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# Pennsylvania Department of Education

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

## **Academic Standards and Assessment Midpoint Review**

**Friday, July 08, 2011**

**Entity:** Indiana Area SD  
**Address:** 501 E Pike  
Indiana, PA 15701-2234

## **Educational Community**

Indiana, Pennsylvania is situated sixty miles northeast of the city of Pittsburgh. Indiana area residents enjoy the “best of both worlds” — the benefits of proximity to a major city as well as the lifestyle and sense of community afforded by a smaller town. The total population of the district is approximately 32,000.

Indiana is also home to Indiana University of Pennsylvania (IUP), the largest university in the State System of Higher Education. More than 14,000 students are enrolled in IUP’s undergraduate and graduate programs. IUP is the area’s largest employer and its presence in the community offers accessibility to many educational, cultural, and recreational opportunities exclusive to a university town. The Indiana Regional Medical Center is the community’s second largest employer and serves Indiana County as a full-service healthcare provider.

Indiana Area School District encompasses 82 square miles and is located in the county seat of Indiana County. The District serves students from Indiana and Shelocta Boroughs and the surrounding White and Armstrong Townships. The district has provided quality, student-centered education for over 170 years. District facilities consist of four K-6 elementary schools, one 7-9 junior high and one 10-12 senior high school. In the fall of 2010, the Indiana Area School District Board of School Directors voted to reconfigure the district beginning in the school year 2011-2012. The four elementary schools will serve grades K-5, the junior high will serve grades 6-8, and the senior high will serve grades 9-12. The District employs 18 administrators and 253 professional personnel, with more than 80% holding advanced degrees and 34% holding multiple certifications. There are 140 support personnel.

Indiana Area Senior High School is accredited by the Middle States Association of Colleges and Schools. In April 2008, the District received recognition from the Pennsylvania School Boards Association as a School of Excellence in Technology.

In the past several years, the district’s exemplary academic program has continually been recognized by the Pennsylvania Department of Education and the US Department of Education. These recognitions include: achieving AYP (Adequate Yearly Progress) on the Pennsylvania System of School Achievement (PSSA) state tests; narrowing the achievement gap for lower socio-economic students; being in the top 10% of 616 Pennsylvania high schools on the SAT test; and achieving a high success rate on competitive federal/state grant applications submitted.

Student achievement in PSSA tests, Advanced Placement (AP) scores, and ranking on the Scholastic Aptitude Test (SAT), are consistent indicators of the district’s commitment to high academic standards and programs. The Indiana Area School District, also, has a highly qualified professional staff that provides a nurturing learning environment for students, using strategies that are tailored to address the needs of all abilities and learning styles. The district recognizes and encourages respect for issues of diversity and multi-cultural awareness.

## **Mission**

**Indiana Area School District is committed to excellence in educating each student to become a self-directed lifelong learner and a responsible citizen in a changing global society.**

## **Vision**

Indiana Area School District: A Premier Educational Program

## Shared Values

1. We believe every student can learn.
2. We value the individuality of every child.
3. We model a strong Family — School — Community Partnership.
4. We provide a school environment that is welcoming to our students, families and community.
5. We provide safe learning environments that are supportive of our students' well being.
6. We cultivate lifelong learners who are prepared to adapt to future challenges.
7. We develop students' critical thinking skills, problem-solving skills, and real-world applications.
8. We value strong character development in each individual.
9. We believe active, responsible local, national, and global citizenship is a priority outcome for all students.

## Academic Standards

The Indiana Area School District utilizes the Pennsylvania Academic Standards in the development of the curriculum for students in grades kindergarten through twelve. The standards-based curriculum describes the expectations for the students' achievement and performance throughout their education in the Indiana Area School District. In all subjects, students are provided with

- Application of problem solving skills
- Extensive practice in the comprehension of basic systems and abstract concepts
- Application of technical skills in production and performance
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills

Each student must demonstrate mastery of the standards, either by reaching the proficient or advanced level on the Pennsylvania System of School Assessment (PSSA), or by meeting the standards of our local system of assessment. Indiana Area School District recognizes that students may demonstrate proficiency in a variety of ways, and we strive to provide many avenues of assessment throughout their school careers. As new federal or state assessments, such as Keystone Exams, are mandated, they will be incorporated into the IASD local assessment system.

## Strategic Planning Process

Chapter 4 Plan: The Strategic Planning Core Team, consisting of Jill Earman, coordinator of curriculum and instruction, Paula Daskivich, senior high principal, Michael Minnick, elementary principal, Randy O'Neal, technology coordinator, Roberta Mack, special programs coordinator, and Barbara Byerly, administrative assistant, developed the initial draft of the Chapter 4 Plan.

The Strategic Planning Committee, consisting of school board members, community and business members, teachers, parents, students, and administrators, met four times to review the plan and offer input. Subcommittees of the planning committee were formed to work on individual components of the plan. The core team continuously updated the plan utilizing input from the planning committee and the subcommittees.

The IASD Board of School Directors reviewed the plan on May 19, 2008 and authorized the public display of the plan for review by stakeholder groups. The plan was approved by the Board on August 11, 2008.

Progress on the plan was reviewed by committees in the spring of 2009, 2010, and 2011, and updates were made on the e-strategic plan. The official midpoint review was begun in September 2010. The committees recommended that District goals remain the same, and recognized that progress is being made. Presentation to and request for School Board approval is planned for the summer of 2011.

**Professional Education Plan:** The "Act 48 committee," consisting of a subcommittee of the strategic planning committee, along with additional teacher representatives, developed the professional education plan to correlate with the goals of the strategic plan. The Act 48 committee members worked individually and in small groups throughout out the 2007-2008 school year to complete the professional education plan. The Professional Education Plan was approved by the IASD Board of School Directors on September 22, 2008. The Professional Education Plan was reviewed by the Act 48 committee in the spring of 2009, 2010, and 2011. Changes were made to the record-keeping forms, to correlate with the codes used for input into the Act 48 system. The committee recommended that all other areas of the plan remain the same.

**New Teacher Induction Plan:** The co-facilitators of Induction, David Allen and Jill Earman, met monthly throughout the 2007-2008 school year to develop a comprehensive Induction program for IASD. Feedback was gathered from the Inductees and input was received from the entire administrative team. The Induction Plan was approved by the IASD Board of School Directors on September 22, 2008. The Inductees participate in a needs assessment and two surveys each year in order for the administrators to keep the program rigorous and relevant for them.

**Technology Plan:** The technology coordinator, Randy O'Neal, developed the technology plan with input from the administrative team, technology teacher, technology committee, and computer technicians. The plan was reviewed and updated in 2011.

**Chapter 12 Student Services Plan:** The Student Services Plan was completed as a joint effort of the administrative team.

