

GLENN W. HOFFMANN EXEMPLARY PROGRAM AWARDS

2017-2018 GUIDELINES

1. Required application form, two-page program summary and a 50 word highlight of the program must be submitted via e-mail to the Exemplary Program Awards Committee by December 8, 2017 at: HoffmannAward@gmail.com.
2. The submitted program, in its essential form, must have been in existence since September 2015.
3. Only Association members in good standing may be eligible for awards.
4. Programs must be consistent with a free, public education for all students.
5. A program may be multi-district, district-wide, one school, or one classroom.
6. All participating districts must submit joint program applications jointly.
7. Each district must designate one of the following categories as their primary submission. In addition, districts must designate one additional category per submission. Each application must show measurable evidence of the primary and secondary (to a lesser extent) submission categories:
 - Curriculum and Instruction
 - Targeted Student Populations
 - Technology
 - Professional Development
 - Family Involvement
 - Community Connection
 - Accountability and Assessment
 - Student Leadership
 - Student Wellness
 - Student Support Services
8. There may be no winner or more than one winner in a category.
9. Districts filing must be willing to allow program visitation during February and March, 2018, by the Association's Exemplary Awards Committee.
10. A video presentation of successful programs will be presented at the SCCSB Association spring dinner in April.

What Makes a Good Hoffmann Award Submission?

Many times wonderful programs are scored lower because of missed opportunities in completing the application. Take time to look over the form and supporting documents completely before you begin. Here are some things to consider:

Categories: Notice there are both primary and secondary areas to choose. Evaluate your choices based on the focus or program design and the strong evidence that you have. Which one(s) best substantiates the criterion in the category you choose. Points are awarded for both categories.

Narrative: Clearly offer the timeline in which you started to plan. State the need that existed to initiate a change. This can be considered your baseline data. Give the date your new interventions formally began and how many individuals you directly serve. Share how your program offerings and persons served may have changed.

Program Evidence: First of all we need to know the measures you used to assess your progress. Document your baseline data points. What did you hope to achieve? How frequently are you monitoring your program? Have you reassessed using the same metric?

Next as your program evolved, did you add new indicators? This data can take on many forms beyond the state tests results. Think about other data points you have, especially within your site's single school plan and CHKS and CSSP surveys. You may collect data via Dashboard, SWISS or publisher embedded curriculum assessments. Additionally, either locally created PLC assessments, surveys or other normed assessment tools e.g. Developmental Assets are fine. Let us know your sample size and the rate of return to give us context of your data reporting.

Finally there should be enough data to show there is a correlation with this intervention and your students' success and their academic achievement. You should be able to express this with a comparison of your baseline data, your indicators and your most current assessment. Give us an idea of long term impacts.

Replicability /Sustainability: Let us know if you have modeled nationally recognized best practice. Were you able to implement this concept with fidelity or did you make modifications. Is there capacity to extend this to other sites? What have you done or what are you planning to sustain this long term. Finally, if your program has been observed as a model by other districts tell us.

We hope this has helps inform your completion of our applications.

Glenn W. Hoffmann Exemplary Program Awards

Categories

1. Curriculum and Instruction

Programs that significantly enhance the student learning experience in the following curricular areas:

- English/Language Arts/Reading
- History/Social Sciences /Social Studies
- Mathematics
- Science
- Visual and Performing Arts
- Other Content Areas

Efforts may include delivery of instruction, structuring of the school schedule/educational environment, or other approaches that improves student learning.

2. Targeted Student Populations

Programs that are specifically designed to address the educational needs of targeted student populations, including, but not limited to:

- Special Education
- English Language Learners (EL)
- Gifted and Talented Education or above grade level students
- Retained, at risk of retention or below grade level students
- Economically disadvantaged students
- At-risk ethnic sub-groups
- Specific age-based developmental needs (e.g., middle school, early childhood)
- Other targeted student populations

Efforts may include intervention strategies (e.g., curriculum, instruction, structuring of school schedule or educational environment), meaningful use of student data, professional development, and outreach/partnership collaborations.

3. Technology

Programs that demonstrate the integration of effective uses of technology in teaching and learning. Effective use may include technology use for or by students to increase their knowledge and skills along with expanding the depth and scope of the curriculum.

4. Professional Development

Professional development programs for staff: teachers, administrators, certificated and/or classified personnel. Efforts may include support for training, continuing education, evaluation, recruitment, retention, and/or opportunities for collaboration and shared decision-making.

5. Family Involvement

Programs that encourage or facilitate family involvement in their child's education and strengthens the family-school relationship.

6. Community Connection

Collaborations that support the school's objectives for their students' educational experience, including but not limited to core academics. The community may include: other schools, school districts, and county office of education; community agencies and non-profits; law enforcement; service and fraternal organizations; associations and clubs; businesses and industry; government agencies; performing and visual arts organizations; religious organizations; colleges and universities.

7. Accountability and Assessment

Programs to assess student achievement or program effectiveness, such that instruction is improved or accountability enhanced. Efforts may include: models and techniques; a range of types of formative or summative assessments (e.g., portfolios, performance-based, web- or software-based, etc.).

8. Student Leadership

Programs that promote and support leadership roles for students within their school. Efforts may involve: peer support (e.g., buddies, orientation programs, counseling, conflict resolution, tutoring); student government (including site council or other shared governance with adults); clubs (e.g., "green" environmental teams, service groups) and teams (e.g., athletics, debate, robotics).

9. Student Wellness

Programs for students and/or families that support student learning by addressing critical physical and mental health issues. Efforts to promote healthy behaviors and attitudes may involve: positive character traits; supportive home, community and school environments; conflict resolution; anti-bullying/social cruelty programs; oral health; good nutrition; reducing stress; monitoring sleep; life skills; exercise and fitness; drug and alcohol abuse; etc. Strategies may include: classes or presentations; collaboration with community groups, government agencies and other educational organizations; support services (e.g., counseling); parent/family outreach; surveys; professional development; school or district-wide policies or plans.

10. Student Support Services

Programs within a school that support the core educational objectives of the school, but do not directly involve curriculum and instruction. Efforts may include: college and career readiness support; student safety (anti-violence; discipline; reducing truancy; emergency preparedness); student activities centers or other student-gathering spaces.