U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Jeff Hosenfeld

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Good Hope Middle School

(As it should appear in the official records)

School Mailing Address 451 Skyport Road

(If address is P.O. Box, also include street address.)

City Mechanicsburg   State PA   Zip Code+4 (9 digits total) 17050-6898

County   Cumberland County

Telephone (717) 761-1865   Fax (717) 506-3940

Web site/URL

http://cvschoolsgh.ss11.sharpschool.

com/   E-mail   jhosenfeld@cvschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date_____

(Principal's Signature)

Name of Superintendent*Dr. Frederick Withum   E-mail fwithum@cvschools.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cumberland Valley School District   Tel.   (717) 697-8261

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Gossert

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date_____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district   7 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                 1 High schools
                                 0 K-12 schools

                                 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	207	185	392
7	169	204	373
8	155	172	327
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	531	561	1092

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
   the school: 16 % Asian
                                    2 % Black or African American
                                    5 % Hispanic or Latino
                                    0 % Native Hawaiian or Other Pacific Islander
                                    72 % White
                                    4 % Two or more races
                                    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2015 until the end of the 2015-2016 school year	29
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1, 2015	1027
(5) Total transferred students in row (3) divided by total students in row (4)	0.044
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 1 %
                                                      16 Total number ELL

   Specify each non-English language represented in the school (separate languages by commas):
   Arabic, Burmese, German, Punjabi, Somali, Spanish, Telugu, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 16 %
   Total number students who qualify: 177

8. Students receiving special education services: 11 %
                                                        118 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

20 Autism	0 Orthopedic Impairment
0 Deafness	27 Other Health Impaired
0 Deaf-Blindness	50 Specific Learning Disability
7 Emotional Disturbance	4 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>3</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	43
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	23
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 <u>17:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u> </u>   No <u>X</u>

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

We develop digital-age learning/thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Good Hope Middle School is one of two middle schools in the Cumberland Valley School District that serves a diverse population of 1100 Hampden Township students in grades 6, 7, and 8. Special programming is provided for students who receive services in learning support, emotional support, autistic support, ESL support, and gifted support. The demographics of our community have changed over recent years, resulting in greater cultural and socio-economic diversity.

The school embraces a team structure at each grade level, where staff members collaborate strategically within small groups to integrate activities and learning opportunities for students. Each team meets weekly to review data and discuss student performance and interventions, led by the team leader. The daily schedule includes eight 43-minute class periods, and a 32-minute lunch period. Each student takes core programming math, science, ELA, social studies, and reading. Beginning in 7th grade, approximately 33% of the students begin a Level 1 world language (Spanish, French, or German) in place of a reading class. By 8th grade, approximately 75% of the students take a world language in place of reading. Acceleration courses offered for high school credit include: Algebra I, Geometry, Algebra II, level I and II languages (Spanish, French, and German). Enrichment programming is available for ELA and Social Studies.

In addition to the core subjects, all students take a period of Cultural Arts every day for all three years. All 6th graders take a half-marking period of art, computers, family and consumer sciences, French, German, music, Spanish, and technology education. All 7th graders take a half-marking period of art, computers, family and consumer sciences, health, music, library research, tech ed: manufacturing and production, and tech ed: engineering and design. 8th graders take a marking period of Latin and health and elect three other intensive 9-week courses from the options above. All students take physical education classes every other day for all three years.

Opposite this, students have a period of SOAR (Support of Additional Resources) – a targeted intervention period where students receive additional support or enrichment from their team teachers. This period also allows the special education and gifted case managers to work closely with their students to monitor progress. The school has a strong School-Wide Positive Behavior Support structure, where students are active participants in building a community of respect and collaboration. Incentive programs, such as our Principal's 100 Club and Eagles of the Month, help to celebrate the great behaviors and accomplishments of our students. All students and staff members participate in a small-group monthly "classroom meeting", where engaging lessons and activities focus on themes including citizenship, community, respect, collaboration, teamwork, service, goal-setting, wellness, and other social/emotional needs. We currently have a focus group tasked to research and develop a new advisory program to implement next year, to further enhance our current program and focus on developing strong relationship and connections between and among students and adults.