**Special Education Plan:** The Special Education Plan was completed by the Coordinator of Special Programs, Ms. Roberta Mack, with input from the administrative team. The mid-point review was conducted in the spring of 2011.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Allen, David	IASD - School Psychologist	Ed Specialist - School Psychologist	Specialists
Anselmo, Darlene	IASD - High School	Secondary School Teacher	Teachers
Byerly, Barbara	IASD - Support Staff	Other	Administrative Team
Chirieleison, Linda	IASD - High School	Ed Specialist - School Counselor	Specialists
Clawson, Deborah	IASD - Superintendent	Administrator	Administrative Team
Daskivich, Paula	IASD - Secondary Principal	Administrator	Administrative Team
Doody, William	IASD	Secondary School Teacher	Teachers
Dragich, Denise	IASD - Elementary Principal	Administrator	Administrative Team
Earman, Jill	IASD - Coordinator of Curriculum and Instruction	Administrator	Superintendent
Feldman, Larry	Parent	Parent	Board
Freeberg, Kevin	IASD	Elementary School Teacher	Teachers
Girardi, Joseph	IASD - School Board	Board Member	School Board
Jones, Linda	IASD - High School	Secondary School Teacher	Teachers
Mack, Roberta	IASD - Coordinator of Special Programs	Special Education Representative	Administrative Team

McElheny, Wade	IASD - High School	Administrator	Administrative Team
Medvetz, Linda	IASD	Elementary School Teacher	teachers
Minnick, Michael	IASD - Elementary Principal	Administrator	Administrative Team
Monsilovich, Sandy	IASD - teacher	Ed Specialist - Instructional Technology	Teachers
O'Neal, T. Randall	IASD - Technology Coordinator	Ed Specialist - Instructional Technology	Administrative Team
Palko, Philip	IASD	Secondary School Teacher	Teachers
Rieg, Sue	IUP, Community	Community Representative	Board
Schroth, Walter	IASD - School Board	Board Member	School Board
Smith, J.B.	IUP, community, parent	Parent	Board
Springer, Donald	IASD - Elementary Principal	Administrator	Administrative Team
Stewart, Linda	IASD	Elementary School Teacher	Teachers
Telthorster, Barbara	Community	Business Representative	Board
Trout, Greg	IASD - Buildings and Grounds Supervisor	Administrator	Administrative Team
Uccellini, John	IASD	Administrator	Administrative Team
Walther, Marilyn	IASD - Junior High	Administrator	Administrative Team
Zundel, Susan	IASD - High School	Ed Specialist - School Nurse	Specialists

## Data

## Reflections

There are currently no reflections selected for this section.

## Goals, Strategies and Activities

### **Goal: 1. MATHEMATICS**

**Description:** 100% of students will be proficient in Mathematics by 2014, as measured by the annual state-wide PSSA assessments.

#### **Strategy: A. Rigorous and relevant curriculum**

**Description:** Implement a rigorous and relevant curriculum with a focus on developing critical thinking, problem solving skills and real-world applications.

## Activity: i. Ongoing professional development

**Description:** Provide Professional Development opportunities for teachers that includes strategies for: 1) curriculum development that meets state standards; 2) tailoring curriculum and instruction to improve and accelerate student achievement; 3) embedding technology into mathematics instruction; and 4) integration of critical thinking, problem solving skills, and real-world applications.

Person Responsible	Timeline for Implementation	Resources
Uccellini, John	Start: 10/10/2008 Finish: 5/9/2014	\$6,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Indiana Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will develop pedagogy focusing on critical thinking, problem solving skills and real-world applications in mathematics.	Students need to "learn to learn," not memorize. In order to accomplish this, teachers must develop and enhance their skills for helping students to become critical thinkers and problem solvers.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

**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
- Lesson modeling with mentoring
- Journaling and reflecting

**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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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4/13/2009	HOME PlaTe 2008-09 IASD/IUP graduate course · Best Practices in teaching mathematics workshop 2008-09 school year · MSP Activities · NCTM Annual Conference April 22-25, 2009
7/8/2011	HOMEPLaTe 2010 - aligning curriculum to state and common core standards HOMEPLaTe 2011 - differentiated instruction in mathematics and science

**Activity: ii. Curriculum review**

**Description:** Review our current curriculum, curriculum resources, and teaching practices for evidence of instruction in critical thinking, problem solving, and real-world application.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Uccellini, John	Start: 5/8/2009 Finish: 5/7/2012	\$3,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	5	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
IASD	• School Entity	Approved

**Knowledge and Skills**

Participants will understand the curriculum, resources, and best practices for critical thinking, problem solving, and real-world applications.

**Research and Best Practices**

In order for teachers to teach for mastery, and students to be proficient in mathematics, teachers must understand best practices, and the curriculum must reflect these practices.

**Designed to Accomplish**

*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.

**Educator Groups Which Will Participate in this Activity****Role**

- Classroom teachers
- 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**

- Mathematics

**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
- Peer-to-peer lesson discussions
- Journaling and reflecting

**Evaluation Methods**

- Student PSSA data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
4/13/2009	· Plan for piloting a Lesson Study program for grades 4-6 using video conferencing and moodle in 09-10 · Plan for piloting a Horizontal Lesson Planning program for grades 4-6 using video conferencing and moodle in 09-10
7/8/2011	HOMEPLaTe 2010 focused on aligning curriculum to common core and state standards.

**Activity: iii. Review researched-based curricula**

Description: **Conduct a review of research-based curricula, resources, and teaching practices that promote critical thinking, problem solving, and real-world application.**

Person Responsible	Timeline for Implementation	Resources
Uccellini, John	Start: 5/8/2009 Finish: 5/4/2012	\$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
3.00	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IASD	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

**Knowledge and Skills**

Participants will gain the knowledge of research-based curricula, curriculum resources, and teaching practices that promote critical thinking, problem solving, and real-world applications.

**Research and Best Practices**

Twenty-first century skills must be embedded into the curriculum.

**Designed to Accomplish**

*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.

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

### 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
- Peer-to-peer lesson discussions
- Journaling and reflecting

### Evaluation Methods

- Student PSSA data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

### Date Comment

7/8/2011 · HOME PlaTe IASD/IUP graduate course · Best Practices in teaching mathematics workshop 2008-09 school year · MSP Activities · NCTM Annual Conference April 22-25, 2009; · Plan for 09-10 pilot of UCSMP Pre-Transition Math in grade 6 at EP school and Connected Math in grade 6 at HM school.

### Activity: iv. Text adoption

**Description:** Adopt a textbook series for K-12 mathematics instruction that has a focus on developing critical thinking, problem solving skills, and real-world applications.

Person Responsible	Timeline for Implementation	Resources
Uccellini, John	Start: 10/8/2010 Finish: 5/18/2012	\$250,000.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	10

**Organization or Institution Name**

IASD

**Type of Provider**

- School Entity

**Provider's Department of Education Approval Status**

Approved

**Knowledge and Skills**

Participants will gain the knowledge of how to implement the resources that are chosen to support the standards-based curriculum of IASD.

**Research and Best Practices**

Teachers must understand how to use research-based resources to maximize student learning.

**Designed to Accomplish**

*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.

**Educator Groups Which Will Participate in this Activity****Role**

- Classroom teachers
- Principals / asst. principals
- 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**

- Mathematics

**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
- Peer-to-peer lesson discussions
- Journaling and reflecting

**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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

**Date      Comment**

4/11/2011 The exploration phase of the math revision has begun; however, we have delayed this timeline due to the adoption of the Common Core Standards. We want to be sure that the materials we adopt are aligned to the CCS.

**Activity: v. Implementation**

Description: Implement the K-12 mathematics textbook adoption.

