Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Midpoint Review
Tuesday, May 18, 2010

Entity: Bloomsburg Area SD
Address: 728 E 5th St
Bloomsburg, PA 17815-2305
Phone: (570) 784-5000
Contact Name: Cosmas Curry

Educational Community

The Bloomsburg Area School District serves the community of the town of Bloomsburg, Pennsylvania. Bloomsburg is a rural setting with a population of approximately 12,500 people. Bloomsburg University is located in the town, which brings a somewhat cosmopolitan flair to the area. Bloomsburg is located near the heart of Columbia County and is the county seat.

The Bloomsburg Area School District serves all students in the Town of Bloomsburg, plus the townships of Beaver, Hemlock, Main, and Montour, and a portion of Catawissa Township. The district has a K-12 structure with planned courses of instruction and assessment matched to the requirements of the state academic standards.

The district has six buildings, including three elementary schools, one middle school, one high school, and the administrative office.   The location and student population of each school is as follows:

Beaver-Main Elementary School
245 Beaver Valley Road
Bloomsburg, PA 17815
K-5 Student Population: 111 students

W.W. Evans Elementary School
59 Perry Avenue
Bloomsburg, PA 17815
K-5 Student Population: 255 students

Memorial Elementary School
500 Market Street
Bloomsburg, PA 17815
K-5 Student Population: 428 students

Bloomsburg Middle School
1100 Railroad Street
Bloomsburg, PA 17815
6-8 Student Population: 383 students

Bloomsburg High School
1200 Railroad Street
Bloomsburg, PA 17815
9-12 Student Population: 469 students

Bloomsburg Area School District Office
728 East Fifth Street
Bloomsburg, PA 17815

The elementary schools have a full day kindergarten program which has been operating successfully since 1985. A prekindergarten "Kindercamp" was implemented in the summer of 2003. This pre-K program continues to be successful in giving preschool children a school experience which allows them to start kindergarten better prepared for learning.

The high school has over a 93% graduation rate. All elementary schools and the high school in the district have achieved Adequate Yearly Progress (AYP) for the past three years in all areas as outlined by the Pennsylvania Department of Education. The middle school met 15 of 17

AYP targets in 2007-08 (missing IEP and Economically disadvantaged subgroups in Reading); it met 17 out of 17 targets in 2008-09 and 2006-07.

Mission

The mission of the Bloomsburg Area School District is to prepare its students to become contributing, responsible citizens and life-long learners with the ability to adapt and to succeed in a competitive world.

Vision

It is the vision of the Bloomsburg Area School District to realize its highest potential as an educational community by setting clear, measurable goals based on the Pennsylvania Academic Standards; employing current best practices; utilizing the resources of its learning community; providing curriculum and learning opportunities that feature active engagement of all constituents; engaging in effective communication; and productively utilizing district facilities. Our successes will act as a catalyst for the ongoing evolution of a highly effective school district that will lead to future growth, improvement, development and change.

Shared Values

In the Bloomsburg Area School District, excellence is our goal; therefore, we believe:

1. All students can learn;

2. Students learn differently;

3. All students are unique and need understanding and encouragement;

4. All people have worth;

5. Positive self-esteem promotes learning;

6. All people have a right to a safe and positive learning environment;

7. Success promotes success;

8. High expectations promote achievement;

9. The opportunity for a quality education should be provided for each student;

10. Education is a shared responsibility among students, parents, faculty, administrators, school board members, and community;

11. Learning is a life-long process.

Academic Standards

Bloomsburg Area School District has developed curricula that are carefully aligned to the Pennsylvania Academic Standards in all academic areas.

K-12 courses that deliver all of the content in the PA Academic Standards listed below are written and available on the district server. Using this system, teachers can download the courses

needed, access materials available to teach the course, and identify the standards aligned with the course content.

BASD courses, posted using "Curriculum Designer," address the following PA Academic Standards:

* Science & Technology

* Civics & Government, Economics, Geography, History

* Environment & Ecology

* Mathematics

* Reading, Writing, Speaking, & Listening

K-12 courses that deliver all of the content in the PA Academic Standards listed below are written, on file in a curriculum binder, in each classroom and are also on file in each building and at the district office. Teachers that deliver instruction in these courses use their curriculum binder to plan instruction.

BASD courses written and organized in the curriculum binder format address the following PA Academic Standards:

* Family & Consumer Science

* Arts & Humanities

* Career Education & Work

* Health, Safety, & Physical Education

Courses in grades 9-12 World Languages, grades 6-12 Art, grades 6-12 Family & Consumer Science, and grades 6-12 Industrial Technology are scheduled to be updated and revised, if needed, during the 2011-2012 school year. An elective course in Psychology was written based on the American Psychological Association of National Standards; an elective course in Sociology was written based on the National Council of Social Studies Standards.

Strategic Planning Process

 In August of 2006, the Bloomsburg Area School District initiated a Strategic Planning process to set the broad direction for the district for the next six years. A core strategic planning committee was formed in order to develop a plan that addresses all of the requirements of the strategic planning contained in Pennsylvania's Chapter 4 regulations. The plan was prepared collaboratively and collectively between the school district and its stakeholders which are parents, community members, businesses, employers, administrators, board members, faculty, students and staff.

The core committee met monthly during the first semester of the 2006-2007 school year. During this time period, sub-committees also met and reported back to the whole committee at the monthly meetings. These sub-committees identified priority goals which became the focus of the Strategic Plan. Action plans focusing on strategies to address these goals, which are found in the Chapter 4 Document of this Strategic Plan, were developed.

Beginning the second semester, more frequent meetings were held. Separate as well as

combined meetings of various stakeholders, throughout this time period kept everyone informed. Constant dialogue and interaction helped to create a student-focused plan that is driven by goals and measures that will be used to guide the district's work for the next six years.

This plan is a living document, meaning that it will be monitored at regular intervals, and adjusted as needed, in order to make sure the district remains focused on its stated goals. The plan will guide the district as it constantly strives to improve student achievement and educational practices in the quest of helping all of our students reach their fullest potential.

In January of 2010 the Bloomsburg Area School District initiated the Academic Standards and Assessment Mid-point Review and Professional Education Plan development. The steering committee was updated and met in January. Sub-committees were assigned and approved by the board. Sub-committees met in January, February and March. The steering committee met again in April to discuss, review and revise the Academic Standards and Assessment Mid-point Review Report, the Professional Education Plan and Technology Plan prior to the plans submission for school board approval and to the Pennsylvania Department of Education.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beishline, Lou Jean	Bloomsburg Area School District	Elementary School Teacher	Peers
Bonomo, Dan	Bloomsburg Area School District	Administrator	Administrators
Curry, Cosmas	Bloomsburg Area School District	Administrator	Administrators
Girton, Monique	Bloomsburg Community	Parent	School Board
Groody, Christopher	Bloomsburg Area School District	Administrator	Administrators
Honabach, Gary	Bloomsburg Area School District	Ed Specialist - Instructional Technology	Peers
Knupp, Lindsay	Bloomsburg Area School District	Special Education Teacher	Peers
Kruczek, Nadine	Bloomsburg Community	Parent	School Board
Rupp, Sandra	Bloomsburg Community	Board Member	Superintendent
Shoup, Jennifer	Bloomsburg Area School District	Administrator	Administrators
Upton, Michael	Bloomsburg Area School District	Administrator	Administrators

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

Goal: CURRICULUM ALIGNMENT

Last Modified: 2/26/2010
Description: Curriculum and lesson plans need to be developed, revised and / or mapped to continue to be aligned with PA State Standards.

