**	**75%**
Grade 2 Math:	**37%**	**57%**
Grade 2 ELA:	**61%**	**66%**
Grade 3 Math:	**48%**	**50%**
Grade 3 ELA:	**71%**	**83%**
Grade 4 Math:	37%	49%
Grade 4 ELA:	**57%**	**67%**
Grade 5 Math:	29%	46%
Grade 5 ELA:	**60%**	**66%**

*In both ELA and Math, our local assessments (STAR) indicate all grades increased achievement level percentages from Fall 2017 to Spring 2018.

*In ELA, 66% or more students K-5 achieved proficient or advanced levels.

*Although K-5 students made achievement gains from Fall 2017- Spring 2018, not all grades had 50% of students achieving proficient or advanced levels. Students in Kindergarten, Grade 2, and Grade 3 did meet the target goal.

Accomplishment #2:

Data Informed Instruction

STAR Reading/ Star Math

SGCS continues schoolwide use of STAR Early Literacy, STAR Reading, STAR Math assessments.

This schoolwide use of data focused on school improvement and growth of all students towards PA cores standards in ELA and in Math.

STAR provided both diagnostic and prescriptive data reports to our administration, instructional staff, and parent community. Staff created SMART goals from data for both reading and math.

Data informed, flexible reading and math Instructional groups were based, in part, using this data and tailored instruction was created.

Additionally, students grades 1-5 were assigned Accelerated Math and Imagine Learning individualized digital instruction modules customized to the student's current performance level

SGCS utilized our local IU "Using Data to Inform Instruction" to accomplish bi-monthly data analysis and goal writing.

Accomplishment #3:

Data Protocols

Assessment Calendar and Data Dialogues

SGCS Administration and the MTSS Academic teams continues to train and provide support to teachers on the local and standardized universal assessments used for the school year. Instructional staff are trained during professional development time. Over the course of the year, grade teams, specialists, and learning support teachers meet to analyze assessment results, create SMART goals, and action plans to achieve these goals. Goals are submitted to administration monthly.

Assessments utilized at SGCS: STAR math, STAR reading,STAR Early Literacy, DRA/QRI, and curriculum based assessments in reading, writing, math, science and social studies.

In 2017-2018, Renaissance Learning data coaches provided 5 hours of professional development focused on understanding and interpreting reports for STAR assessments and using Accelerated Math to individualize students' learning needs.

In 2017-2018, K-5 teachers were provided the opportunity 2 hours of professional development on how to administer and score a Developmental Reading Assessment (DRA) and a QRI (Qualitative Reading Inventory). K-3 teachers also participated in a 1 hour guided reading instruction modeled demonstration PD, and followed up with independent study using *Next Step, Guided Reading in Action*, by Jane Richardson.

Accomplishment #4:

Coteaching Push In Teaching Support Model

SGCS designed the master schedule conducive to support a coteaching model with push in learning support services. An additional learning support teacher was also hired. We believe this design will help HU and IEP students better access educational supports, modifications, and accommodations within the general education classroom. K-1 is serviced by 1 LS teacher, grades 2-3 is serviced by 1 LS teacher, grade 4 is serviced by 1 LS teacher, grade 5 is serviced by 1 LS teacher. In addition, each grade level team had access to a paraprofessional to further help aid student learning. The coteaching model allowed for greater differentiated instruction in core content

Accomplishment #5:

Data Walkthroughs/ Teacher Effectiveness

The Principal and Assistant Principal performed regular walkthroughs in all learning areas, as well as 2 formal observations of instructional staff. The Principal and Assistant Principal formally observed a math lesson in all Kindergarten to Grade 5 classrooms. Additionally, observations were made on constructivist learning, hands on approaches, and critical thinking and problem solving instructional approaches/techniques. Teachers were provided specific feedback as well as resources (including coaching, mentoring, observations, and self study) in order to increase best teaching practices in math and other content areas.

During observations, Principal and Assistant Principal used Teacher Effectiveness Tool to assess differentiated instruction, vocabulary development, use of graphic and advanced graphic organizers, and assessments (formative and summative)

Indicator of Effectiveness: Teacher Effectiveness Evaluation Tool

98% of SGCS teachers scored proficient or higher on the Teacher Effectiveness Evaluation tool.

School Concerns

Concern #1:

Although we have begun to see student achievement and growth in our local benchmark data, we continue to identify stagnant or declined proficiency levels in PSSA math data.

Therefore, SGCS will continue our action plan for improvement area to focus on math. We will continue to implement the strategies used in the 2017-2018 school year, (data to inform instruction, data calendar and data dialgoues, data walkthroughs/teacher effectiveness evaluations, co-teaching model,flexible needs based instructional student groupings, curriculum and instruction professional development) as well as a new implementation step to adopt a more rigorous and robust math core curriculum that better aligns with PA core standards for mathematics.

Additionally, we want to increase the growth and achievement levels of our HU student subgroup, in local assessments (STAR) and PVAAS data.

Academic Performance Data Comparisons 2016-2017-2018

2016 PSSA Data:	**2017 PSSA Data:**
Grade 3 Math: 52% proficient or higher	Grade 3 Math: 43% proficient or higher
Grade 4 Math: 33% proficient or higher	Grade 4 Math: 33% proficient or higher
Grade 5 Math: 29% proficient or higher	Grade 5 Math: 23% proficient or higher

2017 Local Benchmark (STAR) Data:	**2018 Local Benchmark (STAR) Data:**
Grade 1 Math 44% proficient or higher	Grade 1 Math 48% proficient or higher
Grade 2 Math 40% proficient or higher	Grade 2 Math 57% proficient or higher
Grade 3 Math 42% proficient or higher	Grade 3 Math 50% proficient or higher
Grade 4 Math 31% proficient or higher	Grade 4 Math 49% proficient or higher
Grade 5 Math 38% proficient or higher	Grade 5 Math 46% proficient or higher

*Only 2 Grade levels met our school wide target : 50% of students, grades K-5 will achieve proficient or advanced achievement levels.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

Although we have begun to see student achievement and growth in our local benchmark data, we continue to identify stagnant or declined proficiency levels in PSSA math data.