Students are active members of our school community. A student-run TV news program begins each day. Students participate in a variety of clubs and extra-curricular opportunities, including athletics, fall play, spring musical, student council, yearbook, service club, Science Olympiad, math counts, computer club, etc. The community support is noteworthy. We have a very active PTO, which meets monthly to plan a variety of supports for students and staff members.

Good Hope Middle School was built in 1966 and has undergone several renovation and expansion projects to accommodate increased enrollment over the decades. We are currently at over 100% capacity, with a surge of enrollment in the elementary levels. The district is currently involved in a $50 million project to build a new middle school campus, designed to accommodate 1400 students. The anticipated opening of the new school (Mountain View Middle School) is January of 2019.

Good Hope has a long and proud tradition of excellence, from academics to athletics to art and music. The school has earned the Governor's Award for Excellence in Academics, among a host of other local and state accolades. We have three large gold keys in our lobby, signifying the three keys to success: Be Kind, Do Your Best, and Respect Yourself and Others. The school embraces traditions that promote our key values of

service, collaboration, problem-solving, creativity, and community. We host an annual New Student Orientation for our incoming 6th graders and new students, led by faculty and 8th grade student council leaders. School kicks off with a "Celebrate Reading" day in September, promoting a love for literature and recognizing all the students who participated in the summer reading program. Each fall, a team of students and staff members participate in a local Wheelchair Basketball Game to raise disability awareness. Before Thanksgiving, our Student Council organizes a massive food drive to benefit families in our local community. Homerooms compete against one another and the overall school spirit of giving is infectious. Holiday spirit is demonstrated annually with our door decorating contest, just before winter break. Each January, our staff participates in the Special Olympics Polar Plunge, where we have been awarded the "Rockin' Schoolhouse" award for the most money raised 10 years in a row. Winter also brings intensive participation in various student competitions, including Scripps Spelling Bee, National Geographic Bee, Science Fair, National History Day, Scholastic Arts and Writing contests, Math Counts, and Science Olympiad events. Spring brings a variety of fun team events, including "Mineral Idol," "History Oscars," and "Weather Balloon launch." The spring musical is always a hit, involving more than 100 students on and off stage. Eight grade students participate in the annual "Adventure Challenge" during the final days of school – a competition through a variety of events that require teamwork, problem-solving, and patience. 8th graders also enjoy the popular "8th Grade Graduation Dance" in May, as they prepare to transition to the high school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Language Arts
In addition to meeting the requirements of the Pennsylvania Core Standards for Language Arts and Reading, and Cumberland Valley's planned curriculum, students will experience analytical classroom discussions, based on fiction and non-fiction texts. These foster higher levels of critical thinking, thus allowing students to practice effective habits of communication and discussion. Students participate in independent and collaborative groups. Language Arts also promotes the development of a robust writing style, one that pushes advanced learners to take intellectual and compositional risks while writing in multiple genres in preparation for future college and technical writing. Students will have many opportunities to use materials, resources, and technologies that motivate and inspire lifelong learning and reading in a 21st century context.

Reading
Offered Reading classes include Reading Strategies and Academic Literature. Reading Strategies is designed to accelerate the rate of growth in reading, fluency, and comprehension for students who demonstrate a need to achieve higher levels of performance in meeting the Pennsylvania Core Standards. Academic Literacy provides supplemental literacy support, such as text features, note taking, and foundations of research in order to benefit students with any core subject.

Mathematics
The math curriculum includes 6th grade PA Core standards, 7th grade PA Core standards, 8th grade PA Core standards, as well as Algebra, Geometry, and Algebra II. Many students receive accelerated instruction with the ability to earn high school credit. Students are offered the opportunity to compete in the PAML and AMC 8 math competitions as well as Math Counts. This year's Math Counts team placed first in the Regional Competition and will be moving on to States. Teachers use many resources to instruct the students, ranging from the online textbook materials to Google classroom to teacher and student created materials. All of these opportunities create a culture of collaboration and intense problem-solving, which are the very skills required for college and career readiness.