Strategy: Horizontal and Vertical Curriculum Alignment

Last Modified: 3/1/2010
Description: BASD curriculum and lesson plans will be aligned horizontally across grade levels and vertically K-12.

Activity: Career Education and Work Standards

Last Modified: 3/1/2010
Description: Plan for integration of Career Education and Work Standards and implement K-12 within existing disciplines.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD Administration, Department Chairs	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will learn grade level standards for career education and work. 2) Teachers will integrate grade level standards within units of instruction and lesson plans of existing disciplines, K-12.	Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Empowers educators to work effectively with parents and community

<u>partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics - History - Career Education and Work - Economics - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area lesson implementation outcomes, with	Review of participant lesson plans

- involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Status: Not Started — Upcoming

Activity: Curriculum Review

Last Modified: 4/11/2010
Description: BASD curriculum, including units of study, lesson plans, assessments and interventions will be reviewed, and if necessary, revised or created. The process will then continue with curriculum mapping and alignment.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 1/30/2009 Finish: 6/30/2013	$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD Administrative Team, Department Chairs	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Review, revise and / or develop curriculum, units of study and lesson plans aligned with PA standards. Map and align curriculum across grade levels and K-12. Identify and meet needs of struggling to advanced learners based on state, benchmark and informal assessments.	Standards aligned curriculum, units of study and lesson plans are best practice.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective

practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics

- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Electronic Curriculum Framework

Last Modified: 4/11/2010

Description: Electronic formats will be explored to enable district curriculum, units of study and lesson plans to be entered, utilized and revised. In addition, mapping and disaggregation by anchor and standard to align curriculum electronically are features to be investigated.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	$40,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	150
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

BASD Administration, Dept. Chairs	• School Entity	Not approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
1) Navigation of curriculum framework 2) Ability to disaggregate curriculum, units of study and lessons by PA state standard and/or anchor 3) BASD curriculum mapping and alignment K-12 and across grade level 4) Lessons designed to meet needs of struggling to advanced learners 5) Train staff on purpose and navigation of PDE's Standards Aligned System (SAS)	PA standards aligned curriculum, units of study and lesson plans are best practice.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood	• Reading, Writing, Speaking

- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

(preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

& Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Review of participant lesson plans

Status: Not Started — Upcoming

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Last Modified: 2/26/2010
Description: Graduation rate will maintain a 93% threshold and/or show growth.

Strategy: Graduation rate will maintain a 93% threshold and /or show growth

Last Modified: 4/11/2010
Description: A Graduation/Drop out committee composed of administration, school counselors and faculty will continue to develop an individual action plan for any student considering dropping out or any student in danger of not meeting graduation requirements.

Activity: **Community resources**

Last Modified: 3/30/2010
Description: Develop a collaborative partnership with business leaders in the community. This partnership will be used to increase awareness for students on the importance of high school completion.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/30/2010	Partnerships developed with Career Link, Job Corps, Tri-Chamber Foundation etc.

Activity: **Graduation / Dropout Committee**

Last Modified: 4/11/2010
Description: The high school will continue to implement a Graduation/Dropout Committee.

Person Responsible Timeline for Implementation Resources

Bonomo, Dan	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Date	Comment
1/27/2010	Graduation / Dropout Committee developed and implemented.

Activity: **Improve success for students on the 12th Grade PSSA Re-Test**

Last Modified: 4/11/2010
Description: Continue to require a reading and / or a math course for all 12th grade students who scored below proficient on the 11th grade PSSA in either area. Course to be scheduled the students 12th grade year.

Person Responsible Timeline for Implementation Resources

| Chapter 4 Admin | Start: 1/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

Activity: Test Prep Activities

Last Modified: 1/20/2010
Description: High school faculty will facilitate small group test prep seminars for all students prior to students taking the PSSA in 11th and 12th grade.

Person Responsible Timeline for Implementation Resources

| None Selected | Start: 1/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

Goal: GIFTED EDUCATION

Last Modified: 3/18/2010
Description: BASD will plan for, adopt and implement new gifted education standards.

Strategy: Adopt new gifted education standards

Last Modified: 3/18/2010
Description: Provide students with opportunity to enrich their quality high school education through gifted opportunities.

Activity: Gifted Opportunities

Last Modified: 4/13/2010
Description: 1) Provide gifted training to all staff regarding implementation of GIEPs
2) Provide training to gifted teachers regarding characteristics of high quality GIEPS and programs
3) Publish information about BASD's gifted program, including GIEPs

Person Responsible	Timeline for Implementation	Resources
Robbins, Jillann	Start: 3/1/2010 Finish: 6/30/2013	$4,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD Administration Team	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
GIEP creation, effective Gifted program characteristics and how to implement GIEPs	Well written individualized GIEPs will support students to extend their learning through effective teaching strategies with multiple assessment opportunities.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Subject Area

- Reading, Writing, Speaking & Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- GIEP development

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- GIEP development
- Gifted program

Status: In Progress — Upcoming

Goal: GRADUATION REQUIREMENTS

Last Modified: 2/25/2010
Description: BASD will plan for, adopt and implement new graduation requirements.

Strategy: Adopt new graduation requirements

Last Modified: 2/28/2010

Description: Provide students with the opportunity to earn a high quality high school diploma through multiple assessment opportunities.