**Person Responsible Timeline for Implementation Resources**

Uccellini, John      Start: 8/22/2013      -  
Finish: 6/3/2014

Status: Not Started — Upcoming

**Date      Comment**

4/27/2011 The math adoption has been delayed due to the implementation of the Common Core Standards by PA.

**Strategy: B. Data driven instruction**

Description: Provide research-based data driven instruction. Differentiate instruction based on student needs.

**Activity: i. Curriculum alignment**

Description: Align mathematics curriculum with the State Standards, especially the PA Eligible Content and Assessment Anchors

Person Responsible	Timeline for Implementation	Resources
Uccellini, John	Start: 5/8/2009 Finish: 5/4/2012	\$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
3.00	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IASD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will understand the impact of Standards on student proficiency, and learn how to align the written, taught, and tested curriculum to the Standards.	In order for students to be proficient on Standards, the teachers must understand and utilize the Standards in their instruction and assessment.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and</u></li> </ul>

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.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Mathematics</li></ul>

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Journaling and reflecting

### **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
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

### **Date      Comment**

4/13/2009 · Initial Step: Big Ideas Survey · Next Step: Comparison of grade level and course specific teacher "Big Ideas" with Standard Aligned System (SAS) Big Ideas · To assist Advanced Algebra students with the PSSA, mini-units on statistics, counting, probability, and odds were developed and taught to supplement the current curriculum

6/14/2011 Math revision will begin in the 2011-12 school year.

7/8/2011 Summer 2010 HOMEPLaTe focussed on aligning curriculum to state and common core standards. 2010-11 school year - Junior and Senior high teachers participated in professional development regarding the Keystone exams - aligning curriculum, instruction, and assessment. Summer 2011 - HOMEPLaTe focussed on differentiated and data-driven instruction in mathematics and science.

**Activity: ii. Specify understanding, knowledge and skills**

**Description:** Specify understanding, knowledge and skills students should acquire in Pre-K through 12th grade based on the recommendations of the National Mathematics Panel and the NCTM Curriculum Framework.

Person Responsible	Timeline for Implementation	Resources
Uccellini, John	Start: 5/8/2009 Finish: 5/4/2012	\$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
3.00	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IASD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

**Knowledge and Skills**

By researching various recommendations of professional organizations, the participants will be able to specify the knowledge and skills that all students need as they progress through the grade levels from Kindergarten through grade twelve.

**Research and Best Practices**

In order for students to reach proficiency, teachers must understand the skills and knowledge that students must gain at each level.

**Designed to Accomplish**

*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
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Journaling and reflecting

**Evaluation Methods**

- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 · Initial Step: Big Ideas Survey · Next Step: Comparison of grade level and course specific teacher "Big Ideas" with Standard Aligned System (SAS) Big Ideas . This information will be used for the math curriculum revision. · To assist Advanced Algebra students with the PSSA, mini-units on statistics, counting, probability, and odds were developed and taught to supplement the current curriculum

**Activity: iii. Assessment tools**

**Description:** Utilize assessment tools to identify strengths and weaknesses, areas or progress, etc.

**Person Responsible    Timeline for Implementation    Resources**

Uccellini, John	Start: 10/13/2009 Finish: 10/13/2016	\$23,000.00
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**Status:** In Progress — Upcoming

Date	Comment
7/8/2011	· Pilot 4Sight Testing grade 7 2008-09 school year, Implement 4Sight Testing grades 3-9 Fall 2009, Implement two data days 2009-10 school year. Pilot Algebra and Pre-Algebra Progress Monitoring Testing 2008-09 school year, Implement Algebra and Pre-Algebra Progress Monitoring Testing, Pilot Number Knowledge Test in K-2 2008-09 school year, Implement periodic assessment of students K-2 using the Number Knowledge Test 2009-10 school year. · Use of 2007 and 2008 PSSA Practice Tests (from PDE) to identify and subsequently remediate PSSA weaknesses among Advanced Algebra students.
7/8/2011	The School Board adopted the Local Assessment System in 2009. NWEA MAP was implemented, and all teachers were trained in the use of the NWEA reports to analyze data. In addition, all teachers were provided with professional development on the use of PDE data tools (eMetric, PAAYP, and PVAAS).

### **Activity: iv. Professional development**

**Description:** Provide professional development opportunities for teachers that include strategies for tailoring the mathematics curriculum and instruction to meet student needs, in ways that accelerate student progress toward state standards and assessments.

Person Responsible	Timeline for Implementation	Resources
Uccellini, John	Start: 10/10/2008 Finish: 5/9/2014	\$60,000.00

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Indiana Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Strategies for tailoring mathematics curriculum and instruction to meet students' needs, in ways that accelerate students' progress toward state standards and assessment. Teachers will build knowledge of mathematics content, develop curriculum that is aligned to Standards, and learn to analyze data to to inform curriculum and instruction. Professional personnel will develop extended learning opportunities for students, utilizing school time, after-school time, and summer opportunities.	Differentiating instruction to meet student needs, as well as periodic assessments to demonstrate growth and needs, are supported by the research.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to</li> </ul>

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.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Mathematics</li></ul>

### **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

### **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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional

- Peer-to-peer lesson activity discussions
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 · HOME PlaTe IASD/IUP graduate course · Best Practices in teaching mathematics workshop 2008-09 school year · MSP Activities · NCTM Annual Conference April 22-25, 2009

**Activity: v. Differentiated instruction**

**Description:** Utilize differentiated instruction methods and researched-based instructional strategies to meet the needs of all learners.

**Person Responsible    Timeline for Implementation    Resources**

Uccellini, John	Start: 1/1/2009	\$3,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 All teachers received PD in Differentiated Instruction in the 2010-2011 school year. Principals will be monitoring instruction on an ongoing basis to ensure that DI is being utilized. Some strategies in place: curriculum guides, leveled workbooks, CCC, Rtl, Exploration Boards, use of NWEA data to guide flexible grouping and instructional strategies.

**Activity: vi. Extended learning opportunities**

**Description:** Develop and provide extended learning opportunities for students, utilizing school time, after-school time, and summer.

**Person Responsible    Timeline for Implementation    Resources**

Uccellini, John	Start: 1/1/2009	\$50,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 · ASM grades 3-9 · Study Island Summer Program grades 4-8 · 2009 summer classes offered: PDM, FST, Adv. Alg., Geom., SAT Prep · remediation classes at JH and SH · Math Lab staffed throughout the day at both the junior and senior high · individual teacher initiatives, such as helping students at 7 am or beyond 3:30 pm

## Goal: 2. READING

**Description:** 100% of students will be proficient in Reading by 2014, as measured by the annual state-wide PSSA assessments.

### Strategy: A. Rigorous and relevant curriculum

**Description:** Implement a rigorous and relevant curriculum with a focus on developing critical thinking, problem solving skills and real-world applications.