Science
The Science Department implements a spiraled curriculum in which the key learnings in each of the four disciplines are addressed progressively over the course of three years. This format allows us to introduce engaging material to 6th graders and then expand both the depth and breadth of their understanding when developmentally appropriate. Students are provided frequent opportunities to work collaboratively on laboratory activities in which they apply new knowledge, and develop their ability to think and write scientifically. Additionally, students are supported by science teachers as they engage in extracurricular competitions such as Science Fair and Science Olympiad. During the next curriculum development cycle, the focus will be on using the Next Generation Science Standards to create an overlay for the development of scientific process skills, with a premium placed on addressing real-world problems. This approach is intended to build on our students' curiosity, and equip them with the tools necessary to advance into high school coursework.

Social Studies/History/Civic Learning and Engagement
The Middle School Social Studies curriculum addresses the PA Standards in the areas of History, Geography, Economics and Civics and Government. In addition, the curriculum addresses the PA Core standards for Reading and Writing in History and Social Studies. Students take a Geography course in 6th grade, US History I in 7th grade and US History II in 8th grade. Essential to the study of these content areas is the incorporation of current events. Students in the Geography course will learn not only about the geography of the areas they are studying, but what is happening on those areas of the world. In the US History courses, students will look at events happening today and connect them to events in the past. To further enrich their study of past events students engage in the analysis of primary sources. Civic learning and engagement are addressed through all three courses, but most specifically in the 7th grade curriculum, where students explore the foundation and workings of American Government. Students in 7th and 8th

grades are afforded the opportunity to complete National History Day projects. This experience allows them to build research and communication skills which will be used in college or their careers.

College and Career Readiness
All students participate in a monthly class led by their school counselor, where skills and strategies are discussed in the areas of academic, emotional, career/college, and social readiness. Students are introduced to the online Naviance program in 6th grade, where they begin to explore college and career interests. In 7th grade, students complete several assessments in Naviance, helping them to match their learning styles, interests, and strengths with potential career opportunities. The entire 8th grade participates in a Career Day, where volunteers from the community talk with small groups of students who are interested in specific careers of their choice. Good Hope also partners with Junior Achievement to present the YES! program to all students in grades 6-8. This full-day event allows students to rotate through various interactive sessions on financial planning, career choices, goal-setting, decision-making, and other skills relative to college and career readiness. Embedded in our curriculum and instructional strategies in all core and elective classes are opportunities for students to develop global skills necessary for success in the digital age, including: developing proficiency with the tools of technology; building relationships with others to pose and solve problems collaboratively and cross-culturally; designing and sharing information for global communities to meet a variety of purposes; managing, analyzing, and synthesizing multiple streams of simultaneous information; creating, critiquing, analyzing, and evaluating multi-media texts; and attending to the ethical responsibilities required by these complex environments.

2. Other Curriculum Areas:

Art:
In addition to meeting the Pennsylvania Arts and Humanities Standards, the middle school art curriculum has been rewritten to meet the newly released National Visual Arts Standards. Instructional goals are designed for students to learn to use a variety of artistic media, symbols and metaphors to independently create works of art that express and communicate their own ideas. In 6th grade students are provided an overview of artistic media and skills connecting them to artistic careers for 22 days. During 7th grade students are engaged in Problem Based Learning instruction focused on developing Studio Habits of Mind for 22 days. Students may elect to continue their art education in 8th grade, where they will investigate personal art making for 45 days. The following is a list of instructional goals taught throughout middle school art classes: 1. Generate and conceptualize artistic ideas and work, 2. Organize and develop artistic ideas and work, 3. Refine and complete artistic work, 4. Select, analyze and interpret artistic work for presentation, 5. Develop and refine artistic techniques and work for presentation, 6. Convey meaning through the presentation of artistic work, 7. Perceive and analyze artistic work, 8. Interpret intent and meaning in artistic work, 9. Apply criteria to evaluate artistic work, 10. Synthesize and relate knowledge and personal experiences to make art, 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Music:
All 6th and 7th grade students take music, where they acquire knowledge through the performance-based skills of piano and guitar, respectively. During the course of a 22-day rotation, students gain important pedagogical training which leads to student-created compositions and performance. 8th grade students embark on a marking-period long rotation with problem-based learning (PBL) projects that use skills from the 6th and 7th grade curriculum while expanding their musical knowledge. Students in all grades are makers of music and use these skills to create new, unique compositions both alone and in groups. Their work represents a musician's real-life application of skills.