Activity: **Develop timeline for new graduation requirements**

Last Modified: 4/11/2010
Description: Using Keystone Exams for Graduation

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	-

Status: Not Started — Upcoming

Activity: **Graduation Requirements**

Last Modified: 4/11/2010
Description: Effective with the graduating class of 2014-15 (2010/11 8th graders), graduation requirements will include the following:
1) Course completion and grades;
2) Completion of a culminating project, which may include completion of a college application process;
3) Demonstration of proficiency as determined by the school district in each of the state academic standards not assessed by a state assessment; and
4) Demonstration of proficiency in literature (reading), English composition, math, science and social studies are determined through one or more of the following: use of state-developed Keystone Exams, validated local assessments and Advanced Placement Exams.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	150

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD Administration Team	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
To have the BASD stakeholders	Help students achieve	*For classroom teachers, school*

understand the new graduation requirements.

proficiency through effective teaching strategies with multiple assessment opportunities.

counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Environment and Ecology • Mathematics • History • Economics • Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Requirements (Graduation requirement implementation)

Status: Not Started — Upcoming

Activity: Using Local Assessments for Graduation

Last Modified: 2/25/2010
Description: Local assessments used for graduation purposes must be independently validated once every six years in conjunction with submission of the school district's strategic plan. The local assessments may be designed to include a variety of assessment strategies and may include use of one or more Keystone Exams.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	$18,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD Administrative Team	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to create local assessments based on specified criteria to meet validation requirements. Local assessments will be discussed and created in principal and department head meetings, department meetings and grade level meetings.	Teacher created assessments to help guide our instruction, and Keystone or AP exams; assessments give students opportunities to attain proficiency.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff

- professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Civics and Government - Environment and Ecology - Mathematics - History

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Assessments (validated local assessments)

Status: Not Started — Upcoming

Goal: MATHEMATICS

Last Modified: 2/22/2010
Description: In the school year 2010 at least 56% will be proficient, in the year 2011 at least 67%, in year 2012 at least 78% and in year 2013 at least 89% will be proficient in Mathematics, as measured by the annual state assessment.

Strategy: Student Progress and Proficiency

Last Modified: 4/11/2010
Description: To provide tools to teachers to better align instruction with student needs.

Activity: Academic Improvement Class

Last Modified: 2/3/2010

Description: Students experiencing difficulty becoming proficient on math standards will have the opportunity to meet with a faculty member in a small group setting after regular school hours by attending the Academic Improvement Class.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
1/27/2010	Teachers received professional development to access and analyze student data (state assessment, benchmark) via data management system.

Activity: Benchmark Assessments

Last Modified: 3/30/2010

Description: Teachers in grades 3-8, will continue to administer benchmark assessments in math 3 times per year. Teachers will analyze test results and align instruction and interventions accordingly. BASD will explore grades 9-12 benchmark assessments that are aligned with the Keystone Exams.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16 School Staff	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers in grades 3-8 administer benchmark assessments. 2) Teachers,	Differentiated instruction is best practice. The results of the benchmark	*For classroom teachers, school counselors and education specialists:*

guidance personnel, administrators, and other support teachers examine results and continue to learn how to plan instruction and interventions based on student needs. 3) Teachers in grades 9-12 will explore benchmark assessments for alignment with Keystone Exams in their subject area.

assessments will allow teachers to better define needs of students in their classrooms.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Student PSSA data • Review of participant lesson plans • PVAAS Data

Status: In Progress — Upcoming

Date	Comment
2/19/2010	Teachers in grades 3-8 administer benchmark assessments 3 times per year. Teachers analyze test results and align instruction and interventions accordingly. August 2008

Activity: Data Analysis

Last Modified: 4/11/2010
Description: Teachers will continue to be trained how to access and analyze student data from benchmark and state assessments via a data management system.

Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/18/2010 Finish: 6/30/2013	$9,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	140

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16, BASD Administrative Staff, BASD Technology Support Staff	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will learn how to analyze	Best practice is differentiated	*For classroom teachers,*

state, local and benchmark assessment data via a data management system. 2) Teachers will collaborate and develop ideas to differentiate instruction and interventions based on the data examined. 3) Administrators will learn how to examine data to achieve academic goals. 4) Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the BASD students.

instruction utilizing highly effective strategies that promote student achievement. Examination of data is an essential component of quality instruction and interventions.

school counselors and education specialists:

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
- Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data - Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
1/27/2010	Teachers continue to be trained how to access and analyze student data (state assessment and benchmark) via data management system.

Activity: Math Improvement Class

Last Modified: 4/11/2010
Description: Eighth grade students who do not score proficient on the grade 8th grade math state assessment will be enrolled in an applied mathematics sequence immediately upon entering high school.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/18/2010 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
4/11/2010	Eighth grade students who do not score proficient on the grade 8 state assessment are enrolled in a three-year Applied Math sequence.

Activity: **Partnership with Bloomsburg University**

Last Modified: 2/24/2010
Description: Continue to utilize BU college students as a tutoring resource for BASD students who have scored below the proficient level on the PSSA math assessment.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Date	Comment
1/27/2010	Bloomsburg University students provide tutoring to elementary students scoring below proficient on the state assessment.

Activity: **RTII**

Last Modified: 2/3/2010
Description: The district will plan for and implement the Response to Instruction and Intervention Model K-12.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	140
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Over the next 3 years, CSIU 16 staff will train the BASD staff and assist in the implementation of RTI.	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
1) Administrators will learn leadership strategies in regards to systems change 2) Teachers will continue to learn strategies to analyze data and drive instruction.	RTII is a researched based program.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice,

3) Teachers will learn and apply differentiated instruction and intervention strategies.
4) School counselors and psychologist will learn how to analyze data and teaching strategies to examine the need for tier II and III intervention.

with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area lesson implementation outcomes, with involvement of	Student PSSA data

- administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Date	Comment
1/27/2010	BASD has established a RTII core team to attend training at CSIU 16 during the 2009-10 school year.

Activity: Training in Differentiated Instruction

Last Modified: 2/25/2010

Description: Provide training for all teachers K-12 in effective strategies for student achievement. Apply research based strategies in all math classrooms.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 8/30/2013	$13,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	140

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16, BASD Staff	- School Entity - Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will learn about and apply differentiated instruction and intervention strategies. 2) Administrators will learn how to facilitate change in their	We will utilize researched based strategies in the training.	*For classroom teachers, school counselors and education specialists:* Increases the educator's

buildings and monitor and support quality teaching strategies in the classrooms.

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data

Status: In Progress — Upcoming

Date	Comment
1/27/2010	BASD K-12 teachers are receiving training on Effective Teaching Strategies for Differentiation on August 18 & 19, 2010.

Goal: READING

Last Modified: 2/22/2010
Description: In the school year 2010, at least 63% will be proficient, in the year 2011, at least 72% will be proficient in the year 2012, at least 81% will be proficient, in the school year 2013, at least 91% will be proficient in Reading, as measured by the annual state assessment.

Strategy: Student Progress and Proficiency

Last Modified: 4/11/2010
Description: Teachers will receive professional development to implement reading strategies to increase student achievement in reading skills and knowledge.

Activity: Authentic Reading

Last Modified: 4/14/2010
Description: Continue to provide time daily for authentic reading (at student's instructional level) in K-5 classrooms and Accelerated Reading in 6-12 classrooms.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/30/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment

4/14/2010 Elementary schedules were reviewed to provide time for students to have time for authentic reading. K-5 students participate in authentic reading daily. 6-12 students participate in accelerated reading opportunities.