#### Activity: i. Ongoing professional development

**Description:** Provide Professional Development opportunities for teachers that include strategies for: 1) curriculum development that meets state standards; 2) tailoring curriculum and instruction to improve and accelerate student achievement; 3) embedding technology into language arts instruction; 4) integration of critical thinking, problem solving skills, and real-world applications; and 5) identifying research-based best practice in language arts instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/10/2008 Finish: 5/9/2014	\$6,000.00

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Indiana Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will develop pedagogy focusing on critical thinking, problem-solving skills and real-world applications.	Students need to "learn to learn," not memorize. In order to accomplish this, teachers must enhance their skills for helping students to become critical thinkers and problem solvers.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>

*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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

**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
- Lesson modeling with mentoring
- Journaling and reflecting

**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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity



### **Activity: i. Curriculum alignment**

**Description:** Continuously monitor changes to state standards in order to maintain alignment in all Language Arts (Reading and English) curriculum with the State Standards, especially the PA Eligible Content and Assessment Anchors

#### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

#### **Date      Comment**

2/17/2009 Secondary English curriculum is currently being revised and aligned to PA Standards.  
4/11/2011 Secondary English curriculum has been revised and aligned to standards.

### **Activity: ii. Specify understanding, knowledge and skills**

**Description:** Specify understanding, knowledge and skills students should acquire in Pre-K through 12th grade based on the recommendations of the NCTE Curriculum Framework.

#### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** Complete

#### **Date      Comment**

4/13/2009 · Initial Step: Big Ideas Survey · Next Step: Comparison of grade level and course specific teacher "Big Ideas" with Standard Aligned System (SAS) Big Ideas · To assist Advanced Algebra students with the PSSA, mini-units on statistics, counting, probability, and odds were developed and taught to supplement the current curriculum  
4/11/2011 The K-12 language arts curriculum revision is complete.

### **Activity: iii. Assessment tools**

**Description:** Utilize assessment tools to identify strengths and weaknesses, areas or progress, etc.

#### **Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

7/8/2011 The School Board adopted the Local Assessment System in 2009. NWEA MAP was implemented, and all teachers were trained in the use of the NWEA reports to analyze

data. In addition, all teachers were provided with professional development on the use of PDE data tools (eMetric, PAAYP, and PVAAS). At the elementary level, the following are examples of assessments used throughout the year: Selection tests, rubrics, DIBELS, PSSA, DRA, Monster spelling test, Triumphs assessments, and Treasures assessments.

**Activity: iv. Professional development**

**Description:** Provide professional development opportunities for teachers that include strategies for tailoring the language arts curriculum and instruction to meet student needs, in ways that accelerate student progress toward state standards and assessments.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/10/2008 Finish: 5/9/2014	\$6,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Indiana Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Strategies for tailoring language arts curriculum and instruction to meet student' needs, in ways that accelerate students progress toward state standards and assessment.	Differentiating instruction to meet student needs, as well as periodic assessments to demonstrate growth and needs, are supported by the research.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>



utilized. Some strategies in place: curriculum guides, leveled workbooks, Guided Reading, Triumphs, CCC, Fluency Checks, RtI, Exploration Boards, use of NWEA data to guide flexible grouping and instructional strategies.

### **Activity: vi. Extended learning opportunities**

**Description:** Develop and provide extended learning opportunities for students, utilizing school time, after-school time, and summer.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

7/8/2011	Extended learning opportunities are available through RtII, peer work, SuccessMaker software, and A+ software during the school day and through the STARS program in the summer (elementary). IUP Reading Clinic is available to families. The reading program at the senior high has been extended from 2 days to 5 days per week, beginning in the 2011-12 school year. SRA reading has shown excellent results at the junior high with targeted student groups.
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## **Goal: 3. FOUR-YEAR GRADUATION RATE (Senior High School)**

**Description:** The overall four-year graduation rate will exceed the state-mandated 80% target. Given IASD's past rates (2006 and 2007) of 92+%, the graduation rate will continue to exceed 90% overall, with at least 80% for eligible reporting subgroups.

### **Strategy: A. Identify junior high students who are at risk for drop-out**

**Description:** Identify junior high students who are at risk for drop-out

### **Activity: i. Monitor grades**

**Description:** Monitor grades of junior high students.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

Date	Comment
7/8/2011	Activities completed every year: · (SH) Reviewed 8th grade PSSA scores of all incoming 10th graders in August. · (JH) Counselors review grades at the end of 2nd and 3rd quarter to determine possible failures. In danger of failing letters are sent. · (JH) Failure list distributed to faculty at mid-quarter and at the end of each quarter · (JH) Principals and counselors review of failure list · (SH/JH) Contacted parents of students who must attend summer school for course remediation by mail and telephone
7/8/2011	With the Board's approval of the grade realignment, the junior high will implement teaming for grades 6 - 8. Teachers will have daily common planning time to identify at-risk students, and "e-time" will be built into the schedule to provide extra help to struggling students.

### **Activity: ii. Intervention**

**Description:** Provide intervention for students with failing grades.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/10/2008 Finish: 5/9/2014	\$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
3.00	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IASD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to develop programs and strategies for keeping students and parents engaged in school.	Research shows that students do better in school when they feel that they are part of the school community and someone cares about them.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum,</li> </ul>

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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

**Follow-up Activities**

- Analysis of student work, with administrator and/or peers
- Journaling and reflecting

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 · (IASD) Explain to individual parents and students the impact of unexcused absences and tardiness on grades – “0” for missed class periods. · (SH) Established a one semester PSSA Proficiency course for non-proficient 10th graders · (ELEM) Conducted monthly IST meetings for at-risk students. · (ELEM) Implemented Dibbles and RTI at the primary level for at-risk students in the area of reading. · (JH) Conducted 7th grade team meetings · (JH) Developed and implemented academic contracts with students · (SH/JH) Continued utilization of English lab and Math lab · (JH) Established after-school student help sessions with teachers including the After School Math Program · (JH) Developed a Math Enrichment course for PSSA non-proficient 7th graders . Added English 9 and Social Studies 9 as remedial courses at the senior high.

7/8/2011 Initiated teaming at the junior high to be implemented beginning in 2011-12.

**Activity: iii. Engage parents/guardians**

**Description:** Engage parents/guardians in intervention plan.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 · (SH/JH) Scheduled parent conferences with at-risk students. · (SH/JH) Communicated with parents of at-risk students by mail at the end of each grading period. Encourage parents to use online grade-reporting portal. (PowerSchool) · (IASD) Conducted parent-teacher conferences which are scheduled two times a year · (SH/JH) Encouraged parents to utilize Edline · (SH/JH) Contacted parents of students who must attend summer school for course remediation by mail and telephone

**Strategy: B. Expand alternative education and other safety-net options.**

**Description:** Expand alternative education and other safety-net options.

**Activity: i. Evaluate the operations and success of the senior high alternative education program.**

**Description:**

**Person Responsible Timeline for Implementation Resources**

Daskivich, Paula      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (SH) Established and initiated a full-time Alternative Education Program utilizing current staff and a computer based instructional model for major subject areas. · (SH) Visited alternative education programs in other school districts. · (SH) Held periodic meetings/discussion with Alternative Education Faculty as well as counselors and administrators. · (SH) Reviewed student grades by counselors and Alternative Education Staff · (SH) Reviewed the Senior High School Alt. Ed Program in March discussing the enrollment and success rates. · (SH) Established a committee to evaluate the Alternative Education Program at least 4 times a year. · (SH) Completed weekly progress reports for Alternative Education Students. · (SH) Administered pre and post PIAT-R assessments.