Physical Education/Health/Nutrition:
The Health & Physical Education program expands on students acquisition of skills needs to lead healthy active lifestyles by exploring the creation of student-centered activities around the five elements of health-related fitness. Fitness activities introduce both cognitive and psycho-motor concepts in cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Students in grades 6-8 participate in health & physical education classes three times per six day cycle. Students complete assessments focused on the PA State Standards for Health, Safety, & Physical Education for health units:

Alcohol & Tobacco, Nutrition, First Aid & Safety, and human sexuality. Students explore physical activity through planned curriculum units: team sports, fitness, adventure activities, and net / racquet sports.

World Languages:
In 6th grade, all students receive an introductory course in French, German, and Spanish. In 8th grade, all students receive an introductory course in Latin (additional full year instruction available at the high school level). These introductory courses last for half a marking period (22 days) and introduce students to basic language concepts and the culture associated with each language. In 8th grade, students can elect to study French, German, or Spanish for the full year, in place of a reading class. The curriculum of these courses matches the high school curriculum, and students are even able to earn high school credits for this coursework. Based on data, approximately 30% of the 7th grade students begin studying full year language as well, and are able to leave Good Hope for the high school with 2 credits of language study. All language courses focus on listening, reading, speaking and writing the language, with emphasis on performance-based assessments and cultural connections.

Technology:
All 6th grade students take a 22-day exploratory course in technology education, spending half the time in the Materials and Production lab, and half the time in the Design and Engineering lab. In 7th grade, all students get a full 22-day rotation through both of these technology education labs. 8th graders can elect to take an entire marking period of either technology education course (or both), focusing on problem-based learning projects that apply skills from 6th and 7th grade. Courses in the Technology & Engineering reflect offerings at the High School program. The focus of these courses is to expose students to content that is related to Technology & Engineering related careers. These branches can be broken into three basic areas of Technology & Engineering: Information & Communications Systems; Materials & Construction Systems; and Energy, Power, & Transportation Systems. These courses give students a hands-on problem-solving experiences that foster a greater understanding of the world around them. Teachers are also trained in the National Pre-Engineering program Project Lead the Way (PLTW).

Family and Consumer Sciences (FCS):
The Family and Consumer Sciences curriculum at the middle schools provides an "exploratory curriculum" and an excellent chance for students to explore interests and possible careers. Students gain experience in consumer skills, basic money management, child development, textile science, food safety, and nutrition. All 6th grade students design a product to meet a need using the STEM processes of designing, building, and using machines. All 7th grade students spend 22 days engaged in child development and nutrition curriculum. Students who elect to take the 8th grade experience spend an entire marking period (45 days) exploring problem-based learning opportunities through the content areas of food safety, nutrition, consumer skills, and money management. The middle school FCS classroom is equipped with kitchen facilities that are used to provide hands-on lab experiences for both 7th and 8th graders.

Computers, Business, Research:
The Computer/Business curriculum at the middle school provides students with an introduction to computer applications and business concepts. 6th grade students spend 22 days learning how to use word processing, spreadsheets, and desktop publishing software while analyzing the proper use of digital technology. During the 22 day rotation in 7th grade, students further develop their skills in business computer applications while exploring the areas of college and careers, investing, and money management. All 7th graders also participate in a 22-day course in academic research and digital citizenship, taught by the librarian. In 8th grade, students to apply those skills to the principles of marketing by creating a marketing campaign for a product or service during the 45-day elective course.