Activity: **Benchmark Assessments**

Last Modified: 3/1/2010

Description: Teachers in grades 3-8, will continue to administer benchmark assessments in reading 3 times per year. Teachers will analyze test results and align instruction and interventions accordingly. BASD will explore grade 9-12 benchmark assessments that are aligned with the Keystone Exams.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 9/3/2007 Finish: 6/30/2013	$9,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers in grades 3-8 administer benchmark assessments. 2) Teachers, school counselors, administrators, and other support teachers examine results and continue to learn how to plan instruction and interventions based on student needs. 3) Teachers in grades 9-12 will explore benchmark assessments for alignment with Keystone Exams in their subject area.	Differentiated instruction including effective strategies for student achievement is best practice. The results of the benchmark assessments will allow teachers to better define needs of students in their classrooms	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area lesson implementation	- Student PSSA data - Review of participant lesson plans

- outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

- PVAAS Data

Status: In Progress — Upcoming

Date	Comment
2/19/2010	Teachers in grades 3-8 administer benchmark assessments 3 times per year. Teachers analyze test results and align instruction and interventions accordingly. August 2008

Activity: Data Analysis

Last Modified: 2/16/2010
Description: Teachers will be trained to access and analyze student data from benchmark and state assessments via a data management system.

Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/18/2010 Finish: 6/30/2013	$4,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	140

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16, BASD Administrative Staff, BASD Technology Staff	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will learn how to analyze state, local and benchmark assessment data via a data management system. 2) Teachers	Best practice is differentiated instruction. Examination of data is a needed component of	*For classroom teachers, school counselors and education specialists:*

will collaborate and develop ideas for differentiated instruction based on the data examined. 3) Administrators will learn how to examine data to assist them with achieving academic goals. 3) Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the BASD students.

quality instruction.

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
- Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Peer-to-peer lesson discussions	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data

Status: In Progress — Upcoming

Date	Comment
1/27/2010	BASD K-12 teachers are receiving training on Effective Teaching Strategies for Differentiation on August 18 & 19, 2010.

Activity: Literacy Training

Last Modified: 4/11/2010

Description: Professional development in the area of writing will continue to be provided to all elementary teachers of reading. Training in 6+1 Traits of Writing will be provided. Houghton-Mifflin Reading, 4 Square Writing and 6+1 Traits of Writing will be used in all elementary classrooms. All BASD teachers are considered teachers of reading and will attend the Bloomsburg University Reading Conference.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/22/2010 Finish: 6/30/2013	$9,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	140
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

BASD Grade level teams grades K-5, Bloomsburg University Reading Conference Staff	• School Entity • College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will continue to apply the 5 blocks of literacy research to the Houghton Mifflin Reading Series. 2) Teachers will apply the 4 Square Writing strategy as developed by Judith Gould's writing framework resource. 3) Teachers will learn and apply the 6+1 Traits of Writing for content. 4) Teachers will learn how to write language arts lesson plans to accommodate a variety of learning needs. 5) Teachers will identify and implement appropriate research based strategies.	The 5 blocks of literacy is research based. The Houghton-Mifflin reading series is a series that is well-researched also. Judith Gould's 4 Square Writing is a researched-based practice. 6+1 Traits Writing is researched-based. The reading conference has speakers providing information about researched based strategies.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences

- Geography

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data - Participant survey - Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
1/27/2010	An overview of 5 Blocks of Literacy within the context of the Houghton-Mifflin Reading Series was provided to elementary teacher representatives. All elementary teachers received professional development in Judith Gould's 4 Square Writing Process on August 21, 2009. Houghton-Mifflin Reading and 4 Square Writing are used in all elementary classrooms.

Activity: RTII

Last Modified: 2/16/2010
Description: The district will plan for and implement the Response to Instruction and Intervention Model K-12.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 8/30/2013	$15,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16	- School Entity - Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

1) Administrators will learn leadership strategies in regards to systems change.
2) Teachers will continue to learn strategies to be able to analyze data to help drive instruction.
3) Teachers will learn and apply differentiated instruction techniques.
4) Counselors and psychologist will learn how to analyze data and teaching strategies to examine the need for tier II and III intervention.

RTII is a researched based program.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role
- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational

Grade Level
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school

specialists   (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

Status: In Progress — Upcoming

Date	Comment
1/27/2010	BASD has established a RTII core team to attend training at CSIU 16 during the 2009-10 school year.

Activity: Training in Differentiated Instruction

Last Modified: 4/11/2010
Description: Provide training for all teachers K-12 in instructional strategies to meet the needs of each learner. Implement research based instructional strategies in all classrooms.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 8/30/2013	$5,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
CSIU 16, District Staff	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

1) Teachers will learn about and apply effective strategies for differentiated instruction.
2) Administrators will learn how to facilitate change in their buildings and monitor and support quality teaching strategies in the classrooms.

We will utilize research based strategies in the training we receive.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school

specialists	(grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
1/27/2010	BASD K-12 teachers are receiving training on Effective Teaching Strategies for Differentiation on August 18 & 19, 2010.

Goal: SCIENCE

Last Modified: 2/26/2010
Description: Maintain or improve the number of students scoring proficient on the 4th grade state assessment.

Strategy: Student Progress and Proficiency

Last Modified: 4/11/2010
Description: Provide tools to teachers for horizontal and vertical science curriculum alignment grades K-5.

Activity: Data Analysis

Last Modified: 4/11/2010
Description: Teachers will continue to be trained how to access and analyze student data from benchmark and state assessments via a data management system.

Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/18/2010	$9,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	140
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
CSIU 16, BASD Administrative Staff, BASD Technology Support Staff	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will learn how to analyze state, local and benchmark assessment data via a data management system. 2) Teachers will collaborate and develop ideas to differentiate instruction and interventions based on the data examined. 3) Administrators will learn how to examine data to achieve academic goals. 4) Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the BASD students.	Best practice is differentiated instruction utilizing highly effective strategies that promote student achievement. Examination of data is an essential component of quality instruction and interventions.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to <u>access and use</u>

appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role
- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
1/27/2010	Teachers continue to be trained how to access and analyze student data (state assessment and benchmark) via data management system.

Activity: **Research-based science curriculum grades K-5**

Last Modified: 3/30/2010

Description: Teachers will receive professional development and implement an inquiry based science curriculum grades K-5.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/18/2010 Finish: 6/30/2013	$150,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
To be determined	• School Entity • Company	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) increase teacher understanding of instructional design, scientific inquiry, and use of formative assessment and science notebooks. 2) develop a model program to promote science literacy	Inquiry-based science is researched based.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each

other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Science and Technology

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Improve Student Behavior in the Elementary Schools

Last Modified: 2/26/2010
Description: Continue to improve elementary student behavior through community, parent and staff partnerships, including anti-bullying program implementation.

Activity: Anti-Bullying Program in the Elementary Schools.

Last Modified: 4/11/2010

Description: Continue the anti-bullying program that is presently being used in the Bloomsburg Elementary and Middle Schools.

Person Responsible Timeline for Implementation Resources

Chapter 12 Admin	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Date   Comment

1/27/2010 An anti-bullying program has been adopted and implemented in the elementary schools.

