



PENNSYLVANIA DON EICHORN SCHOOLS: SCHOOLS TO WATCH 2009-2010 Application

The National Forum to Accelerate Middle-Grades Reform
in collaboration with the
Pennsylvania Middle School Association,
Pennsylvania Department of Education,
Duquesne University,
Edinboro University of Pennsylvania,
Lehigh University
and Texas instruments

Your school is invited to demonstrate its progress in becoming a high-performing middle level school by applying for this prestigious recognition. Schools to Watch are schools that demonstrate

- **Academic Excellence.** These schools challenge all students to use their minds well.
- **Developmental Responsiveness.** These schools are sensitive to the unique developmental challenges of early adolescence.
- **Social Equity.** These schools are democratic and fair, providing every student with high-quality teachers, resources, and supports.
- **Organizational Structures and Processes.** High-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.

PROGRAM DESCRIPTION

The Pennsylvania Don Eichhorn Schools: Schools to Watch program seeks to establish a network of schools willing to serve as models and mentors for others. Recognized schools will be featured in state and national publications, and will be visited by educators from around the country looking to see where “things are being done right.” Schools will also participate in professional development, and will serve as a model for other schools using the Schools to Watch Criteria to guide school improvement and reform. Schools visited by the selection committee but not selected for Schools to Watch recognition will be offered a half-day follow-up visit to discuss particular strengths and challenges of the school and ways in which Pennsylvania Don Eichhorn Schools: Schools to Watch can assist the school in its efforts to meet the criteria. After a year of implementing changes the school may re-apply for recognition.

WHAT IS A PENNSYLVANIA DON EICHHORN SCHOOL?

A Pennsylvania Don Eichhorn School is a school that is conscientiously moving to meet fully the nationally endorsed criteria for high performing middle schools, one that has made marked progress in meeting all of the criteria, including measurable gains in the academic achievement of all students over time.

BEFORE YOU BEGIN

Your school may be a high-performing, high-impact middle school, but is it ready to be designated as a model for others? Making an application is not an easy process, so before you begin, it is suggested that you complete the Schools to Watch Self Rating Rubric. The extent to which your school engages in the practices listed on this rubric may lead you to decide to delay submitting an application and to use the information as a professional improvement guide. **In addition, please call Paul A. Meck, Program Director, 717-448-3502.**

It is also suggested strongly that if any of the following are true for your school, you should delay application: 1) a change of leadership will occur for the following school year, 2) a principal new to your school, 3) a major change in program, student body, or grade configuration, or 4) test scores that do not reflect an upward trajectory.

ASSEMBLE YOUR TEAM

A leadership team must be assembled to read the application carefully and collaborate in its preparation and completion. Your team may wish to visit the National Forum Schools to Watch website (www.schoolstowatch.org) to take virtual tours of current Schools to Watch.

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PENNSYLVANIA DON EICHHORN SCHOOLS: SCHOOLS TO WATCH
2009-2010 Application

CONTACT INFORMATION

School Name: _____
Street Address: _____
City: _____ State: _____ Zip: _____
Phone: _____ Fax: _____ Web site: _____
Name of Principal: _____
Principal's email: _____ Years as Principal at this site: _____
School District: _____

Members of Application Writing Team:

	<u>Name</u>	<u>Position</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

(List additional team members as needed.)

Applications prepared by external grant writers or paid consultants will not be accepted.

SCHOOL CHARACTERISTICS

1. What grades are included in your school? _____
2. What is your total school enrollment? _____
3. What is the total number of students in your school district? _____

TELL US WHAT MAKES YOUR SCHOOL A "SCHOOL TO WATCH"

Attach a narrative, not to exceed 8 pages, that describes how your school is making its way toward becoming a high-performing middle level school. (format = 12 point font, 1" margins) We are especially interested in learning about what you are doing to ensure that your school is on a trajectory toward excellence in the following areas:

- Academic Excellence
- Developmental Responsiveness
- Social Equity
- Organizational Structures and Processes

Please cite specific examples of how your school addresses each area, using the Schools to Watch Criteria. Organize information by criteria.

In addition, please provide the following information:

- What overall progress have you made in raising student achievement scores?
- Describe your Pennsylvania System School Assessment (PSSA) performance composite trends over the last 3 years. (Schools not required to administer the PSSA, please submit comparable assessment data.)
- Did your school make Adequate Yearly Progress (AYP)? If not, what area(s) did you miss, and what are your plans for making AYP this year?

FUTURE INITIATIVES

Based on analysis of the data provided in your application, write an additional narrative, not to exceed 2 pages, on your school's plan for the future. Select two or three areas that you can commit to improving during the next three years.