3. **Instructional Methods, Interventions, and Assessments:**

Good Hope teachers employ a variety of instructional strategies and techniques in each lesson and unit to meet the needs of all learners. Staff members are trained to differentiate instructional and assessment activities to address the needs of all, rather than simply "teaching to the middle." Teachers embrace blended/hybrid learning into their lessons, where students have opportunities to work at their own pace, receiving extra support and remediation as needed, while also allowing enrichment opportunities to faster

learners. Teachers use strategic grouping models to meet student needs: sometimes groups are formed by ability, and sometimes groups are intentionally comprised of mixed abilities to allow for peer teaching and learning. Pretests are used to gauge prior learning and identify specific skills and concepts that do not require much explicit instruction. In some cases, students can test out of an entire unit and through compaction participate in an alternative enrichment unit to meet their gifted needs. Benchmark testing is used heavily to measure progress and re-evaluate instructional methods, pacing, and interventions. Good Hope uses an RTI model of tiered instruction, where layered supports are built in for students requiring additional interventions. These students and interventions are largely determined from analysis of data - specifically achievement and growth. All teachers have been trained to use the Pennsylvania Value Added Assessment System (PVAAS), where specific students can be identified and grouped into those needing Tier II support, and those requiring more intensive Tier III interventions. All students receive curricular support through the assignment to one of several sections for Support of Additional Resources (SOAR). In these sessions, which meet every other day, students receive targeted intervention or enrichment from their team teachers in a small-group setting that averages a 12:1 student-to-teacher ratio. Teachers have moved away from "teaching the textbook" and instead only use a textbook as a resource. Teachers have increased opportunities for inquiry and problem-based learning, where students engage in a topic and work individually or collaboratively to discover meaning for themselves. We are moving towards more cross-curricular, integrated projects that allow students to make connections and apply learning and skills from one subject to another. As we prepare to move into a new facility with a large maker-space production commons, we are excited to revise our Cultural Arts curriculum to allow for more integrated projects. For example, students may be given the task of creating a new candy bar to market to the school. Students in FCS would develop a recipe to make the candy bar. Students in Tech Ed Design would create a mold using 3-D printer software. Students in graphic design would create a label, and students in marketing would determine the price and strategies to sell the product.

Assessments
Local assessments include traditional tests and quizzes, but also focus heavily on projects, performances, labs, essays, and other methods to apply learning and demonstrate proficiency. Homework is assigned as a support and extension of classroom learning, but does not factor heavily into overall marking period grades. Participation and classwork serve to enrich learning and yield higher performances on other summative assessments. Teachers use formative assessments techniques in every lesson, to gauge understanding of concepts and ensure that no one is being left behind. Intervention and supports are provided to students prior to the summative assessments. The district has articulated, standards-aligned curriculum maps for every course, and common assessments are used across all sections in both middle schools to ensure that all students are receiving the same level of instruction. Department Supervisors partner with Building Principals to routinely review performance data and identify concerns related to curriculum, instruction, and/or assessment. Standardized assessments such as the Diagnostic Reading Assessment (DRA) and Gates-MacGinitie are used as screeners for appropriate placement, as well as tools for progress-monitoring. Our students participate in the Pennsylvania System of School Assessment (PSSA) annually, and students enrolled in Algebra participate in the Keystone (state end-of-course) Assessments. A handful of our students participate individually in the PSAT, SAT, or ACT exams.

Students in the Cultural Arts electives are evaluated using instructor-designed rubrics, which assess the process of learning - specifically the students' ability to plan, problem solve, and reflect on their learning. In FCS, struggling students are supported by technology enhanced instruction in the form of videos designed by the instructor. Students can access video to re-teach themselves skills. Students are encouraged to make a school-to-home connection with a cooking-at-home challenge. For this challenge, students design a healthy meal for their family, document that process with pictures, and reflect on the experience. Music assessment is primarily performance based using a rubric and recording technology. Students regularly collaborate on PBL projects where they use prior knowledge to create a final product that incorporates the use of technology and a variety of skills. For example, 8th grade students work together to create a film score where they create storyboards, write scripts, act, record the movie, compose original music based on the action/tone, and edit both the music and the movies to create a produced project that are peer-assessed as well as teacher-assessed. Students are engaged in experiencing a variety of different roles a musician can have in the music business. World language courses include performance-based assessments to support the application of language skills and language proficiency growth. All students in full-year language courses