Activity: Community Partnership

Last Modified: 4/11/2010
Description: Elicit assistance from community members such as police officers, judges, and lawyers. Community members present in classrooms or in small groups to create an awareness with students on the importance of appropriate behavior.

Person Responsible Timeline for Implementation Resources

Chapter 12 Admin	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Date   Comment

4/11/2010 Community assistance is provided through parent committees and parent and community member involvement in district committees. Police officer and community members present in K-8 classrooms. (ie. Learning for Life, Kids Conference, etc.)

Activity: Parent Partnership

Last Modified: 3/1/2010
Description: 1. Maintain an online staff/faculty email directory for parent access.
2. Maintain electronic tracking of student behavior to share with parents.

Person Responsible Timeline for Implementation Resources

Ed Tech Plan Admin	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

1/27/2010 The Staff directory is posted on the BASD website and also in the MMS Parent Portal. Electronic Tracking of student discipline is available to parents via the MMS Parent Portal.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Awareness Activities

Last Modified: 4/11/2010
Description: Continue to provide training/updated information to all parents and district school counselors / administration / teachers regarding the importance of all students participating in the PSSA testing.

Activity: Parent Information

Last Modified: 4/11/2010
Description: Continue to provide information to parents regarding the importance of all students participating in the PSSA testing. Post testing dates on district web site. Print graduation requirements, which includes PSSA information, in high school handbook for all parents to read.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 1/1/2008 Finish: Ongoing	$450.00

Status: In Progress — Upcoming

Date	Comment

3/1/2010 State assessment test dates are printed on the school calendar, posted to the district website and printed in the high school handbook (including graduation requirements). A letter is mailed home for each student grades 3-8 and 11 with school specific assessment dates.

Activity: Staff Information

Last Modified: 4/11/2010
Description: All teachers, school counselors and administration will be kept current with the requirements for all students to participate in the PSSA testing.

Person Responsible Timeline for Implementation Resources

| Chapter 4 Admin | Start: 1/1/2008 Finish: Ongoing | - |

Status: In Progress — Upcoming

Date	Comment
1/27/2010	State assessment participation requirements are discussed at administration, student services and department / grade level team meetings.

Goal: TECHNOLOGY

Last Modified: 10/22/2009
Description: The Bloomsburg Area School District has made a commitment to utilize the latest and most effective technology throughout the district. Technology in the Bloomsburg Area School District is an integral aspect of quality differentiated instruction, parent involvement, community awareness, and effective teaching tools.

Strategy: Network and Internet Access

Last Modified: 4/12/2010
Description: Maintain and monitor a gigabyte backbone throughout our buildings and 100 megabyte connection from building to building on rented fiber. Upgrade backbone and building connections if the need for more bandwidth is needed. Maintain and monitor the 20 megabyte internet access and use using logs provided by the IPS provider to ensure adequate bandwidth to the internet is available for student and staff use. The school district will purchase a parent access module to the current MMS student accounting system to allow parents, students, teachers and administrators to access grades, attendance, discipline and scheduling data via a SSL secure web base program. We will continue to maintain internet filtering through a maintenance contract with Sonicwall firewall appliance. Teachers will be required to maintain and update their webpages on Schoolwires to keep information current. Some of this information will be homework assignments, subjects covered, student work, and teacher contact information.

Activity: Intelligent Switch Technology

Last Modified: 4/12/2010
Description: Maintain and upgrade the network switches, cabling, and fiber as needed to maintain gig backbone in district buildings.

Person Responsible Timeline for Implementation Resources

| Honabach, Gary | Start: 7/1/2007 Finish: 6/30/2014 | $54,000.00 |

Status: In Progress — Upcoming

Date	Comment

4/12/2010 Network switches have been upgraded and continue to be replaced as needed. Will be adding additional main switch in the MDF and segmenting off each building on its own network in the next two years.

Activity: Internet Conductivity

Last Modified: 4/12/2010

Description: Provide a minimum of 20+ MB internet connection for the school district. Ensure the connection is e-rate compliant and fulfills the needs of the district.

Person Responsible	Timeline for Implementation	Resources
Honabach, Gary	Start: 7/1/2007 Finish: 6/30/2014	$294,853.00

Status: In Progress — Upcoming

Date	Comment
1/7/2010	The internet connection was increased to 10 MB for the 08-09 school year using Act 183 funds. We will continue with 10 MB until the 11-12 school year where we will reevaluate the need and possibly increase the bandwidth.
4/12/2010	The internet connection was upgraded to 20 MB on February 8, 2010. We were peaking at 100% internet utilization previous to the upgrade most of the school day which was affecting school administrative web based programs.

Activity: Internet Filtering

Last Modified: 4/12/2010

Description: Provide filtering on internet access for staff and students to comply with CIPA guidelines for E-Rate consideration. This internet filtering will be provided by a firewall appliance.

Person Responsible	Timeline for Implementation	Resources
Honabach, Gary	Start: 7/1/2007 Finish: 6/30/2014	$18,700.00

Status: In Progress — Upcoming

Date	Comment
4/12/2010	Upgraded the 3Com X505 firewall appliance to Sonicwall NSA 3500 in the 09-10 school year. The new firewall continues to filter internet access for staff and students and adds extra security and blocking features that were unavailable with the 3Com X505.

Activity: Parent Access to Student Information

Last Modified: 4/12/2010

Description: Maintain a Web-based system, from MMS Student Information Management System, that allows parents, students and staff to review student records via the web. This system will give up-to-date data on grades, attendance, and scheduling of classes. The MMS system will generate usernames and passwords for the parents which will be sent to them. The webpage access will use our current SSL license for encryption.

Person Responsible Timeline for Implementation Resources

Honabach, Gary	Start: 7/1/2007 Finish: 6/30/2014	$10,500.00

Status: Complete

Date	Comment
1/7/2010	Web-based system was tested/implemented in the 07-08 school year for teachers and staff. The full version that includes Parent and Student access was implemented in 08-09 school year. We will continue to support access for teachers, staff, parents and students as needed.

Activity: Web Site Expansion

Last Modified: 4/12/2010

Description: Maintain the current website hosted by Schoolwires, and provide enhancements to building and staff pages. It will be the responsability of each teacher in each building to maintain updated webpages.

Person Responsible Timeline for Implementation Resources

Honabach, Gary	Start: 7/1/2007 Finish: 6/30/2014	$87,500.00

Status: In Progress — Upcoming

Date	Comment
1/7/2010	We continue and will continue to maintain website hosted by SchoolWires that provides access/information for general public. It will continue to be the responsibility of each teacher in each building to maintain updated webpages.