APPLICATION DATA

Complete the National Forum Application Data charts. Your information must be entered using Microsoft Word and typing your data in the spaces provided on the charts. "Save" your completed form which may then be transmitted electronically as an email attachment and printed as hardcopy and submitted along with the rest of your application. This information will also be accessed by the National Forum. **See specific instructions** on page seven, National Forum to Accelerate Middle Grades Reform Schools to Watch® Program Application Data.

DOCUMENTATION OF YOUR SCHOOL'S ACADEMIC PERFORMANCE

Behind the last page of this application, attach the last three years state report scores on the following tests:

- PSSA
- Any other standardized test instruments

Disaggregated data is important when submitting these scores.

Application Checklist

School Name: _____

Please review the Pennsylvania Don Eichhorn: Schools to Watch application procedures packet to assure you have completed each step of the application process according to directions. Only information requested will be accepted.

Use the following checklist and check to see that each item is complete. Number each page for assistance in communication throughout your application review and assemble in the following order.

- __1. Contact Information
- __2. School Characteristics
- __3. 8 page narrative telling us what makes your school a "School to Watch"
- __4. 2 page narrative describing your school's future initiatives
- __5. Application Data
- __6. Documentation of your school's academic performance
- __7. Signature and Permission

Make ONE complete packet for your records and mail TWO complete packets and ONE CD of your application (all parts must be WORD documents) to:

Mr. Paul A. Meck
Director, Pennsylvania Don Eichhorn Schools: Schools to Watch
3 Cedar Road
Mechanicsburg, PA 17055

ALL MATERIALS MUST BE RECEIVED BY FRIDAY, OCTOBER 7, 2009.

Selection Timeline:

- October 7, 2009 Applications due
Confirmation of receipt of application sent via e-mail
- November 12, 2009 All schools informed of the status of their application
Selected schools will be scheduled for visitations between
November and January.
- February 2-6, 2010 Announcement of 2008-2009 Pennsylvania Don Eichhorn
Schools
- March , 2010 Selected schools featured at the PMSA Annual
Professional Development Institute in State College

SIGNATURE AND PERMISSION

We are aware that applications prepared by external grant writers or paid consultants will not be accepted and certify that this application was a collaborative process involving site administrators, teachers and other key stakeholders. We understand that the Pennsylvania Don Eichhorn Schools: Schools to Watch State Team may conduct a site visit to the school some time between November 2009 and January 2010. We will gladly host such a visit and provide meals for the visiting team. If selected as a Pennsylvania Don Eichhorn School:

- A documentation team may visit the school in order to gather further information for a case study, such as written, photographic and/or videotaped documentation. District and school staff would cooperate to the fullest extent possible and would assist in obtaining any necessary releases.
- Visits from other educators and media publicity would result. We will gladly participate in a network of middle-level practitioners, share our knowledge and experience with others in order to accelerate middle-grades reform and document these mentorship experiences using simple forms provided by Pennsylvania Don Eichhorn Schools: Schools to Watch.
- I/we would agree to participate as presenters and participants in the following:
 - PMSA Professional Development Institute (State College) March 2010
 - National Schools to Watch Conference, June 2010
- In addition, I/we would:
 - Provide pertinent materials to be posted to the PMSA website
 - Attend state training and serve as member(s) of the Pennsylvania Don Eichhorn Schools: Schools to Watch State Team (activities include reading applications, visiting potential Pennsylvania Don Eichhorn School sites, coaching future applicants, etc.)
 - Agree that if there is a change of principal leadership at the school, the new principal will fulfill the obligations and take Pennsylvania Don Eichhorn Schools: Schools to Watch training at the earliest opportunity
 - Agree to annually review our programs and to keep Pennsylvania Don Eichhorn Schools: Schools to Watch apprised of our continuous improvement
- We certify that our school is currently not in school Program Improvement or our school is being monitored and we have a well defined plan included in future initiatives. We further certify that the Office of Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district which may affect the school and that there are no pending suites by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.

Principal's Signature

Date

District Administrator's (Superintendent or Designee) Signature

Date

Education Students							
English Language Learner Students							

What was the average attendance rate (percent of all students) in your school during the last full school year?