take benchmark assessments to monitor language growth. Students in Computer/Business are evaluated using performance-based, instructor-designed rubrics that assess the student's ability to plan, create, modify and reflect upon various real world based projects using business computer application. Through collaboration, students work to solve issues relating to digital citizenship, college and careers, and marketing topics. Students examine the proper use of digital technology and how digital technology affects their daily lives. Students research a career of interest and make various career and budgeting decisions related to that career. Students explore the principles of marketing and collaborate to market a product or event using business computer applications. In all Cultural Arts classes, students receive instruction that builds on previous knowledge and skills. Expectations and outcomes are clearly identified, and students are provided with performance-based rubric assessments for each unit. Throughout instruction the teachers check for understanding and provide students individual feedback through student/teacher conferences.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

As a generalization, we are fortunate to have a population of students who come to school excited and eager to learn. The most important factor in student engagement and motivation is a relevant curriculum, taught by passionate teachers who employ a variety of instructional and assessment strategies to help all students find success and have fun in the classroom. It takes a special teacher to work with young adolescents, and staff members are expected to constantly make connections with kids to build relationships. Lessons are expected to include strategies for student-centered learning, collaborative problem-solving, student-led discussions, effective questioning techniques, and overall opportunities for students to discover meaning and make cross-curricular and real-life connections for themselves. In doing so, students find value in the coursework and are engaged in the learning. Outside of the classroom, Good Hope has a strong extra-curricular clubs program, which create additional opportunities for students to take on leadership roles and make connections to school. Student accomplishments are featured on the student-led TV news program each morning. Our School Wide Positive Behavior Support (SWPBS) program includes values and expectations that students have learned through elementary school, including being Respectful, Responsible, Ready, and Safe. Our Principal's 100 Club allows teachers and staff members to immediately recognize students for demonstrating exemplary behaviors to build a stronger school community. Students receive a ticket and report to the office to sign the Principal's 100 Book. They choose a plastic egg from the Eagle's Nest, which contains a key that might open a treasure chest. The egg also has a number inside, which corresponds to a large 100-square Bingo board displayed in the office windows. The student's name is added to the square, and once a row of ten is completed, all students are called down to receive another prize. Each team selects a male and female "Eagle of the Month," which is an award based on qualities of citizenship, honest, attitude, improvement, respect, service, etc. These students receive a certificate and gold eagle pin, and have their picture featured in the lobby and in the monthly newsletter. All winners of the Eagle of the Month award (144 each year) enjoy a celebratory breakfast with staff at the end of the year. Our monthly Classroom Meetings focus on topics including respect, diversity awareness, wellness, gratitude, service, goal-setting, and citizenship; which tie into monthly school themes that establish a school-wide positive environment. Students participate monthly in an ACES (Academic, Career/College, Emotional, Social) lesson led by their school counselor, which help to provide supports for student growth in these areas. We are currently exploring an Advisory Program for next school year, which will provide additional opportunities to address students' academic, social, and emotional growth.

Good Hope teachers feel valued and supported. In fact, staff will constantly comment about "The Good Hope Family" and how good they have it. Morale is very high, despite constant increasing demands from local and state agencies, changing demographics, increased enrollment, and annual budget concerns. Staff members support one another, both professionally and personally. There are monthly themed staff luncheons and charity dress-down days, organized by the staff. As the school leader, Administration makes it a priority to maintain staff morale and relationships. Happy teachers result in better teaching, which ultimately help student advocacy and achievement. When possible, the principal includes staff input before making decisions, and constantly strives to provide open communication and opportunities for collaboration with stakeholders, rather than simply issuing directives. Servant leadership is a predominant style from administration, and both the principal and the assistant principal always make time to meet and problem-solve with any staff member, if needed. Teachers and support staff feel comfortable talking with administration, including voicing concerns, without fear of retribution or dismissal. This overall interconnected relationship between administration, teachers, and support staff help to strengthen the "Good Hope Family" and maintain an environment where people feel valued, respected, and supported.