**Activity: ii. Explore, develop, and implement a junior high Alternative education program**

**Description:**

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2009      -

Finish: Ongoing

**Status:** In Progress — Upcoming

**Date**      **Comment**

4/24/2009 · (JH) N/A at this time · Met with A+ representative to discuss the possibility future purchases for the junior high school.

**Activity: iii. Return students from outside placements with supports**

**Description:**

**Person Responsible**   **Timeline for Implementation**   **Resources**

Mack, Roberta              Start: 1/1/2009                      -  
   Finish: Ongoing

**Status:** In Progress — Upcoming

**Date**      **Comment**

7/8/2011 · (SH) Placed students in the school's Alternative Education Program as a means of transitioning them into the school environment after release from community based placement facilities. · (SH & JH) Meet monthly with Adelphoi Day Treatment program director to review student progress. · (SH & JH) Gradually transitioned students from Adelphoi Day Treatment program enrolling them in a few courses while continuing at the Day Treatment Program for a part of the day. · (SH & JH) Collaboration between community agencies and representatives of the school

**Activity: iv. Explore non-traditional credited learning opportunities, i.e., cyber learning, in-house summer school, etc**

**Description:** Committee will explore non-traditional credited learning opportunities, i.e., cyber learning, in-house summer school, etc., and develop programs that meet the needs of our students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 10/10/2008 Finish: 5/9/2014	-

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	5	15
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
IASD	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best</b>	<b>Designed to Accomplish</b>
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**Practices**

Educators will learn about many types of non-traditional credited learning opportunities, and will develop a blended school program to best meet the needs of our students.

Research shows that students learn in various ways, and it is to their advantage to have options for learning opportunities.

*For classroom teachers, school counselors and education specialists:*

- 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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> </ul>

- Geography

**Follow-up Activities**

- Journaling and reflecting

**Evaluation Methods**

- Participant survey
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (SH) Implemented of A+ software (SH) Discussed additional use of the A+ software outside of the Alternative Education Program. · (SH) Added two on-line credited courses (Marine Science and Global Studies) for the 2009-2010 school term · (JH/SH) Offered District-run summer school in mathematics and computer technology for the purpose of acceleration · (SH) Promoted Dual Enrollment opportunities with Indiana University of Pennsylvania and Westmoreland County Community College through student presentations and on the Guidance Department website

**Strategy: C. Counseling regarding post-secondary options**

**Description:**

**Activity: i. Graduation project & requirements review (credits, required courses, etc.)**

**Description:**

**Person Responsible    Timeline for Implementation    Resources**

Daskivich, Paula	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (SH) Reviewed the District's graduation requirements with all students twice a year. · (SH) Discussed graduation requirements with parents of all incoming 10th grade students. · (SH) Published graduation requirements in the Course Description Book and Student Handbook, which are given to each student. · (SH) Reviewed graduation requirements at time of scheduling with all ninth, tenth, and eleventh grade students via PowerPoint presentation. · (SH) Chart maintained of all students with incomplete graduation projects and reviewed with building principal periodically. · (SH/JH)Ongoing discussions with guidance counselors regarding graduation requirements. · (SH)Surveyed other comparable school districts to compare IASD graduation requirements with others

## **Activity: ii. Explore school-to-work options**

### **Description:**

#### **Person Responsible Timeline for Implementation Resources**

Daskivich, Paula      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

4/24/2009 · (SH) Placed select students on work experience job sites · (SH) Implemented mentoring program via A.B.E.L. · (SH) Made available job shadowing opportunities to all students with special emphasis in February.

## **Activity: iii. Expand partnerships in work force development**

#### **Person Responsible Timeline for Implementation Resources**

Daskivich, Paula      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

4/24/2009 · (SH) Took students to the county job fair. · (SH) Participated in the Alliance for Business and Education Leadership program which includes tours of area businesses for both faculty and students. · (SH) Participated in Educator in the Workplace opportunities.

## **Activity: iv. Expand opportunities for mentorships**

#### **Person Responsible Timeline for Implementation Resources**

Daskivich, Paula      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

4/24/2009 · (SH) Made shadowing opportunities available for students throughout the school year and especially during February. · (SH) Participated in the Alliance for Business and Education Leadership mentorship program.

## **Activity: v. Provide opportunities for visits to job/career fairs**

#### **Person Responsible Timeline for Implementation Resources**

Daskivich, Paula      Start: 1/1/2009      -  
Finish: Ongoing



**Knowledge and Skills**

Educators will engage in professional development opportunities designed to enhance their knowledge of the graduation project, school-to-work options, partnerships in workforce development, mentorships, job/career fairs, and career exploration. Educators will develop programs to provide the appropriate options for our students.

**Research and Best Practices**

Students should be provided with counseling and exploration regarding post-secondary school options.

**Designed to Accomplish**

*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 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**

- 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**

- Career Education and Work

**Follow-up Activities**

- Team development and

**Evaluation Methods**

- Participant survey

- sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Review of written reports summarizing instructional activity
- Portfolio
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (JS/SH) Participated in the Alliance for Business and Education Leadership program, which includes tours of area businesses for both faculty and students. · (SH) Attended conferences designed to demonstrate career education software that can accompany the graduation project · (SH) Developed classroom guidance activities relative to career exploration component of the graduation project. · (SH) Ongoing communication with Career Cruising liaison relative to updates in career exploration software. · (ISAD) Participation by faculty in the Educator in the Workplace program

## **Goal: 4. STUDENT ATTENDANCE (Junior High and Elementary Schools)**

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

**Strategy: A. Examine attendance rates at each school, and employ strategies to improve attendance.**

**Activity: i. Analyze current attendance rates at each school to establish baseline for improvement**

**Person Responsible    Timeline for Implementation    Resources**

Principals/attendance officers    Start: 1/1/2009    -  
 Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 · Recorded daily attendance and tardy totals by grade. · Reported to administration each day school's absent % reaches 6% or greater. · Calculated monthly absent and tardy percentages. · Assistant principal maintained detailed monthly and yearly data on attendance. · Attended monthly meetings with administrators/counselors/nurse/attendance officer to review absenteeism

**Activity: ii. Assess data to determine attendance patterns.**

**Person Responsible    Timeline for Implementation    Resources**

Springer, Donald    Start: 1/1/2009    -  
 Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (SH) Prepared and shared quarterly reports on student attendance with students, parents, and staff. · (SH) Adjusted the club activity program based on this data with clubs moved from Wednesday to Friday to help improve Friday attendance

**Activity: iii. Recognize perfect attendance on a quarterly basis, (defined as all day, every day.)**

**Person Responsible    Timeline for Implementation    Resources**

Principals                      Start: 1/1/2009                      -  
    Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (IASD) Perfect attendance recognized by school year. · (JH) Three year perfect attendance (Grades 7, 8, 9) recognized at the end of the ninth grade year. · (SH) Perfect attendance recognized through The Challenge Program that awards \$250 to a student in each grade for perfect attendance and the Valley Dairy which provides coupons for free food for students with good attendance and honor roll status · (SH) Free athletic passes given to students with perfect attendance.