Therefore, SGCS will continue our action plan for improvement area to focus on math. We will continue to implement the strategies used in the 2017-2018 school year, (data to inform instruction, data calendar and data dialgoues, data walkthroughs/teacher effectiveness evaluations, co-teaching model,flexible needs based instructional student groupings, curriculum and instruction professional development) as well as a new implementation step to adopt a more rigorous and robust math core curriculum that better aligns with PA core standards for mathematics.

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Improvement Plan

Action Plans

Goal #1: 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: Interim

Data Source: local assessments- STAR Math, curriculum based assessments

state assessments- PSSA, PVAAS

Specific Targets: Utilizing STAR math benchmark assessments, 50% of students in grades Kindergarten through 5 will achieve proficient or advanced achievement levels.

80% of Kindergarten through Grade 5 students will achieve one year's worth of growth as indicated by STAR math.

Strategies:

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly

unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making.

All instructional staff members and administration will participate in a professional development training provided by Bridges in Mathematics. This professional development will consist of 12 hours of training by The Math Learning Center in June 2018. This professional development will encompass:

Bridges in Mathematics curriculum overview, best mathematical practices, problems and investigations with algebraic thinking, use of visual models, computational fluency, problem strings, math discourse and forums, assessment, support, and intervention, and home connections/family support. Instructional staff who serve K-5 will receive grade level curriculum manuals to further become familiarized with scope and sequence of aligned standards instruction, curriculum resources (traditional and digital), and collaboratively plan on deployment and integration methods with their grade level teams over the summer months.

This new PD training series builds upon our 2017-2018 professional development series with CLIU21- "Using Data to Inform Instruction and Increasing Effectiveness of Math Instruction through Problem Solving" based on the work and research of John Van De Walle, *Math in Practice* teacher instructional mathematics methodology and instruction supplemental resource, and regular data analysis and dialogue sessions. Additionally, our data coach from Renaissance Learning/STAR 360 provided 5 hours of PD to instructional staff to dig deeper into data analysis and utilization of STAR assessment reports and using this information to create customized learning modules to match each student's mathematical needs (reteaching, practice, acceleration).

An additional component of data reviews for 2018-2019 will be a process to include students in regular review of their achievement and growth data using local benchmarks and curriculum based assessments.

Instructional staff will review student achievement and growth data (above) at regular intervals within each marking period. Instructional staff will model how to understand and interpret data (above) and set realistic measurable goals with their students.

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

Co-Teaching Model

Description:

Based on the work and research of Dr. Richard Villa, and the successes of co-teaching model for the 2017-2018 school year, SGCS will continue to implement a coteaching model for general and special education teachers. Co-teaching will be utilized by both grade team teachers to provide differentiated instruction of core content (math and reading) and also be utilized by the general and special education teachers.

The following approaches to co-teaching at SGCS will be utilized based on students needs, content, and instructional design:

1. Supportive Co-Teaching-one teacher takes the lead instructional role and the other rotates among the students to provide support. The teacher taking the supportive role watches or listens as student work together, stepping in to provide 1:1 tutorial assistance when necessary, and the other teacher continues to direct the lesson.

2. Parallel Co-Teaching- two or more people with different groups of students in different sections of the classroom. Groups are heterogeneous and co-teachers rotate among the groups.

3. Complementary Co-Teaching- co-teachers do something to enhance instruction provided by the other co-teacher. One teacher may paraphrase the other's statements, model note taking skills, or pre teaching of a skill.

4. Team Co-Teaching- Two or more people plan, teach, assess, and assume equal responsibility for all of the students in the classroom and share leadership and responsibilities.

In using co-teaching, we expect to see increases in student confidence, collaboration, problem solving, access to higher differentiated instruction which should result in increased growth and achievement rates.

Indicators of Effectiveness: Teacher Effectiveness Evaluation, STAR data, PVAAS data.

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

Using Student Achievement Data to Support Instructional Decision Making

Description:

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professional development will consist of 12 hours of training by The Math Learning Center in June 2018. This professional development will encompass:

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An additional component of data reviews for 2018-2019 will be a process to include students in regular review of their achievement and growth data using local benchmarks and curriculum based assessments.

Instructional staff will review student achievement and growth data (above) at regular intervals within each marking period. Instructional staff will model how to understand and interpret data (above) and set realistic measurable goals with their students

Indicator of Implementation and Effectiveness- Teacher Evaluations, data walkthroughs, lesson plans, student growth and achievement data, staff sign in sheets/agendas

Start Date: 6/14/2018 **End Date:** 6/29/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Data Calendar and Protocols

Description:

Administration, along with MTSS Academic, will create a calendar of the local and standardized assessments to occur school wide for the school year as well as data analysis and instructional action planning sessions each marking period. Data protocols/templates and local documentation of SMART goals(achievement and growth) will be presented for all instructional staff to utilize following the data calendar with their grade level/learning support team. Data summary, action plan and evaluation will be written each marking period and presented to the administrative team and faculty for review and follow up on goals.

Local assessments to be utilized: STAR Math, STAR Reading, STAR Early Literacy, Curriculum based assessments

Standardized assessments: PSSA

Full staff PD data analysis, protocols, and calendar provided by local LEA.

Indicator of Implementation- Informed instruction based upon data analysis results as evidenced in teacher evaluations, walkthrough data, lesson plans, student growth and achievement data.

Start Date: 8/23/2018 **End Date:** 6/28/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Data Reviews

Description:

Administration will support teachers in implementing data analysis, goal setting, and planning for instruction by scheduling 8 designated sessions throughout the school year for data review and analysis. Sessions will begin in August and conclude in June. Documentation of data analysis and instruction in regards to student growth and achievement will be provided to administration each marking period.