Strategy: Technology Equipment

Last Modified: 2/1/2010

Description: The district has made a commitment to maintain and improve upon technology equipment used throughout the district. The district technology staff has presented a plan with justification for maintenance and upgrade to the school board. The district will also upgrade servers as needed to expand available drive space for students, maintenance for computers such

as Anti-Virus servers, Windows update servers, web servers, mail servers and backup servers. The district will also continue current site software licenses for Microsoft Office Suite, Microsoft Vista/Windows 7, Adobe CS, MMS Student accounting system, grading systems, e-mail systems and network access licenses. We will also review and implement any software suggested to the technology staff or technology committee that we feel will benefit the district.

Activity: Laptops

Last Modified: 4/12/2010
Description: Laptops will be upgraded and replaced as needed according to the 5 year rotation plan.

Person Responsible Timeline for Implementation Resources

| Honabach, Gary | Start: 7/1/2007 Finish: 6/30/2014 | $227,900.00 |

Status: In Progress — Upcoming

Date	Comment
4/12/2010	With the approval of District, CFF and IDEA & Title 1 Stimulus funds we were able to add 2 laptop carts for the high school in the 07-08 school year, 4 laptop carts in the high school for the 08-09 school year, 3 Laptop Carts for the middle school, 1 for Memorial Elementary, 1 for W.W. Evans Elementary and 2 for the high school in the 09-10 school year. We will continue to evaluate and add carts/laptops as needed if funds are available.

Activity: Replace Servers and Workstations

Last Modified: 4/12/2010
Description: The district has made the commitment to maintain a 5 year replacement plan for servers, workstations and other computer hardware.

Person Responsible Timeline for Implementation Resources

| Honabach, Gary | Start: 7/1/2007 Finish: 6/30/2014 | $534,300.00 |

Status: In Progress — Upcoming

Date	Comment
4/12/2010	In addition to the laptops added in a previous activity, the district has upgraded both servers and workstations reflective in following information. 07-08 school year: 102 PC's were purchased and implemented in various schools for student use. New Financial, E-mail, Backup and Student File Servers were purchased and implemented. 08-09 school year: 146 PC's were purchased and implemented in various schools for student use. These machines replaced old computers that were in those locations. 09-10 school year: 250 netbook laptops were purchased and installed in our Elementary Schools for Student use, 56 PC's were purchased and implemented in various schools

for student use. We purchased a new Internet Tracking/ISA Server and Student Accounting Server which were implemented. We will continue to evaluate/upgrade/replace PC's or servers as needed.

Activity: Software

Last Modified: 4/12/2010

Description: Maintain the current site licenses for Microsoft Office Suite, Microsoft Vista/Windows 7, Adobe CS3, Anti-Virus, among other software packages used in the district. Evaluate and purchase any new software needs of the district.

Person Responsible	Timeline for Implementation	Resources
Honabach, Gary	Start: 7/1/2007 Finish: 6/30/2014	$473,750.00

Status: In Progress — Upcoming

Date	Comment
1/7/2010	In addition to maintaining the software that is listed, in the 09-10 school year, we have purchased a Microsoft School Agreements for Windows Vista/Windows 7 for the entire school district. We have also purchased various software packages for buildings as needed. We will continue to evaluate software and implement if needed.

Activity: Technology Integration

Last Modified: 4/12/2010

Description: Integrate portable projection systems and Smart Boards into lessons to promote 21st Century Learning. Provide instructional technology professional development for staff.

Person Responsible	Timeline for Implementation	Resources
Honabach, Gary	Start: 9/3/2007 Finish: 6/30/2014	$185,375.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
School personnel	• School Entity	Approved

Knowledge and Skills	Research and Best	Designed to Accomplish

Practices

Teachers will learn to integrate technology to meet 21st Century Learning needs and differentiate instruction.	Differentiated teaching is researched based.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities / Evaluation Methods

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• Participant survey

Status: In Progress — Upcoming

Date	Comment
4/12/2010	Projectors were added to the entire high school during our renovation project for the 07-08 school year. We have added projectors and SmartBoards to various buildings as needed for the 08-09 and 09-10 school years. We will continue to evaluate/purchase/implement projectors and SmartBoards as needed.

Goal: WRITING

Last Modified: 4/11/2010

Description: Improve 5th grade writing scores on the PSSA test by increasing the number of students in the advanced category by at least 1% annually.

Strategy: Student Progress and Proficiency

Last Modified: 4/11/2010

Description: Elementary teachers will utilize tools, including benchmark assessment and BASD's writing benchmark document of grade level expectations for lesson planning, implementation and assessment.

Activity: Data Analysis

Last Modified: 4/11/2010

Description: Teachers will continue to be trained how to access and analyze student data from benchmark and state assessments via a data management system.

Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/18/2010 Finish: 6/30/2013	$9,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	140
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
CSIU 16, BASD Administrative Staff, BASD Technology Support Staff	• School Entity • Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will learn how to analyze state, local and benchmark assessment data via a data management system. 2) Teachers will	Best practice is differentiated instruction utilizing highly effective strategies that promote student	*For classroom teachers, school counselors and education specialists:*

collaborate and develop ideas to differentiate instruction and interventions based on the data examined. 3) Administrators will learn how to examine data to achieve academic goals. 4) Teachers and administrators will learn how to interpret data and share that data with parents and community so parents and community members become active partners in the education of the BASD students.

achievement. Examination of data is an essential component of quality instruction and interventions.

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
- Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals	Early childhood (preK-grade 3)

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data - Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
1/27/2010	Teachers continue to be trained how to access and analyze student data (state assessment and benchmark) via data management system.

Activity: K-5 Writing Alignment

Last Modified: 2/24/2010
Description: Teachers will utilize the writing benchmark document, 6+1 Traits for content and 4 Square Writing as a framework resource for K-5 students. All elementary teachers will receive 6+1 Trait Writing professional development.

Person Responsible	Timeline for Implementation	Resources
Chapter 4 Admin	Start: 8/22/2010 Finish: 6/4/2013	$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	2	30
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
District Personnel	- School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Teachers will understand how to pace their instruction so that all needed writing skills are mastered in the appropriate grade levels. 2) Grade K-5 teachers will learn and apply 6+1 Trait Writing Strategies for content 3)Grade K-5 teachers will apply Judith Gould's 4 Square Writing Strategies as a writing framework resource 4) Grade K-5 teachers will develop grade level appropriate lesson plans that align with mastery of writing skills as outlined by the PA Standards.	Grade K-5 teachers will use best practices as outlined in the researched based program Houghton-Mifflin Reading, Judith Gould's 4 Square Writing and 6 +1 Trait Writing.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: Complete

Date	Comment
1/27/2010	A K-5 benchmark document of grade level writing skill expectations was developed during the Summer 2009 and shared during professional development on January 18, 2010. All elementary teachers received professional development training in Judith Gould's 4 Square Writing Strategies on August 21, 2009.

Measurable Annual Improvement Targets

The Bloomsburg Area School District will use the Pennsylvania Accountability System as described below as minimum goals for annual student achievement. Therefore, student achievement goals are directly aligned with the PA Academic Standards.