**Activity: iv. Notify families of student absences at regular intervals, i.e., 10 days, 15 days, etc.**

**Person Responsible                      Timeline for Implementation    Resources**

None Selected                      Start: 1/1/2009                      -  
    Finish: Ongoing

**Status:** In Progress — Upcoming

**Date      Comment**

4/24/2009 · (IASD) Prepared attendance articles for District publications. · (JH/SH) Participated in and prepare attendance policy explanation for parent and student orientation. · (JH/SH) Letters mailed to parents of students who are tardy as well as excessively absent at specified intervals which may require additional substantiation for additional tardiness and/or absences. · (JH/SH) Letters mailed as necessary to parents explaining various aspects of the attendance policy · (EISEN) Created a student contract for those students going on vacation during the school term. · (IASD) Follow-up by school nurse with parents and physicians for noted student absences.

**Activity: vi. Contact local agencies to assist families in need of improved school attendance.**

**Person Responsible    Timeline for Implementation    Resources**

None Selected                      Start: 1/1/2009                      -  
    Finish: Ongoing

**Status:** In Progress — Upcoming

Date	Comment
4/24/2009	· (JH/SH) Completed CYS truancy referrals · (IASD) Prepared charges for the magistrate on students with unexcused absences. · (JH/SH) Placed excessively truant students in the Day Treatment or Alternative Education Program

**Activity: vii. Monitor attendance procedures.**

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

**Status:** In Progress — Upcoming

Date	Comment
4/24/2009	· (IASD) Met with District committee and suggest changes to clarify attendance policy in March

## **Goal: 5. STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: A. Monitor student participation in assessments, and ensure that all eligible students have the opportunity to complete the assessments, i.e., homebound, absentees, etc.**

**Description:** Monitor student participation in assessments, and ensure that all eligible students have the opportunity to complete the assessments, i.e., homebound, absentees, etc.

**Activity: i. Information sharing — letter to parents**

**Description:** Summer mailing will be sent to parents informing them of the testing schedule for the upcoming year.

Person Responsible	Timeline for Implementation	Resources
Jill Earman	Start: 1/1/2009 Finish: Ongoing	-

**Status:** In Progress — Upcoming

Date	Comment
7/8/2011	The Assessment calendar is mailed to parents in August of each year, and is included in school newsletters periodically throughout the year.
7/8/2011	The assessment calendar will be included in the secondary student planner beginning in 2011, and will be printed in the elementary newsletters in August. It will be printed in all school newsletters throughout the year.



# Goal: 6. CONTINUOUS IMPROVEMENT ETHIC

**Description:** Demonstrate a district-wide ethic of continuous improvement that positively affects student learning, through professional development, integration of technology into instruction, facilities planning, and development of critical thinking and problem-solving skills.

## Strategy: A. Establish and provide on-going professional development

**Description:** Establish and provide on-going professional development that supports a data-informed culture with a focus on results.

### Activity: i. Systems approach

**Description:** Develop a systems approach to student performance that determines targets, determines root causes related to those targets, and determines the intervention necessary to address the identified causes, (i.e., Rtl.)

Person Responsible	Timeline for Implementation	Resources
Principals	Start: 10/10/2008 Finish: 5/11/2012	\$6,000.00

  

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IASD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand a systems approach to student performance that determines targets, determines root causes related to those targets, and determines the intervention necessary to address the identified causes, (i.e., Rtl.)	Identifying and addressing students' needs will help them to reach proficiency in the academic standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- 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.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Mathematics</li> </ul>

**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
- Journaling and reflecting

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** Complete

**Date      Comment**

4/11/2011 All teachers have received professional development in data analysis using NWEA and PDE tools (PA AYP, eMetric, and PVAAS.)

## **Activity: ii. Assessment system**

**Description:** Develop/provide a valid and reliable assessment system focused on the progress toward proficiency on the PA assessment anchors, (i.e., 4Sight.)

### **Person Responsible Timeline for Implementation Resources**

Jill Earman                      Start: 1/1/2009                      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

7/8/2011 Local Assessment System was developed and approved by the School Board in 2009. The use of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) was approved as part of the LAS. The MAP is administered to students in grades K-10, 2-4 times per year. Parents are informed of student progress, as demonstrated on MAP, with a numerical and graphical print-out included with the report card.

## **Activity: iii. Utilization of data**

**Description:** Use accurate and meaningful data to make informed decisions about curriculum and instruction.

### **Person Responsible Timeline for Implementation Resources**

None Selected                      Start: 1/1/2009                      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

6/10/2010 (only isolated cases) NWEA all teachers trained to assess and analyze NWEA data

## **Strategy: B. Facility planning**

**Description:** Plan for facilities that promote student learning.

### **Activity: i. Feasibility Study**

**Description:** Research/make decision regarding building configuration/use/repurposing (Feasibility study)

### **Person Responsible Timeline for Implementation Resources**

Clawson, Deborah                      Start: 1/1/2009                      \$7,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

#### **Date      Comment**

2/17/2009 1/22/09 School Board hired Kimball and Associates to conduct a feasibility study.  
4/11/2011 The School Board approved a grade realignment for 2011-12: 4 K-5 elementaries, 6-8 JH, and 9-12 SH.

## **Activity: ii. Technology hardware and software**

**Description:** Ensure that every building is equipped for optimal learning in the 21st century with state-of-the-art hardware and software. The technology plan requires a district investment in school infrastructure for improved technology and communications systems. Each elementary school houses at least one stationary computer lab, two mobile carts, and several projection units on carts. The secondary schools have numerous computer labs and mobile carts, as well as projection units and other peripheral devices. Both secondary schools and East Pike Elementary contain television studios for delivery of the morning news and various other projects.

In order to maintain current hardware, the District uses a 3-year replacement cycle on computers and printers. We must also maintain other equipment, license agreements and ensure that the current software meets the needs of our students and teachers. A yearly investment of \$250,000 is required to meet these needs.

### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009	\$750,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Date Comment**

7/8/2011	SH implementation of CFF grant. Addition of LCD projectors and Promethean Boards throughout the district. Development of faculty-created MOODLE pages for on-line classwork.
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## **Activity: iii. Funding**

**Description:** Seek funding sources/grants that support emerging technology and the infrastructure needed within each building.

### **Person Responsible Timeline for Implementation Resources**

Clawson, Deborah	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Date Comment**

7/8/2011	CFF grant, District Technology Education Grants, Building budget surpluses used to purchase additional Promethean Boards
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## **Strategy: C. Integrate technology into instruction.**

**Description:** Provide the hardware, software, and training to appropriately integrate technology into instruction.

## **Activity: i. Implement Classrooms For the Future (CFF) grant**

**Description:** Install hardware and provide resources for teachers to successfully use the equipment provided by the Classrooms For the Future grant.

### **Person Responsible Timeline for Implementation Resources**

Admin Team	Start: 1/1/2009	\$336,522.00
	Finish: Ongoing	

**Status:** Complete

**Date      Comment**

4/11/2011 All equipment provided by the CFF grant has been installed and is being utilized. All buildings have received and installed additional equipment beyond the grant purchases. A CFF coach was hired, and she provides PD to the CFF teachers, as well as to new Promethean Board users throughout the district.

**Activity: ii. Provide alternatives to traditional instruction through distance learning, online courses, and cyber education.**

**Description:** Alternatives to traditional education will be explored and initiated to best suit the needs of our students.