An additional component of data reviews for 2018-2019 will be a process to include students in regular review of their achievement and growth data using local benchmarks and curriculum based assessments.

Tool: SGCS data reporting spreadsheets, staff sign in sheets

Indicator of Implementation: Completed data reporting spreadsheets submitted each marking period by all grade levels to administration.

Start Date: 6/6/2018 **End Date:** 6/15/2019

Program Area(s): Student Services

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Data Walkthroughs

Description:

The Principal and Assistant Principal will perform weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations on best teaching practices in math.

Implementation evidence: teacher evaluations, lesson plans and feedback.

Start Date: 8/27/2018 **End Date:** 6/8/2019

Program Area(s): Professional Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Instructional Strategies for Effective Teaching and Learning

Description:

All instructional staff members and administration will participate in a professional development training provided by Bridges in Mathematics. This professional development will consist of 12 hours of training by The Math Learning Center in June 2018. This professional development will encompass:

Bridges in Mathematics curriculum overview, best mathematical practices, problems and investigations with algebraic thinking, use of visual models, computational fluency, problem strings, math discourse and forums, assessment, support, and intervention, and home connections/family support. Instructional staff who serve K-5 will receive grade level curriculum manuals to further become familiarized with scope and sequence of aligned standards instruction, curriculum resources (traditional and digital), and collaboratively plan on deployment and integration methods with their grade level teams over the summer months.

This new PD training series builds upon our 2017-2018 professional development series with CLIU21- "Using Data to Inform Instruction and Increasing Effectiveness of Math Instruction through Problem Solving" based on the work and research of John Van De Walle, *Math in Practice* teacher instructional mathematics methodology and instruction supplemental resource, and regular data analysis and dialogue sessions. Additionally, our data coach from Renaissance Learning/STAR 360 provided 5 hours of PD to instructional staff to dig deeper into data analysis and utilization of STAR assessment reports and using this information to create customized learning modules to match each student's mathematical needs (reteaching, practice, acceleration).

Start Date: 6/14/2018 **End Date:** 6/14/2019

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

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- Co-Teaching Model

Core Curriculum Resource

Description:

Upon analyzing state and local math assessments, we have identified that the current math curriculum resource, EnVisions Math 2011, has not sufficiently

met the school wide instructional needs to best prepare students for the rigorous PA core math standards and application of these.

In addition to using PDE SAS, we find it necessary to provide instructional staff with a rigorous and robust instructional resource that will respond to needs of our Kindergarten through 5th grade students in each benchmark performance level, and better provide cohesive resources to our HU subgroup. An ad hoc curriculum committee has researched available core math curriculums. We selected one most in line with SGCS mission as well as highly rated in focus/coherence, rigor of mathematical practices, and usability. Our selection was then piloted in a grade level. The committee, with admin support, has chosen *Bridges in Mathematics* as our new core math resource beginning in 2018-19 school year.

Teachers (grades K-5); A guide for Administrators; *Marilyn Burns Mathematics* and *Teaching Student Centered Mathematics* by John Van de Walle.

Implementation Evidence: teacher effectiveness evaluation, walkthrough data, teacher lesson plans.

Start Date: 6/14/2018 **End Date:** 6/12/2020

Program Area(s): Student Services

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- Co-Teaching Model

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	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	Strategy #1: Using Student Achievement Data to Support Instructional Decision Making

Start	End	Title	Description
6/14/2018	6/29/2019	Using Student Achievement Data to Support Instructional Decision Making	All instructional staff members and administration will participate in a professional development training provided by Bridges in Mathematics. This professional development will consist of 12 hours of training by The Math Learning Center in June 2018. This professional development will encompass: Bridges in Mathematics curriculum overview, best mathematical practices, problems and investigations with algebraic thinking, use of visual models, computational fluency, problem strings, math discourse and forums, assessment, support, and intervention, and home connections/family support. Instructional staff who serve K-5 will receive grade level curriculum manuals to further become familiarized with scope and sequence of aligned standards instruction, curriculum resources (traditional and digital), and collaboratively plan on deployment and integration methods with their grade level teams over the summer months. This new PD training series builds upon our 2017-2018 professional development series with CLIU21- "Using Data to Inform Instruction and Increasing Effectiveness of Math Instruction through Problem Solving" based on the work and research of John Van De Walle, *Math in Practice* teacher instructional mathematics methodology and instruction supplemental resource, and regular data analysis and

dialogue sessions. Additionally, our data coach from Renaissance Learning/STAR 360 provided 5 hours of PD to instructional staff to dig deeper into data analysis and utilization of STAR assessment reports and using this information to create customized learning modules to match each student's mathematical needs (reteaching, practice, acceleration).

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Indicator of Implementation and Effectiveness- Teacher Evaluations, data walkthroughs, lesson plans, student growth and achievement data, staff sign in sheets/agendas

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant Principal, Curriculum Director	6.0	2	40	The Math Learning Center	Non-profit Organization	Yes

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Knowledge

Teachers will grow in knowledge and applications of the following mathematical best practices: problems and investigations with algebraic thinking, use of visual models, computational fluency, problem strings, math discourse and forums, assessment, support, and intervention, and home connections/family support.