Would you define your student population as “mobile” or “stable”? Mobile
 Stable

Suspension Data, School Year:					
In-School Suspensions					
		1-5 Days		6-10 Days	
Student Populations	Total Number of Students in School	Percent of Different Students (Unduplicated Count)	Percent of Cases (Duplicated Count)	Percent of Different Students (Unduplicated Count)	Percent of Cases (Duplicated Count)
All Students					
African American					
Asian					
Caucasian					
Latino(a)/Hispanic					
Native American					
Other					
Male Students					
Female Students					
Free/Reduced Lunch Students					
Special Education Students					
English Language Learner Students					
Out of School Suspensions					
		1-5 Days		6-10 Days	
Student Populations	Total Number of Students in School	Percent of Different Students (Unduplicated Count)	Percent of Cases (Duplicated Count)	Percent of Different Students (Unduplicated Count)	Percent of Cases (Duplicated Count)
All Students					
African American					
Asian					
Caucasian					
Latino(a)/Hispanic					

Native American					
Other					
Male Students					
Female Students					
Free/Reduced Lunch Students					
Special Education Students					
English Language Learner Students					

Were there any students suspended for more than 10 days? Yes No

Were there any student expulsions during the last school year? Yes No

How many of your students were not promoted to the next grade at the end of the last school year?

(Include actual number and the percent of the total enrollment for the grade level.)

Students Not Promoted (Retained) at the End of the Last School Year										
Student Populations	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	Number Not Promoted	Percent Of Total In Grade	Number Not Promoted	Percent Of Total In Grade	Number Not Promoted	Percent Of Total In Grade	Number Not Promoted	Percent Of Total In Grade	Number Not Promoted	Percent Of Total In Grade
All Students										
African American										
Asian										
Latino(a)/Hispanic										
Native American										
Caucasian										
Other										
Male Students										
Female Students										
Free/Reduced Lunch Students										
Special Education Students										
English Language Learner Students										

Student Achievement Data

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP), Year:				
Student Populations	English Language Arts		Mathematics	
	YES	NO	YES	NO
All Students				
African American				
Asian/Asian American				
Caucasian				
Latino(a)/Hispanic				
Native American				
Multiracial*				
Students with Disabilities*				
Limited English Proficient*				
Economically Disadvantaged*				

*Terms used on NCLB reports of AYP.

State Testing Data, 2004-2005 School Year, State:

Name of Test:

Percent of Students Passing State Assessment at the "Meets" or "Exceeds" Level (Combine Your School's Data for "Meets" and "Exceeds" and Enter on this Chart)							
5 th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							

Special Education Students							
English Language Learner Students							
6th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
7th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
8th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							

Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
9th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							

State Testing Data, 2005-2006 School Year, State:

Name of Test:

Percent of Students Passing State Assessment at the "Meets" or "Exceeds" Level							
<i>(Combine Your School's Data for "Meets" and "Exceeds" and Enter on this Chart)</i>							
5th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							

Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
6th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
7th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							

English Language Learner Students							
8th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
9th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							

State Testing Data, 2006-2007 School Year, State:

Name of Test:

Percent of Students Passing State Assessment at the "Meets" or "Exceeds" Level (Combine Your School's Data for "Meets" and "Exceeds" and Enter on this Chart)							
5 th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
6 th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
7 th Grade							
Student	Language	Mathematics	Science	Social	Reading	Other:	Other:

Populations	Arts			Studies			
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
8th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							
Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							
9th Grade							
Student Populations	Language Arts	Mathematics	Science	Social Studies	Reading	Other:	Other:
All Students							
African American							
Asian							
Latino(a)/Hispanic							
Native American							
Caucasian							

Other							
Male Students							
Female Students							
Free/Reduced Lunch Students							
Special Education Students							
English Language Learner Students							

Teacher Demographics

Teacher Populations		Number				
Total Number of Teachers in School						
Number of Regular Education Teachers						
Number of Special Education Teachers						
Number of ESL/ELL Teachers						
Number of "Core" Subject Teachers						
Subject	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	
Language Arts						
Mathematics						
Science						
Social Studies						
Teacher Certification/Licensure*						
Elementary Certificate/License		Grade Span:		Number:		
Middle Grades Certificate/License		Grade Span:		Number:		
Secondary Certificate/License		Grade Span:		Number:		
Other Certificate/License		Grade Span: K-12 or		Number:		
Middle Grades Endorsements*		Grade Span:		Number:		
*Certificates/Licenses are "initial" credentials while "Endorsements" are "add-ons" to an initial credential. Numbers may reflect that some teachers have an initial elementary or secondary credential but also have a middle grades endorsement.						

At the time of submitting your Schools to Watch application according to the application directions in your state, these data pages must also be sent electronically as an e-mail attachment directly to the National Forum to Accelerate Middle Grades Reform Office at the address below. It would be helpful to put your state name and school name in the "subject" line (for example, Michigan: Best Middle School).

middle@ncte.org

6/2007 Forum Research Committee