**Person Responsible    Timeline for Implementation    Resources**

Uccellini, John	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 The School Board has had several discussions on this topic. Several online courses were piloted at the senior high. The A+ software is used with the Alternative Education program at the senior high. The new CBA with IAEA includes language regarding Computer Mediated Courses. This will allow the District to move forward with planning more online options. Seniors have the opportunity to participate in dual enrollment with IUP. Moodle pages have been developed by faculty to add an on-line component to some courses.

**Activity: iii. Explore and integrate uses of the Wide Area Network (WAN).**

**Description:** The WAN will provide additional opportunities to use the Internet for research and instructional purposes.

**Person Responsible    Timeline for Implementation    Resources**

None Selected	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Date      Comment**

7/8/2011 Teachers are able to utilize the IASD Moodle System, as well as myriad virtual content through the WAN. Teachers are able to access their network files from home via the Remote Desktop application.

**Activity: iv. Professional development in technology**

**Description:** Educators will be provided with training to increase their knowledge of hardware, software, and strategies for integrating technology into instruction and learning.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Admin Team	Start: 10/10/2008 Finish: 5/9/2014	\$3,000.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	5	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
IASD	<ul style="list-style-type: none"><li>• School Entity</li></ul>	Approved

**Knowledge and Skills**

Educators will be provided with training to increase their knowledge of hardware, software, and strategies for integrating technology into instruction and learning.

**Research and Best Practices**

Students should have opportunities to learn with technology in many ways.

**Designed to Accomplish**

*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.
- Instructs the leader in managing resources for effective results.

## Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Mathematics</li> </ul>

### 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
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

**Status:** In Progress — Upcoming

### Date Comment

7/8/2011 Technology PD is an ongoing process. PD is provided throughout the schoolyear on in-service days, mini-workshops, and through release time. PD is provided by the CFF Coach, CFF teachers, and other Promethean/technology users.

## Strategy: D. Rigorous and relevant curriculum

**Description:** Implement a rigorous and relevant curriculum with a focus on developing critical thinking, problem solving skills, and real-world applications.

## Activity: i. Professional Development for continuous improvement

**Description:** Provide Professional Development opportunities for teachers that include strategies for: 1) curriculum development that meets state standards; 2) tailoring curriculum and instruction to improve and accelerate student achievement; 3) embedding technology into instruction; 4) integration of critical thinking, problem solving skills, and real-world applications; and 5) identifying research-based best practice in instruction.

Person Responsible	Timeline for Implementation	Resources
Admin Team	Start: 10/10/2008 Finish: 5/9/2014	\$6,000.00

## Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IASD	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved

### Knowledge and Skills

1) curriculum development that meets state standards; 2) tailoring curriculum and instruction to improve and accelerate student achievement; 3) embedding technology into instruction; 4) integration of critical thinking, problem solving skills, and real-world applications; and 5) identifying research-based best practice in instruction.

### Research and Best Practices

Ongoing professional development helps educators to gain the necessary skills to be effective.

### Designed to Accomplish

*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.
- 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.
- Instructs the leader in managing resources for effective results.

### Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

### 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
- Lesson modeling with mentoring
- Journaling and reflecting

### 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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** In Progress — Upcoming

### Date Comment

4/5/2011 Professional development opportunities are provided for teachers and administrators via many avenues: use of in-service days, release time, conferences, workshops, university coursework, professional writing, etc. Specifically, there has been a district-wide focus on PD for data analysis and differentiated instruction. Additionally, groups of professionals have been provided with PD, according to their needs, on the standards-aligned system, curriculum development, technology integration, and research-based best practices. In the spring of 2011, all subject areas were reviewed for revision for the

reconfiguration of schools in the 2011-12 school year, with appropriate PD supporting the process.

**Activity: ii. Integration of technology into teaching and learning**

**Description:** Develop high quality lessons that embed technology as a tool for learning.

**Person Responsible Timeline for Implementation Resources**

Teachers	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

7/8/2011 Teachers are encouraged to use technology as a tool for learning. PD is provided by the CFF coach, CFF teachers, and other Promethean users. Student projects have included PowerPoint presentations, Photo Stories, websites, and professional-quality publications.

**Activity: iii. Design and implement rigorous and relevant lessons with a focus on critical thinking, problem solving, real-world application**

**Person Responsible Timeline for Implementation Resources**

Teachers	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

4/11/2011 All teachers received PD in Differentiated Instruction (2010-2011) and Data Analysis (2009-2011), which will aid them in reaching this goal.

**Activity: Ongoing commitment**

**Description:** Demonstrate an ongoing commitment to a rigorous and relevant curriculum that provides rich learning experiences in all subject areas, including the visual and performing arts, business, computer science, language arts, family and consumer science, health and physical education, mathematics, science, social studies, technology education and world languages. Courses of study will be updated according to the curriculum cycle, or more frequently as required by changing laws and standards.

**Person Responsible Timeline for Implementation Resources**

Admin Team	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

4/11/2011 All subject areas are on the curriculum cycle, and are currently being examined for any needed revisions due to the reorganization of grade levels in the District.

## **Goal: 7. POSITIVE SCHOOL CLIMATE**

**Description:** Create a positive school climate, which reduces disciplinary infractions.

### **Strategy: A. Adopt the Olweus anti-bullying program.**

**Description:** Adopt the Olweus anti-bullying program throughout the district.

#### **Activity: i. Implement the Olweus program in the junior high school.**

**Description:** Implement the Olweus program in the junior high school. Follow HALT school recommendations for training and implementation.

#### **Person Responsible    Timeline for Implementation    Resources**

Walther, Marilyn	Start: 9/2/2008 Finish: 5/28/2010	\$3,000.00
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**Status:** Complete

#### **Date            Comment**

4/24/2009	· Planning for training of all District administrators in June 2009 · Pre-OLWEUS bullying surveys are administered to elementary students in the Spring of 2009, prior to the implementation of the program.
6/11/2010	-Weekly classroom Olweus Meetings -Olweus survey -More teacher coverage in the "hot spots" of the school. What we call "Owning our Space" -Following the Olweus Core team reporting system when a bully is seen in action.
4/11/2011	Olweus has been implemented

#### **Activity: ii. Implement the Olweus program at Ben Franklin and East Pike Elementary Schools**

**Description:** Implement the Olweus program at Ben Franklin and East Pike Elementary Schools. Follow the HALT school recommendations for training and implementation.

#### **Person Responsible    Timeline for Implementation    Resources**

Walther, Marilyn	Start: 8/30/2010 Finish: 6/3/2011	\$5,000.00
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**Status:** Complete

#### **Date            Comment**

5/28/2009	·Pre-OLWEUS bullying surveys are administered to Ben Franklin and East Pike elementary students in the Spring of 2009, prior to the implementation of the program.
6/14/2011	Olweus program was implemented in all elementary schools. All faculty and staff have been trained. All new employees will be trained.

### **Activity: iii. Implement the Olweus program at Horace Mann and Eisenhower Elementary Schools**

**Description:** Implement the Olweus program at Horace Mann and Eisenhower Elementary Schools. Follow the HALT school recommendations for training and implementation.

#### **Person Responsible Timeline for Implementation Resources**

Walther, Marilyn	Start: 9/6/2011 Finish: 6/5/2012	\$5,000.00
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**Status:** Complete

#### **Date Comment**

4/11/2011	Olweus has been implemented
6/14/2011	Olweus has been implemented at all elementary schools. All faculty and staff have been trained. All new faculty and staff will be trained.