Supportive Research

Mathematical Sciences Education Board

National COuntil of Teachers of Mathematics

National Mathematics Advisory Panel

National Research Council

Burns

Marzano

Van de Walle

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format Series of Workshops

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting Creating SMART goals and action plans for math instruction as a grade level/learning support team including following SGCS data protocols.	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	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	Strategy #1: Using Student Achievement Data to Support Instructional Decision Making Strategy #2: Co-Teaching Model

Start	End	Title	Description
6/14/2018	6/14/2019	Instructional Strategies for Effective Teaching and Learning	All instructional staff members and administration will participate in a professional development training provided by Bridges in Mathematics. This professional development will consist of 12 hours of training by The Math Learning Center in June 2018. This professional development will encompass: Bridges in Mathematics curriculum overview, best mathematical practices, problems and investigations with algebraic thinking, use of visual models, computational fluency, problem strings, math discourse and forums, assessment, support, and intervention, and home connections/family support. Instructional staff who serve K-5 will receive grade level curriculum manuals to further become familiarized with scope and sequence of aligned standards instruction, curriculum resources (traditional and digital), and collaboratively plan on deployment and integration methods with their grade level teams over the summer months. This new PD training series builds upon our 2017-2018 professional development series with CLIU21- "Using Data to Inform Instruction and Increasing Effectiveness of Math Instruction through Problem Solving" based on the work and research of John Van De Walle, *Math in Practice* teacher instructional mathematics methodology and instruction supplemental resource, and regular data analysis and dialogue sessions. Additionally, our data coach from Renaissance Learning/STAR 360 provided 5 hours of PD to instructional staff to dig deeper into data analysis

and utilization of STAR assessment reports and using this information to create customized learning modules to match each student's mathematical needs (reteaching, practice, acceleration).

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant Principal, Curriculum Director	6.0	2	40	The Math Learning Center	Non-profit Organization	Yes

Knowledge

Teachers will deepen their knowledge of the most effective strategies for effective teaching and learning of PA core math instruction utilizing a new, more rigorous and robust core math curriculum aligned with PDE standards.

Supportive Research

National Council of Teachers of Mathematics

Mathematical Sciences Education Board

National Governor's Association Center for Best Practices

National Mathematics Panel

National Research Council

Burns

Marzano

Van de Walle

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of participant lesson plans

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Seven Generations Charter School 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 Seven Generations Charter School for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

1. SGCS provides strong, consistent leadership. A new leadership structure was created in 2014-2015 and a highly qualified and experienced CEO/Principal/ Special Education Supervisor was hired, as well as an Assistant Principal. The final member of the leadership team is a Curriculum Director. This leadership team has been a constant since 2014-2015 and was able to lead school improvement efforts within the mission and vision of our school.
2. SGCS ensures teachers are effective and able to improve instruction. This is evidenced by 98% of our staff receiving satisfactory or higher ratings on the PDE Teacher Effectiveness Evaluation tool (PAETEP). Staff retention rate has increased from 70%(2013) to 99% in the 2018 school year. All instructional staff is highly qualified/appropriately state certified. A leadership team was developed to represent all instructional stakeholders. This leadership team meets monthly with administration to work collaboratively on school goals, address needs, professional development information and be point people for staff to gather current information. Professional development is aligned to the mission and vision,and takes into account needs based assessments, data analysis and staff surveys. This committee also serves as representation for our School Improvement Plan and our Comprehensive Plan. SGCS has an Induction/Mentor program, an annual intensive EIC curriculum training, as well as Responsive Classroomand Wellness Works training. For core content PD, we provide 3 year cycles of embedded support supplemented by knowledge based workshops. We have developed various PD partnerships since 2013. These include: Penn State Lehigh Valley Writing Project to focus on English Language Arts and use of Calkins Units of Writing and Units of Reading curriculum; Kutztown University to focus on designing and delivering high quality differentiation, Renaissance Learning and CLIU21 to focus on assessments/data informed instruction and data coaching, and CLIU 21 and The Math Learning Center to focus on best practices in rigorous core math and use of Bridges in Mathematics curriculum.
3. SGCS leadership has ensured that the weekly, monthly, and yearly school schedule provides for optimum student learning and teacher collaboration to raise student growth and achievement. Teachers have daily access to common planning times in order to collaborate on planning, instruction, and assessment (4 hrs weekly). Teachers access weekly 2 hour school wide common planning blocks and professional development. (8 hrs monthly), as well as 10 full PD days a year (80 hrs yearly). Instructional staff are provided with PD in PA aligned curriculum and instruction, data analysis, best practices, Responsive Classroom, and time to innovate environment based curriculum (EIC), partner with the local community, and plan service learning initiatives. Staff uses this schedule to collaborate between and across grade levels and with teachers of different disciplines. Another important facet of the schedule is allowing K-5 students access to learning support and intervention staff during core content areas (ELA, Math, Science) The majority of our students receive supplemental or IEP services in a push in model. Other practices of regular weekly planning meetings which serve to strengthen our school: MTSS Academic team, MTSS Behavior team, SWPBS team, SAP team, EIC curriculum leadership

team. The teacher leadership team meets monthly (1hr) as well as at the conclusion of each trimester (6 hrs). All staff utilize *Planbook*, a web based planning tool. This tool allows teachers to collaborate digitally, share lesson plans, integrate across departments, and view plans from year to year. It also allows administration to do digital walkthroughs of the instruction that is planned for each day, week, month, and year.

4.SGCS has strengthened the school's instructional program to support student needs and ensure it is research-based, rigorous, and aligned with PA state standards. Core content instructional resources are reviewed on a cycle by administration and the teacher leadership team. When new resources are determined necessary, this core team researches curriculum resources that fulfill our school's mission and core values, aligned to standards, and rooted in research. A selected class(es) implements a pilot for a year and collecs and shares data results. *Calkins Units of Study for Reading* and *Units of Study for Writing* are the core curriculum resource for English Language Arts and *Bridges in Mathematics* is the core curriculum resource for Math. For each new curriculum resource, SGCS has provided lengthy, comprehensive, and embedded professional development. PD has been delivered in partnership with Penn State Lehigh Valley Writing Project, Kutztown University, The Math Learning Center, CLIU21, and Renaissance Learning. In 2014, SGCS sent a cohort to be trained in School Wide Positive Behavior Systems at CLIU 21. Implementation of SWPBS continues with fidelity and is led by a core team that meets weekly, reviews data, maintains our SWPBS program, and reports to staff at large. In 2015, SGCS IST/RTI team was trained in MTSS at PaTTan- focusing on meeting Tier 2 and Tier 3 behavioral and academic students. In 2016-2017, SGCS rolled out stronger, streamlined processes and teams that focus on Academic and Behavior who meet weekly, review data, collaborate with teachers and families and reports to staff at large. These teams also report to administration with insights and data on potential needs and how we can reach our school goals. In 2015, SGCS created a SAP team that continues each year, with new stakeholders who are all trained in partnership with the Center for Humanistic Change. The curriculum for each grade level as well as special classes is mapped and aligned with PA standards. Teachers use an online planning tool, *Planbook*, for lesson planning. This allows collaboration among teachers, as well as oversight by administration. SGCS utilizes Renaissance Learning/STAR 360 for a local benchmark assessment in ELA and Math for all students.