Pennsylvania Accountability System

Underlying Principles:

- Applies to all schools and districts.
- Based on Pennsylvania's standards and content expectations.
- Sets a goal of 100% of students proficient or above in reading and mathematics by 2014.
- Uses a valid, reliable assessment system.
- Recognizes both growth and absolute levels of performance.
- Includes rewards, assistance, and consequences.
- Is aligned with the federal *No Child Left Behind* legislation

Assessment Grades and Subjects for Accountability Purposes:

- SY 2002-03: Grades 5, 8 and 11 Reading and Math
- SY 2005-06: Grades 3, 5, 8 and 11 Reading and Math
- SY 2006-07: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2007-08: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2008-09: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2009-10: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2010-11: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2011-12: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2012-13: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math
- SY 2013-14: Grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Math

Adequate Yearly Progress (AYP):

Performance Indicators

- Achievement in reading and mathematics
- 95% test participation
- Improvement in student attendance, K-8
- Improvement in four-year graduation rate, secondary schools

Paths to Proficiency

- Meet AYP target for the school or district overall
- Confidence Interval: indicates that a group met AYP by the state target criteria only when using a 95% Confidence Interval
- Safe Harbor: indicates that a group met AYP with a reduction of 10% from the previous year in the percentage of students who scored below proficient.
- Safe Harbor with Confidence Interval: indicates that a group met AYP by the Safe Harbor improvement criteria only when using a 75% Confidence Interval.
- Growth Model: indicates that a group or individuals met AYP targets through the use of projections to proficiency through the use of PVAAS data. This criteria is set by United States Department of Education.
- Appeal: indicates that a group met AYP by appeal. This is generally based on extenuating circumstances.
- Proxy: indicates that the IEP group met the target after 13 percentage points were added to the percent of proficient students. This was done as a proxy for students who will be eligible to take a new modified alternative assessment. This is done only when the school or district missed the target solely because of the IEP subgroup.

Adequate Yearly Progress (AYP) Goals for Core Subject Results:

Year	2002-04	2005-07	2008-10	2011	2012	2013	2014
Percent *Proficient in Reading*	45	54	63	72	81	91	100
Percent *Proficient in Math*	35	45	56	67	78	89	100

Minimum Number of Students in a Subgroup:
   The minimum number of students for subgroups (N) is 10 for reporting purposes and 40 for

accountability. An (N) of 40 allows a maximum number of schools to be included while also assuring the reliability and validity of decisions.

Pennsylvania Performance Index:

- Measures growth across all levels not just from Basic to Proficient.
- Starts each school and subgroup at its own 2002 baseline.
- Aims for 100 percent proficient or above by 2014.

Curriculum, Instruction and Instructional Materials

Chapter 4 - Annex A, the State Board of Education defines curriculum as: A series of planned instruction aligned with the academic standards in each subject that is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students. The Bloomsburg Area School District has such a curriculum. The following is a list of the curricular areas that are provided through the coursework and offered to all students:

1. Reading, Writing, Speaking and Listening
2. Mathematics
3. Science and Technology
4. Environment and Ecology
5. Civics and Government
6. Geography
7. Economics and History
8. Arts and Humanities
9. Career Education and Work
10. Health, Safety, and Physical Education
11. Family and Consumer Science
12. World Languages

The Bloomsburg Area School District uses both an electronic and a word processed format for examining and revising curriculum in all twelve areas. The electronic format, called Curriculum Designer, has been used for Reading, Writing Speaking and Listening, Mathematics, Science and Technology, Environment and Ecology, Civics and Government and Geography, Economics and History. The word processed format has been used for Arts and Humanities, Career Education and Work, Health, Safety, and Physical Education, Family and Consumer Science, and World Languages.

The curriculum is analyzed and updated using a team process which includes K-12 teachers, administrators, and if needed content area specialists. Bloomsburg Area School District is currently in the process of evaluating curriculum software to accomplish these goals. Each curricular area is carefully examined and cross referenced with the PA State Standards, and in the case of Reading, Writing, Speaking, Listening, Mathematics, and Science, the PA Anchors. After the content of the curriculum is cross referenced with the aforementioned documents, curriculum back-mapping occurs. This is a process of articulating the exact content to be taught in each grade level or course. After each curricular area is carefully defined, the curriculum areas are presented to the school board for approval. Upon approval, the curriculum areas are posted on the district web site for the public to examine.

Data driven action planning will be used to maintain and update all curricular areas K-12. During the 2007-2008 school year, the district administered benchmark assessments in grades 3-8. As an ongoing process, the results of these tests, in addition to any other testing data available to

the district will be used by specific curriculum teams to annually examine curriculum in the areas of Mathematics and Reading, Writing, Speaking and Listening. Updated mapping will occur where needed.

In areas where benchmark assessment is not available, other data will be used. Examples of this data include but are not limited to state assessment results, standardized test results, criterion referenced test results, report card grades, and student work samples. Teaching teams in areas other than math and reading, will meet no less than once a month and examine this data. In these curricular areas, the curriculum team meets at least every two years to review the curriculum and make changes if needed.

Resources and instructional materials are reviewed annually. The district Director of Elementary and Secondary Eduation verifies that updated teaching materials are being used consistently throughout the district. Major textbook revisions are facilitated by the Director of Elementary and Secondary Eduation. Other teaching materials are managed by the building principal. Major textbook changes that have been implemented in Bloomsburg are 1) Everyday Mathematics K-5, 2) Houghton-Mifflin Reading K-5, 3) McDougal Littell Language Arts/Reading 6-8, 4) McDougal Littell for Middle School World Cultures and Geography, and 5) Holt for High School Ecology. More recently new textbooks for middle school math by McDougal Littell and Prentice Hall Literature for high school English were chosen.

Assessments and Public Reporting

The Bloomsburg Area School District uses the following Standardized Assessments to determine the degree to which students are achieving the academic standards:

Group Assessments:

All incoming kindergarten students - (DIAL 3) Developmental Indicators for the Assessment of Learning

Grade 5 - Terra Nova - level 15 Survey - honors students only

PA State System of Assessment
Grade 3 - Reading and Math
Grade 4 - Reading, Math and Science
Grade 5 - Reading, Math and Writing
Grade 6 - Reading and Math
Grade 7 - Reading and Math
Grade 8 - Reading, Math, Writing and Science
Grade 11-Reading, Math, Writing and Science
Grade 12-Retest - Reading, Math, Writing and Science

Scholastic Aptitude
Preliminary Scholastic Aptitude Test (PSAT) - grade 10 and/or grade 11 - voluntary
Scholastic Aptitude Test (SAT) - grade 11 and /or grade 12 — voluntary

Advanced Placement Tests
English Literature and Composition
Calculus AB
US History
Psychology
Biology

Individual Assessments

Adaptive Behavior Assessment II
Sensory Profile - School Companion
Behavior Assessment Scale for Children
Stanford Binet Intelligence Scales, Fifth Edition
Expressive Vocabulary Test (EVT)
Kaufman Brief Intelligence Screen (K-Bit)
Kaufman Test of Educational Achievement (KTEA - II)
Peabody Picture Vocabulary Test (PPVT)
Kaufman ABC Inventory
Tests of Auditory Processing (TAPS)
Tests of Visual Processing (TYPS)
Clinical Evaluation of Language Fundamentals (CELF4) - 4th Edition
Visual Motor Integration Test (VMI)
Woodcock Johnson Tests of Achievement (WJIII)
Test of Language Development - TOLD IV (P:4 and I:4)
Goldman Fristoe Test of Articulation 2
Test for Examining Expressive Morphology - TEEM
Weschler Intelligence Scale for Children, 4th Edition

Individual test information is maintained in a student's educational record in a manner consistent with the requirements of the Family Educational Rights and Privacy Act. Students with disabilities are included in the local assessment system with appropriate accommodations as determined by the students' IEP as outlined in the Individuals with Disabilities Education Act.