2. **Engaging Families and Community:**

We are fortunate to have an extremely supportive community where families value the importance of education and provide the necessary at-home supports and partnerships with schools to ensure student success. Teachers are in constant communication with parents regarding student performance in the classroom. Through our online gradebook program, students and parents have immediate at-home access to

view student grades and teacher comments, helping to identify any areas of concern. Teachers issue progress reports to parents halfway through each marking period, and tangible report cards are issued at the end of each marking period. Teachers regularly schedule conferences with parents as needed. A monthly newsletter featuring important school news, student achievements, upcoming events, and program/policy information is send home electronically each month. Our website is constantly updated to keep parents informed, and e-news messages/announcements are routinely sent electronically. The school and district value parent/community partnerships, and include parents and members of the community on committees when possible. Our Parent Teacher Organization (PTO) is very active, and serves as a direct link between home and school. The committee meets monthly to discuss opportunities to support the school, as well as any concerns or questions that need to be addressed. The PTO provides scholarships, teacher allocations, field trips, student assemblies, recognition programs, and other ways to support students and teachers. Parents are routinely involved in volunteering for school events, such as field trips, dances, fundraisers, and assembly/guest-speaker events. We have recently started a mentoring program, where members from the community volunteer to work individually with at-risk students to build relationships and provide additional needed supports. Parents and community volunteers play an important role in some of our big events during the school year, including Career Day and the Junior Achievement YES program. Parent feedback surveys are sent out by administration each year as a way to collect input on school strengths and areas of potential growth.

3. Professional Development:

Our professional development program has developed significantly over the last few years, under the direction of one of our district Assistant Superintendents. While there are still a few traditional Act 80 in-service days (days when students are home but staff members report for training), the majority of our professional development now occurs outside of the normal contracted school day. Teachers participate in a required number of PD hours annually, broken into specific categories, but the structure allows professionals to customize their training to meet their specific needs. There is a catalog of after school, evening, or weekend workshops and PD sessions that are available throughout the year from which teachers can elect. Some of these trainings may be very specific to a level, department, or curricular initiative, while others could apply to any teacher K-12. Workshops are offered in a variety of areas including instruction, assessment, classroom environment, educational technology, planning/preparation, safety/security, student supports, and professional responsibilities. Some workshops are face-to-face sessions, while others are online learning paths which can be completed from a teacher's home. In all cases, a feedback form is submitted by each attendee, helping to gauge the effectiveness of the training and level of increased learning. This model allows for teachers to showcase specific talents, interests, or personal strengths of theirs; and teachers learning from their peers often makes for more productive professional development. For example, one of our Good Hope history teachers led a popular session related to assessment strategies, zeros, and retakes. Another teacher led several sessions on Google Classroom and various features of Google Apps for Education. The principal led a popular session of various strategies to incorporate movement into the classroom, to keep kids engaged. This model for customized PD allows the necessary differentiation needed to address a variety of needs, just as teachers differentiate in their classrooms. Some teachers may need help with basic classroom management strategies, while others would benefit from a session on improving high-level questioning and discussion techniques. Our model allows for this, and has received positive feedback from teachers. It also provides incentives for teachers who volunteer time after hours to support students, either in the capacity of an unpaid club advisor, or providing after-hours homework help and unpaid tutoring. Teachers are able to accrue a certain number of PD hours through this capacity. The Professional Education Committee (PEC), made up of teachers from all levels and school and district administrators, meets monthly to discuss and evaluate current practices, including Professional Development. From these conversations, necessary changes are made. Empowering the stakeholders in the process has made our Professional Development more meaningful for all.