5. SGCS staff uses data to inform instruction and for continuous school improvement. SGCS has established and follows with fidelity data protocols which include: an annual assessment calendar- with 4 benchmark tests for all students; regular data analysis and instructional action planning meetings; assessment tools for each grade that include both standardized local benchmark assessments (Renaissance Learning, STAR 360, STAR Early Literacy, STAR Reading, STAR Math), and curriculum based assessments (Developmental Reading Assessments (DRA), Qualitative Reading Inventory (QRI), content area quizzes, tests, projects aligned with PA standards and rubric criteria); bi-annual data analysis professional development (and more when need exists). EIC curriculum framework is evaluated yearly. This curriculum review is shared with staff each August, and each grade level/department uses the results to set specific goals for the year. Every 5 years, SGCS has employed an outside agency to do a thorough review of our K-5 curriculum/educational programming. This data is shared with leadership, staff, and Board of Trustees to identify school strengths, accomplishments, and areas to improve. Administration and staff utilize yearly PSSA and PVAAS data to assess systematic needs and student needs in order to make decisions regarding staffing, curriculum, and programmatic needs. This data is also shared with our Board of Trustees. Each of the committees at SGCS (MTSS Academic, MTSS Behavior, SWPBS, SAP, Curriculum Leadership) uses data relevant to each team's goals/objectives to make decisions and recommendations to the school.

6. SGCS has multiple systems to support non-academic needs. These include: SWPBS and team, MTSS Behavior team, Responsive Classroom, Wellness Works, Bully Proofing the Classroom- to teach, reinforce and assess students social and emotional needs. The Code of Conduct and ODR processes are concise and streamlined. We have an Anti-Bullying Policy and reporting process. The SAP team assists in linking families with outside mental health agencies and resources. The school counselor provides grade level, small group, and individual services to students. SGCS has a core team trained in Safety Cares to ensure physical safety of students.
7. SGCS provides ongoing methods of community engagement. The school website has a parent portal and Facebook has real time updates, photos and videos of student learning. Administration sends weekly constant contact newsletters, teachers send weekly newsletters and maintain class websites. SGCS holds yearly events to engage families: Back to School Night, family fun nights, Curriculum events, parent workshops, annual fundraisers, and conferences each trimester. Every week, community can attend our All School Morning Meeting. There are many in school volunteer opportunities for families to further support the school and share their talents/knowledge.

Describe the continuing areas of concern from past the year.

Although we have begun to see student achievement and growth in our local benchmark data, we continue to identify stagnant or declined proficiency levels in PSSA math data. (see data reporting section in plan)
Therefore, SGCS will continue our action plan for improvement area to be focused on math. We will continue to implement the strategies used in the 2017-2018 school year, (data to inform instruction, data calendar and data dialgoues, data walkthroughs/teacher effectiveness evaluations, co-teaching model,flexible needs based instructional student groupings, curriculum and instruction professional development) as well as a new implementation step to adopt a more rigorous and robust math core curriculum that better aligns with PA core standards for mathematics.
Additionally, we want to increase the growth and achievement levels of our HU students.

Describe the initiatives that have been revised.

1. Core Curriculum- adopting ***Bridges in Mathematics*** **as our universal core math curriculum resource, K-5**
. Instructional staff will receive professional development and curriculum materials (as detailed earlier in Strategies & Implementation Steps sections) and be ready for instructional deployment K-5 in the 2018-2019 school year.
2. Provide **continued professional development**
to instructional staff and administration in best math practices as well as how to effectively deploy, implement, instruct and assess using Bridges in Mathematics.
3. Continue Data Reviews each marking period. But **added to this review, will be the component of the students participating in their growth/achievement reviews. Teachers will demonstrate how to read data, interpret data, and create measurable and attainable goals based data. This process will take place during each marking period in core content areas with students in K-5 beginning in the 2018-2019 school year.**

2016-2017 Improvement Evaluation

Describe the success from the past year.

Academic Performance Data 2015-2016 and 2016-2017 school years:

2015-2016 PSSA Data results showed:
Grade 3 ELA: 16% below basic, 20% basic, 46% proficient, 18% advanced (52 students total/ 2 students opted out resulting in basic score attribution)= 64% proficient or higher, Grade 3 Math: 27% below basic, 21%, 25% proficient, 27% advanced (52 students total/ 2 students opted out resulting in basic score attribution)= 52% proficient or higher, Grade 4 ELA: 10% below basic, 34% basic, 32% proficient, 24% advanced (44 students total/ 1 students opted out resulting in basic score attribution)= 56% proficient or higher, Grade 4 Science: 64% proficient or higher
2016-2017 Local Benchmark (STAR) Data results showed:
Grade 1 Reading- 64% proficient and 58% student growth percentile (SGP) rate , Grade 2 Reading 60% proficient and 63% SGP, Grade 3 Reading 62% proficient and 66% SGP, Grade 4 Reading 57% proficient and 51% SGP, Grade 5 Reading 65% proficient and 45% SGP