Beginning in the 2007-2008 school year, the district administered benchmark assessments in grades 3-8. The assessments are used to track and monitor student progress and are used by teachers to design appropriate instructional strategies, including differentiated instruction and interventions.

The school district reports general assessment information, including assessment windows to the public through our district Web site, annual calendar, newsletters, School Board meetings, parent mailings through memos, email, and letters, and the local newspaper.

Targeted Assistance For Struggling Students

After careful examination of state and local assessments, students not meeting proficiency levels are identified. After students are identified as struggling as indicated by not scoring proficient on a state assesment or not meeting proficiency on local assessments, appropriate interventions will be utilized.

Interventions for struggling students include, but are not limited to:

- Flexible grouping in grades K-8
- Research-based intervention programs such as: Read Naturally, language support readers: Houghton-Mifflin, Interactive Readers: McDougal Littell, leveled practice: Everyday Math
- Title I services
- AIC (Academic Improvement Class) after-school intervention - Bloomsburg Area High School
- Special Education Services
- Tutoring
- Differentiated instruction

- District summer school: Grades K-12
- Reading intervention summer school: Bloomsburg University Reading Center
- Response to Instruction and Intervention Strategies

The District utilizes a data management system to analyze student data to help make instructional decisions for targeted students. The District is in the process of designing a K-12 program of RTII which will help identify appropriate instructional techniques and various levels of interventions to meet each student's academic and behavioral needs.

Beginning in the 2007-2008 school year, BASD began using benchmark assessments in grades 3-8. Teachers examine the data derived from the benchmark assessments and design and deliver instruction accordingly. The interventions listed above may be implemented if appropriate. Data analysis will also be used to track students' growth as related to becoming proficient on the PA Academic Standards.

Support for Struggling Schools

The Bloomsburg Area School District is composed of five schools, three elementary, one middle and one high school. To date, all three elementary schools and the high school in the district have met all AYP for the past three years in all areas as outlined by the Pennsylvania Department of Education. The middle school met 15 of 17 AYP targets in 2007-08 (missing IEP and economically disadvantaged subgroup in reading); it met 17 out of 17 targets in 2008-09 and 2006-07.

AYP data from each school is examined annually by the administrative team which includes the superintendent, director of elementary and secondary instruction, director of special programs, business manager and building principals. This administrative team identifies strengths and needs. This data is then shared with teachers at the building level. Together, the teachers and building administration, develop improvement goals for schools in the areas of achievement, attendance, graduation rate and participation. Depending on the nature of the deficiency, the director of elementary and secondary education, the director of special programs or the business manager becomes part of the building planning team for goal attainment.

Improvement plans and interventions are designed and implemented. Throughout the process, the administrative and teaching teams continue to re-visit the progress of each school's growth. Team members give suggestions and plans are modified as needed. The administrative team keeps the school board appraised of building goals and progress.

Support towards improvement goals is constant. Professional development, curriculum alignment, purchase of needed materials, or other resources are provided to needed schools to assist with identified goals and interventions.

Qualified, Effective Teachers and Capable Instructional Leaders

The Bloomsburg Area School District hires only highly qualified professional employees. All personnel who teach and administer the district's planned instruction and assessment programs are highly qualified. Presently there are 140 full- time and 4 part-time professional employees with

a student population of 1646. The district currently employs nine administrators in the following positions:

- Superintendent
- Business Administrator
- Director of Elementary and Secondary Education
- Director of Special Programs
- High School Principal
- Assistant High School Principal
- Middle School Principal
- Two Elementary School Principals

There are four additional professional staff members who provide district-wide support

- Technology Coordinator
- (2)Technician/Network Specialists
- Director of Food Services

In order to maintain teacher and administrator qualifications and effectiveness, the school district provides on-going professional development through department meetings, professional learning communities, professional in-service days, conferences and workshops. The district's Act 48 Committee works with the administrative team to analyze professional development needs as well as planning professional in-service days.

Parent and Community Participation

The Bloomsburg Area School District believes that active parent involvement is a vital component necessary for student success. All teachers and administrators have been educated as to the value of the contributions of parents. Many strategies are used to insure parent participation. Some of them include:

- Arranging parent conferences at a variety of times to accommodate parents who are unable to attend meetings during the school day
- School newsletters that are distributed regularly from every school
- Summer newsletter and calendar mailed (prior to school starting) to inform parents of school information for the upcoming year
- Handbook/agendas provided for every student in the district to be used as a parent communication tool
- The district website keeps parents informed and contains all of email addresses of every teacher
- Parent-Teacher organizations in every school
- Volunteer programs in every school
- Band and sport booster groups
- Evening Information sessions: Literacy Night, Title I Night, etc.
- Parents participate in the following committees: Strategic Planning, Act 48, and Safety Committee
- Renaissance & Greek Week - Middle School - community/parent involvement
- Kids Conference - Middle School - community/parent involvement

Community participation in the school district is also encouraged. Community members also serve on the Strategic Planning and Act 48 committees. A partnership with Bloomsburg University exists and is tapped in a variety of ways including: tutoring, teacher training,

presentations for students, summer school, volunteers, student teachers, and an after school exercise program for elementary students. Local business participate in our school to work program for students needing a transition into the workplace.

Several of the Community Partnerships utilized in the BASD are:

- Tri Chamber Partnership - School Counts Program
- Greater Susquehanna Valley School to Work Partnership
- OVR/CMSU Transition Council
- Right to Education Task Force

Pre-Kindergarten Transition

Incoming kindergarten students who receive early intervention services are invited to a transition information session during the winter preceding a student's kindergarten year.

All incoming kindergarten students are assessed using (DIAL 3) Developmental Indicators for the Assessment of Learning.

A prekindergarten "Kindercamp" was implemented in the summer of 2003. This pre-K program continues to be successful in giving preschool children a school experience which allows them to start kindergarten better prepared for learning.

Kindergarten orientation is provided during the summer preceding a student's kindergarten year.