4. School Leadership:

Structurally, Good Hope Middle School has one principal and one assistant principal. Many of the duties and responsibilities are collaboratively shared between the two positions, including staff supervision and

evaluation. The assistant principal tends to work more directly with students and parents on attendance and discipline issues, as well as student recognition. The principal tends to spearhead school-wide initiative programs, manage budget planning and spending, and address staff personnel issues and hiring. Both administrators partner to create the annual schedule, among a host of other tasks needed to run a school. Beyond the school, our district employs 12-month Act 93 Administrative Supervisors (6-12) in the areas of English/Reading, Social Studies, Science, Math, World Language/ESL, and Special Education. Supervision and evaluation of staff is shared between the Supervisors and building Principals, but the Supervisors oversee the majority of curriculum, instruction, and assessment decisions. The building administrators work collaboratively with the Cultural Arts department chairs (teachers) in the areas of curriculum, instruction, and assessment, but the supervision and evaluation is completed solely by the principals. At the district office level, the school district is led by a Superintendent of Schools, supported by a cabinet of administrators including: an Assistant Superintendent for Secondary Education; an Asst. Superintendent for Elementary Education; an Asst. Superintendent for Curriculum, Assessment, and PD; a Director of Technology; a Director of Human Resources; a Director of Student Services; a Director of Special Education; and a Business Manager. The Principal of Good Hope reports to the Asst. Superintendent of Secondary Education, and the Assistant Principal reports to the Principal.

The leadership philosophy of the school empowers teachers to take risks and try new methods of student engagement and assessment. Through annual Individual Action Plans (IAPs), teachers develop goals and meet individually with their supervisor throughout the year to measure progress towards the goal. Similarly, principals establish annual goals with expected outcomes and anticipated impact on school climate and student achievement. The goals are discussed through meetings with the supervisor and are ultimately used as a component of the principal's annual evaluation. All decisions on school policies, programs, and resource allocation are centered on improving student achievement. Administrators conduct routine walk-throughs and informal observations of teachers throughout the entire year, in addition to formalized observations. There is constant professional reflection and dialogue between and among teachers and administrators, with a goal of maximizing student success - both inside and outside the classroom.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Through the use of standards-aligned curriculum maps and common assessments, all students in a particular course receive a similar learning experience, which helps to ensure consistency among the various teachers and teams (including those at our other middle school). Teachers have the flexibility to customize instruction to their specific styles and strengths, but all students receive a comparable learning experience, regardless of teacher or team. The school provides opportunities through academic leveling to best address the needs of all students. In the subjects of math, ELA, and reading, courses in enrichment and remediation are available. Students are programmed into these differentiated courses through data review and teacher recommendation. The school offers co-taught sections of math and ELA, which allow students to receive regular education curriculum with additional supports from a special education teacher and a regular education content teacher. In the areas of math and world language, acceleration opportunities are available to qualified students. Eligible students can take courses traditionally offered in high school, including Algebra, Geometry, Algebra II, and level I and II courses in Spanish, French, and German. All students receive curricular support through the assignment to one of several sections for Support of Additional Resources (SOAR). In these sessions, students receive targeted intervention or enrichment from their teacher in a small-group setting that averages a 12:1 student-to-teacher ratio. A Flex period provides additional opportunities for students to meet with their teachers, work in small groups, and complete projects. A homework after school club has proven to be a useful opportunity for some at-risk students who might not have the home supports to reinforce learning from class. New this year, students who have struggled to engage academically are invited to participate in an after-school intervention program that utilizes a problem-based learning model. Rather than focus on content, this model uses engaging problems as a context to build core academic skills, teamwork, and confidence. This program hopes to reduce the need for remedial summer instruction by supporting students before credits have been lost. Our Student Assistance Program (SAP) meets weekly to discuss at-risk students who have been referred, and partners with local Mental Health and Drug/Alcohol agencies to help families to connect with services. In some cases, counseling through these outside agencies happens at Good Hope during the school day, minimizing the barriers for services in the community. Our school counselors, in partnership with our school social worker, work to provide additional services and supports to families in need. This includes our weekend Power-Pack program, which supplies low-income families with food. Our overall school mission is to make Good Hope a safe, welcoming, and exciting place for students each and every day. Creating this positive environment naturally results in higher school attendance, increased student engagement, reduced school disciplinary issues, and meaningful connections to school. Ultimately, all of these results in increased student achievement and success.