Differentiated Instruction

In 2017-2018, SGCS provided 10 hours of professional development to all instructional staff- Strategies for Developing Understanding for all Learners. Partnered with Kutztown University to provide year long, continuous PD, where instructional staff learned most effective instructional strategies and high yield differentiated instructional techniques, implemented in the classroom, then reported back. This cycle was repeated each trimester and culminated with teachers creating plans using a differentiated instruction lesson plan.
We used the Teacher Effectiveness Evaluation tool domain 1e (Teacher coordinates and aligns knowledge of content, of students, of resources to design a series of learning experiences aligned to instructional outcomes, differentiate where applicable to make suitable to all students ad to engage in significant learning." for our evaluation tool for an indicator of implementation.
As a result of teacher observations (formal, walkthroughs and lesson planning), we saw an increased score in delivery of differentiated instruction (2015-2016 score of 2.1, 2016-2017 score of 2.7) on section 1e of the Danielson rubric.

Using Data to Inform Instruction:

STAR Reading/ Star Math
In 2016-2017, SGCS began schoolwide use of STAR Early Literacy, STAR Reading, STAR Math assessments.
This schoolwide use of data focused on school improvement and growth of all students towards PA cores standards in ELA and in Math. STAR provided both diagnositc and prescriptive data reports to our administration, instructional staff, and parent community. Staff created SMART goals from data for both reading and math. Reading and math Instructional groups were based, in part, using this data and tailored instruction was created.
Additionally, we began to pilot Accelerated Math in grades 1-5 in December 2016. Our teachers used the STAR math reports to determine what Math module level and domain each student could benefit from (either to remediate, and close a skill gap or to continue to reinforce, or with other students, accelerate and continue their math learning/knowledge.) SGCS utilized our local IU "Using Data to Inform Instruction" to accomplish bi-monthly data analysis and goal writing.

Data Calendar and Protocols

SGCS MTSS Academic Team continues to create, articulate, and train teachers on the local and

standardized assessments that occur school wide for the school year. Instructional staff are trained during professional development time. Over the course of the year, grade teams, specialists, and learning support teachers meet to analyze assessment results, create SMART goals, and action plans to achieve these goals. Goals are submitted to administration monthly. Assessments utilized at SGCS: STAR math, STAR reading, DRA, and curriculum based assessments in reading, writing, math, science and social studies.

Data Walkthroughs

The Principal and Assistant Principal performed regular walkthroughs in all learning areas, as well as 2 formal observations of instructional staff. The Principal and Assistant Principal formally observed a math lesson in all Kindergarten to Grade 5 classrooms. Additionally, observations were made on constructivist learning, hands on approaches, and critical thinking and problem solving instructional approaches/techniques. Teachers were provided specific feedback as well as resources (including coaching, mentoring, observations, and self study) in order to increase best teaching practices in math and other content areas.

During observations, Principal and Assistant Principal used Teacher Effectiveness Tool to assess differentiated instruction, vocabulary development, and use of graphic and advanced graphic organizers.

Indicator of Effectiveness: Teacher Effectiveness Evaluation Tool. 95% of SGCS teachers scored proficient or higher on the Teacher Effectiveness Evaluation tool.

Describe the continuing areas of concern from the past year.

Academic Performance Data 2015-2016 and 2016-2017 school years:

2015-2016 PSSA Data results showed:

Grade 3 Math: 27% below basic, 21% basic, 25% proficient, 27% advanced (52 students total/ 2 students opted out resulting in basic score attribution)= 52% proficient or higher

Grade 4 Math: 47% below basic, 20% basic, 23% proficient, 10%advanced (44 students total/ 1 students opted out resulting in basic score attribution)= 33% proficient or higher

Grade 5 Math: 42% below basic, 29% basic, 16% proficient, 13% advanced (35 students total/ 2 students opted out resulting in basic score attribution)= 29% proficient or higher

2016-2017 Local Benchmark (STAR) Data results showed:

Grade 1 Math 44% proficient and 53% SGP

Grade 2 Math 40% proficient and 40% SGP

Grade 3 Math 42% proficient and 46% SGP

Grade 4 Math 31% proficient and 33% SGP

Grade 5 Math 38% proficient and 54% SGP

SGCS has noticed a school wide slow downward trend in student achievement and growth in math. Our curriculum resource for math since 2011 is EnVisions Math. Since 2013, we have utilized flexible math group instruction based on instructional needs/skill level in grades 1 through 5. Each grade level offers 3 levels of math instruction and pacing to meet student needs- scaffolding/support/remediation group, on grade level group, accelerated group. We have also had various teacher professional development in best practice in math instruction,various math workshops by IU, differentiated instruction across content areas, analyzing data and creating SMART goals to inform instruction. Additionally, we adopted benchmark assessment tools (Discovery Education Predictive Assessment 2013- 2016 and STAR 2016- current). Despite these practices, we are not seeing sufficient growth and achievement levels in math. Therefore, we have looked closely at our current math curricular resource,

EnVisions 2012, and have discovered the rigor of PA math core standards is not adequately addressed by this resource.

Describe the initiatives that have been revised.

