High Performing School Services

The goal of targeted and focused instruction is to move student from below grade level to grade level within three years while increasing the percent of students who are proficient and performing at grade level. Cohort data will be shared with the authorizer, school board, leadership team, teachers, and the staff.

HPSS will conduct a baseline audit on the indicators and characteristics of High Performing Schools. We will then implement an educational plan, continuous school improvement plan, evidence based research and best practices to move the school towards a trajectory to become a high performing school. HPSS will conduct annual audits to identify strengths and weaknesses and will utilize the identified strengths to strengthen the identified weaknesses. These annual audits will be used to monitor and evaluate the process and growth of the school.

HPSS will conduct a data analysis of state, norm referenced, and outcomes/mastery assessments to measure increases in student achievement. The goal of targeted and focused instruction is to move student from below grade level to grade level within three years while increasing the percent of students who are proficient and performing at grade level. Cohort data will be shared with the authorizer, school board, leadership team, teachers, and the staff.

A Public School Academies (PSA) Board can expect HPSS Management Company to:

- Create and Sustain High Performing Schools with an emphasis on student achievement through individualized instruction, technology, and mastery level learning.
- Implement an Education Plan based on the seven indicators of High Performing Schools
- Create a Continuous School Improvement Process that is aligned with the Education Plan, based on Data Driven Decision Making (DDDM) and Research/Evidence based Interventions
- Develop and utilize an aligned and Rigorous Curriculum based on Common Core Standards and content expectations
- Implement effective instructional practices based on research and best practice
- Monitor and evaluate effective teachers based on observations using Danielson's framework for effective teaching and using data through targeted and focused instruction which shows results
- Utilize whole group, small group, and intensive instruction while implementing DDDM and Response to Intervention Model (RtI) three tiers of intensive instruction

- Utilize Technology to Enhance Instruction (TEI) while redefining schools by implementing student-centered learning, facilitated by experts in content, supported by educational technology, housed in traditional school buildings
- Utilize Computer Adaptive Testing (CAT) to assist with progress and diagnostic assessments as a part of DDDM to provide individualized targeted and focused instruction.
- Develop a Shared Leadership and Collaboration model utilizing Professional Learning Communities (PLC's) and shared Responsibility, Understanding, and Common Language
- Develop and prepare a Leadership Team that can manage and run a high performing school through the gradual release of responsibility.
- Manage the performance of the school based on a high quality, results-oriented instructional program which produces desired results
- Build Capacity and Expertise of Staff through professional development, DDDM, and PLC's
- Develop a "Wrap Around" School which has activities and programs for students, parents, and the community based on needs, requests, and resources.
- Implement an intentional process for attracting and retaining new students and quality staff
- Develop and manage a balanced budget that is aligned with the Educational Plan and School Improvement Plan with an emphasis on technology
- Develop four year strategic plans for curriculum, technology, and resources which are aligned with the Education Plan, School Improvement Plan, and the budget

Details on Indicators of High Performing Schools
Indicators of High Performing Schools

- Aligned and Rigorous Curriculum
  - The written curriculum is aligned to state standards
  - The written curriculum is vertically and horizontally aligned
  - A process is in place for monitoring, evaluating and reviewing curriculum
  - Intervention and enrichment materials are identified within the curriculum

- Effective Instructional Practices
  - Each classroom is equipped with qualified staff, knowledgeable about the subject they teach
  - Staff is trained to use a variety of teaching strategies to meet the needs of their diverse student population
  - Staff is evaluated and provided with regular feedback
  - Staff utilizes instructional time to maximize student learning
  - All activities and assignments are relevant to each lesson and engaging to students

- o Common grading and reporting practices are used to communicate an accurate picture of student achievement
- o Staff collaborates on common lessons, assessments and looking ant student work

- Use of Assessment Data
  - o Curriculum and instruction are frequently monitored through regular and frequent assessment
  - o Formative, summative and diagnostic assessments are used to determine appropriate interventions and student grouping
  - o Data from assessments is analyzed and used to drive instruction and direct school improvement initiatives
  - o Assessments for student learning are aligned with state standards and curriculum
  - o Comprehensive performance managements system is in place
  - o Student progress is reported frequently to students and parents
  - o Instructional decisions are based on data

- Culture Focused on Student Achievement
  - o School Administrators foster a positive school environment in which student and staff members feel valued and are challenged to grow academically and professionally
  - o High expectations for academic achievement for all students are evident throughout the building
  - o The core purpose of the school, a focus on learning, is central to the mission and vision of stakeholders
  - o Shared mission, vision, values and goals are evident throughout the school
  - o Decision making is shared with staff and community and is mission and vision focused
  - o Efforts to sustaining and improving school are based on data and are clearly outlined for all stakeholders
  - o An effective discipline and behavior management system is in place and is actively supported by staff and administration
  - o Positive character traits are taught and reinforced as part of the curriculum

- Shared Leadership and Collaboration
  - o Leadership is focused on student achievement
  - o Leadership is distributed school wide
  - o School leaders assure a supportive, respectful, environment focused on high achievement
  - o School leaders build a positive school climate for all staff and students
  - o School leaders encourage and promote collaborative relationships

- o School leaders recognize staff members' accomplishments, expertise and leadership potential
- o School leaders ensure that adequate resources are allocated to achieve improvement goals
- o School leaders address existing and potential conflicts

- Focused Professional Development
- o Professional development is focused on improving student learning by deepening the knowledge and skills of educators in their subject matter and in pedagogy
- o Professional development is aligned with state standards and complements the instructional program
- o Professional development is job-embedded, collaborative and addresses both individual and school needs
- o The school has a system in place to measure the impact professional development has on instructional practice and student learning
- o Professional development builds cultural capacity

- Parent and Community Involvement
- o Families and the community feel positive about and welcome at the school
- o Families are invited to participate in school activities and programs
- o The school maintains high levels of communication with families and the community
- o The school seeks and values family and community involvement
- o The school engages families and community to support student learning
- o Administrators cultivate shared responsibility for decision-making among families and within the community