SGCS will continue our established practices of a **data calendar, protocols**
, data analysis and dialogues throughout to 2017-2018. This initiative will be futher strengthened through increased collaboration with our learning support staff and general education teachers.
Additionally, SGCS will be transitioning to a more robust and pervasive **Co-Teaching model** in 2017-2018. Learning support staff are assigned to a specific grade level to collaborate with and provide embedded support and differentiated instruction for both special education students and all learners in need of accommodations and modifications. Our professional development and teacher evaluation will focus, in part, on co-teaching approaches and practices.
SGCS will be continuing using **data to inform instruction**
. Our predominant local assessments will be STAR Early Literacy, STAR Reading, STAR Math and curriculum based assessments. We will also utilize PVAAS and PSSA data to analyze gaps and more closely align to instructional needs of students to close these gaps.
SGCS found increased student growth and achievement when we focused for 3 consecutive years on ELA and provided a 4 prong approach: **consistent and pervasive curriculum, standards aligned benchmark assessments, teacher professional development, and teacher observations and mentoring/coaching**
. We will now shift our improvement focus to math and approach our plan to improve using the same 4 prong approach. We will continue to offer differentiated instruction in each grade level for math. Each grade will offer 3 levels of math instruction- supportive/scaffolded, on grade level, accelerated. Teachers will use STAR math data as well as curriculum based assessment so strategically place students in these flexible leveled groups of instruction. We will continue to use *EnVisions* math as our consistent and core math resource, but it will be supplemented with *Math in Practice* grades K-5. This **supplemental curriculum resource**
will respond to the challenges of our current math curriculum, guided students into deeper math understanding, and support students who are struggling, excelling, and on grade level.
SGCS will partner with CLIU 21 to offer a math boot camp in early October 2017. 2 full professional development days will target K-2 and 3-5 instructional staff on math instructional approaches and best practices in teaching math through problem solving based on the work and research of John Van De Walle. Teachers will leave with new knowledge of best approaches to teaching mathematics and be equipped with supportive instructional resources (Math in Practice, Marilyn Burns). Teacher observations and walkthroughs will primarily focus on math instruction and feedback, coaching, and suggestions for improvement will be utilized by administration.

2015-2016 Improvement Evaluation

Describe the success from the past year.

1. Academic Support Team transitioned to an MTSS (Multi-Tiered Systems of Support) team for both academic and behavior. Core administration, counselors, and teachers attended an MTSS bootcamp training by PaTTAN. The team then rolled out new school processes for student referral, progress monitoring of interventions, case manager and teacher responsibilities in

regard to helping students in Tier 2 and Tier 3. MTSS behavioral and academic teams provided several staff professional development and training experiences on the new referral processes, education of parents on MTSS, and effective modification/accommodation and intervention strategies for teachers to utilize for Tier 2 and Tier 3 students. MTSS teams created a student form to be completed at the end of the year on each student, schoolwide, to capture all data in one place- academic and behavioral, so the proceeding grade level teacher has an informed snapshot of each child and exactly what the levels of functioning where in the year prior.
2. Data Protocols, Assessment Calendar, and Data Driven Instruction- The MTSS team created the schoolwide assessment calendar, identified the local and standardized assessments to take place, grade level data dialogue meetings, and goals and action plan protocols to take place each quarter throughout the year to evaluate student achievement and growth throughout the year.
3.Increasing Teacher Effectiveness in Writing Instruction- After piloting the Lucy Calkins Units of Writing in 2014-2015, several members of MTSS attended The Teacher's Reading and Writing Conference at Columbia University. After participation in this conference and continued research, a proposal was made to adopt Units of Writing schoolwide beginning in 2015 school year. We employed the professional expertise of Penn State Lehigh Valley Writing Project to provide a classroom embedded coaching professional development for our instructional staff over the course of the year. Staff began by creating SMART goals for writing instruction and an area of personal development. Then, staff and their assigned writing consultant met to review goals and create action plans. Each month, the consultants provided modeled lessons and coached lesson studies within each teacher's classroom, which emphasized sustained growth and learning in a supportive, non-evaluative environment. SGCS teachers co-planned with PSLVWP writing fellows and then taught a series of lessons under the mentorship of the fellows. Professional development was differentiated by grade level and continuous supportive feedback was provided. We are proud that we have a consistent and pervasive methodology of teaching and assessing writing and that our instructional staff grew in knowledge base as a result of the Calkins curriculum resources and the partnership with PSLVWP.
4. K-5 Reading Instruction- to establish a consistent and pervasive methodology of teaching and assessment for writing, SGCS adopted Calkins Units of Writing in the 2015 school year. This powerful, research based resource will maintain the integrity of a balanced reading program using authentic literature and prepare students for more complex tasks as required by the PA core standards. We will continue to monitor or local and standardized assessment data to determine the achievement and growth benefits of implementation of this curriculum.
5.In analyzing our local assessments, we identified an increase of student achievement in literacy in the 2015-2016 school year.
6. Hiring/Recruitment- We were able to secure highly qualified teachers in all instructional positions for the 2015-2016 school year.

Describe the continuing areas of concern from the past year.

1. We have identified school wide trend of deficiencies in math achievement in the PSSA scores over the past few years. As a result, we have update this year's school improvement plan to specifically target increased math achievement and growth. Our goals, action plans and implementation steps were all designed to help increase teacher capacity in knowledge base of research based, most effective instructional practices, as well as continued training and focus on data driven instruction to increase student achievement and growth.
2. We would like to broaden our MTSS academic team to include more teachers and specialists to continue to hone our referral, intervention and accommodations processes and strategies for

all our staff in order to increase student achievement.
3. We will continue to utilize professional development partnerships with CLIU21 in order to provide research based training on most effective instructional strategies and using data to inform instruction. We want to focus more specifically on effective practice in math instruction to help raise student achievement.
4. We found it necessary to evaluate our current local assessments (Aimsweb, DEPA) and have a desire to find an interim evaluative, diagnostic, and prescriptive tool to assess student progress which aligns most with PA core standards in math and literacy and provides teachers and administration with specific data to make informed grade level and school wide decisions on instruction and curriculum. The MTSS team and administration is researching STAR math and STAR reading, as well as Accelerated Math as potential assessment and curriculum supplements to address our school wide needs.
5. We will continue to monitor the effectiveness of Calkins Writing Units of Study and Reading Units of Study through local and curriculum based assessments and state data.

Describe the initiatives that have been revised.

The administration and MTSS teams have analyzed year end local and state data. In doing so we have revised our 2016-2017 initiative to focus on increasing the effectiveness of math instruction and identifying resources and assessments that will positively impact student deficiencies and move them towards proficiency.
Analyzing data will help make further recommendations and initiatives, if necessary.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Goal: To 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.
Evidence of success to meet goal are as follow:
1. Seven Gen Systems Manual- A manual was created to house all protocols, policies and systems unique to SGCS that is available to all staff as a resource and is housed in our central data system accessible to all. This manual was also presented at summer in-service professional development to all staff.
2. Academic Support Team (AST)- This team was established to oversee the development and implementation of various academic support programs and interventions and to monitor academic progress of students to ensure a supportive environment for all of our students. The team was trained in analyzing data in order to help lead and facilitate a school wide data culture and data dialogues in addition to making informed curriculum and school wide decisions of instruction and assessment.
3. Data Protocols and Assessment Action Plan- The AST created a school assessment calendar, the measures of localized assessments, and data dialogue protocol to evaluate student achievement throughout the school year.
4. Benchmark Testing Protocols- Within one week of benchmark testing for each trimester, teaching teams meet to determine the trends and needs of their students based on data. Grade level teams met with the AST to communicate data trends and create instructional action plans for improvement in student achievement in literacy and math.
5. Implementation of Data Protocols- The AST supported teachers in implementing data protocols and held tri annual data dialogues to inform instruction and develop appropriate

teaching strategies to increase student achievement.
6. Data Driven Instruction Professional Development- 2 full days and three 1/2 days of professional development was provided by the CLIU21 to all our instructional staff in the 2014-15 school year. Staff was trained in how to read and analyze data, how to create SMART goals, creating and utilizing rubrics as assessment tools, and interpreting PVAAS data.
7. Increasing Effectiveness of Writing Instruction- 2 full days and eight 1/2 days of professional development was provided by Penn State Lehigh Valley Writing Project to all our instructional staff in the 2014-15 school year. Staff was trained in the 4 modes of writing as well as all of the domains aligned with the PA Core Standards. Additional topics included using student writing as an assessment to inform instruction, effective instructional strategies to meet the needs of struggling writers, instructional strategies to elevate strong writers, and using mentor texts in high quality writing instruction.
8. Human Resources/Hiring Recruitment- When a position became available, in house and external postings were made. External public postings were made via PA REAP and SGCS website for 2 weeks prior to interview process. An interview team was created which comprised of 2 administrators, 1 grade/department level representative, and 1 special education representative. Resumes were screened using a 4 square rubric. Qualified candidates were offered a first round interview, which was held by all interview committee members. Candidates were evaluated using a rubric. Highly ranked candidates were offered second round interviews and were required to perform a demonstration lesson to the hiring committee (if no students were present in school). Candidates were evaluated using Danielson model rubric. The most highly qualified candidate was given a verbal offer by principal and presented to the BoT for approval.
9. Breakfast for the Brain- A before school breakfast and tutoring program was created to target our Tier 2 and 3 students in grades 3-8 for reading and math achievement. The supplemental intervention program had two 10 week sessions and served 30 students. Students received breakfast and 1 hour of instruction, divided between math and literacy skills, two times a week. Students were taught by four teachers, all of which were certified teachers. Part of the instruction utilized digital intervention software- Imagine Learning and First in Math. The program coordinator analyzed data to determine effectiveness of the individualized student supplemental programs and provide curriculum suggestions when necessary. This program was funded from our SIG funds awarded in 2014-15.

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

The Administration and Academic Support Team indicate the following items to further build upon.
1. To continue to build the capacity of our K-8 teachers in effectiveness of writing instruction, we have researched and have determined that we will utilize Lucy Calkins *Units of Study for Writing* in K-8. The Units of Study for Writing are in line with the professional development provided by Penn State Lehigh Valley in 2014-15, meet SGCS core curriculum beliefs, and are also aligned to the Common Core. This resource will help build upon our current strengths and also add consistency and pervasiveness to our writing program. We believe this will increase student achievement as a result and we will monitor future data.
2. To establish a consistent and pervasive method to teach reading that meets SGCS core curriculm beliefs and aligned with the Common Core, we have researched and determined that we will utilize Lucy Calkins *Units of Study for Reading* in K-5 and utilize *Plugged In to Reading* for Grades 6-8, as our instructional resources and approach for teaching reading. These resources

will maintain the integrity of a balanced reading program using authentic literature and prepare our students for the more complex tasks required by the PA Core Standards. We believe this will increase student achievement as a result and we will monitor future data.
3. Supplemental Before/After School Tutoring Program- Our before school tutoring program, Breakfast for the Brain, intended to target Tier 2 and Tier 3 at risk students for two, 10 week sessions. Due to transportation challenges (SGCS serves 19 districts and relies on outside districts for transportation), not all targeted students were able to participate in the program. While we value the supplemental tutoring program, we will evaluate the best time to implemeent another supplemental program if we receive additional SIG funds in the future.
4. Recruitment/Hiring- We feel we need to be much more proactive and aggressive in our search for teachers and support staff. We would like to establish processes that involve annual attendance at local and regional educational job fairs to market our school and find highly qualified teachers to meet our school's instructional needs. We see the strong need to align teachers and staff members in roles where their certifications, educational backgrounds, qualifications and experiences are best utilized.
Additionally, the hiring committee has found several challenges in our current interview practices. Having the entire committee involved in the process from beginning to end presents challenges in terms of scheduling and time committments for the members. The second interview process also presents a challenge with the current practice of a demo lesson at the most hectic time of the year (end of May- June) as well as in summer when there are no students. We would like to re-evaluate these areas to best utilize our limited staff and resources and make the hiring process as efficient and effective as possible.
5. We find it necessary to have an annual review of the Seven Generations Systems Manual to ensure it is up to date and reflective of any changes and additions to our school systems, policies and protocols.

Describe the initiatives that have been revised.

The administation and Academic Support Team will analyze year end local and state data to make further recommendations and iniatives, if necessary.