### **Activity: iv. Implement the Olweus program at the senior high school**

**Description:** Implement the Olweus program at the senior high school. Follow the HALT school recommendations for training and implementation.

#### **Person Responsible Timeline for Implementation Resources**

Walther, Marilyn	Start: 9/4/2012 Finish: 6/3/2013	\$5,000.00
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**Status:** No Longer Occurring

#### **Date Comment**

4/27/2011	The Olweus program will not be implemented at the Senior High. It is geared more toward elementary and middle level students.
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### **Strategy: B. Expand character education at all schools**

#### **Activity: i. Review Heartwood program**

**Description:** Review Heartwood program with all elementary faculty, and monitor lessons to ensure its implementation.

#### **Person Responsible Timeline for Implementation Resources**

Dragich, Denise	Start: 1/1/2009 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

#### **Date Comment**

7/8/2011	· Classroom teachers implement the Heartwood Program within their classrooms. · Guidance Counselors visit all classrooms implementing a developmental guidance curriculum. · Heartwood journal writing, class discussions, literature, videos.
7/8/2011	-Indiana Holiday Parade -Bike to School -Chorus/Band concerts -Talent Show -Red Ribbon Week -All School Basketball Tournament -Fitness for a Cause (jump-hop-a-thon) -Humane Society collection -East Pike beautification project -Teddy Bear Fund Drive -Relay for Life -EPTV & JH morning news Words of Wisdom

## **Activity: ii. Character Education Committees**

**Description:** Establish Character Education committees at all schools to oversee the program throughout the year.

### **Person Responsible Timeline for Implementation Resources**

Dragich, Denise      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Date      Comment**

4/24/2009 · Character Education committees have been established in all schools

## **Activity: iii. Expansion of character education**

**Description:** Explore the expansion of character education to include an intergenerational studies component, so that students develop knowledge, understanding, and skill pertaining to intergenerational issues, and develop interest, appreciation, and favorable attitudes toward people of all ages.

### **Person Responsible Timeline for Implementation Resources**

Dragich, Denise      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Date      Comment**

4/24/2009 · Grandparents Day at all elementary schools · Veterans Day programs at all District schools

## **Strategy: C. Implement IASD's Student Wellness Policy**

### **Activity: i. Review Policy**

**Description:** Review the Student Wellness Policy (No. 246) with all faculty and staff.

### **Person Responsible Timeline for Implementation Resources**

Minnick, Michael      Start: 9/30/2008      -  
Finish: 9/30/2008

**Status:** Complete

### **Date      Comment**

4/24/2009 · Discussed at opening day staff meeting (IHS) 8/21/08 · Conducted at the beginning of the school year and periodically throughout the school year.

## **Activity: ii. Wellness Committees**

**Description:** Wellness Committees at each school will assist the principal with the implementation and oversight of the policy.

### **Person Responsible Timeline for Implementation Resources**

Minnick, Michael      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Date      Comment**

7/8/2011 The Wellness policy is reviewed with staff each year, and there is communication with parents outlining appropriate, healthy snacks for students to bring to school

## **Activity: iii. Policy compliance**

**Description:** All faculty and staff will be able to demonstrate compliance with the policy, in terms of nutrition and physical exercise, i.e., food not used as rewards, exercise not used as punishment, adherence to snack food guidelines, etc.

### **Person Responsible Timeline for Implementation Resources**

Minnick, Michael      Start: 9/1/2008      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Date      Comment**

7/8/2011 Letter to parents outlining appropriate, healthy snacks for students to bring to school; Staff follows policy guidelines; Staff members participate in the 100 Hour Club sponsored by the Wellness Committee

## **Activity: iv. Fitness goal**

**Description:** Students will develop and work toward a personal fitness goal.

### **Person Responsible Timeline for Implementation Resources**

Minnick, Michael      Start: 1/1/2009      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

### **Date      Comment**

4/24/2009 · Students participate in the F.U.N Club. · SH students develop and work toward goal in PE class (fitness center equipment)  
6/11/2010 -Project Fit America -F.U.N. Club monthly calendars -Fitness Chart & Challenge Bulletin Board -Classrooms walk the length of the school (laps) daily -100 Hour Club for teachers -Fitness Friday (last Friday of each month) -F.U.N. Club Intramurals -Bike to School

## Measurable Annual Improvement Targets

IASD will strive to meet the goal set forth by the US Department of Education through the No Child Left Behind (NCLB) legislation, *all students must be proficient in reading and math by the year 2014*. In order to reach this long range goal, the following incremental goals have also been established for reading and math respectively: 2008-2010 (63%, 56%); 2011 (72%, 67%); 2012 (81%, 78%); 2013 (91%, 89%); 2014 (100%). In order to meet these targets, IASD will engage in the following practices:

- 1) Implement a standards-based curriculum across grade levels and content areas that prepares students for the rigorous demands of the 21<sup>st</sup> century.
- 2) Provide instruction that fosters inquiry, problem solving and an application of knowledge and skills in relevant life situations.
- 3) Monitor academic progress in reading and mathematics using benchmark assessments, and analyze data to plan instruction.
- 4) Provide the infrastructure, resources, and training to enable learning environments where technology is embedded into the curriculum and becomes a seamless part of the instruction.
- 5) Provide staff development opportunities to promote professional growth and learning that supports the goals of the district.

## Curriculum, Instruction and Instructional Materials

The curriculum of the Indiana Area School District establishes rigorous academic standards and assessments to facilitate the improvement of student achievement and to provide school personnel, parents and communities a measure by which school performance can be determined. Curriculum is monitored and refined on an ongoing basis, in order to provide the most up-to-date and comprehensive courses of study to the students.

IASD operates with a vertically aligned, standards-based curriculum in Language Arts, Mathematics, Science and Technology, Environment and Ecology, Social Studies, the Arts, Health, Physical Education, Family & Consumer Science, Foreign Languages and ESL. There are planned courses in appropriate grades for each subject, which specify the relationship of PA Academic Standards to course content and includes a summary of assessment criteria. Each school in the district will frequently utilize formative assessments. Instruction will be informed by the data.

Within the district's curriculum cycle, textbooks, instructional materials, and technology are examined, adopted, and implemented in a systematic process that assures students have appropriate learning materials that align to state academic standards, local academic standards and the planned course of study for each grade and subject area. Parents of secondary students are provided with a course description book in the spring of each year, which outlines the mandated courses and electives and graduation requirements. Parents of elementary students are invited to Back-to-School night in the fall of each year, and the teachers explain the curriculum to them. Printed documents are available to all parents. At all levels, formal parent-teacher conferences are offered twice each year, with individual conferences available at any time throughout the year by appointment.

IASD will continue efforts to implement a standards-aligned system. As the federal and state departments of education approve new standards or existing standards are modified, the district will amend planned courses to remain aligned with the standards.

## Assessments and Public Reporting

The Indiana Area School District utilizes a comprehensive district-wide testing program that incorporates standardized, formal, and informal assessments. In August 2009, the Board of School Directors formally adopted the Local Assessment System as required by the Pennsylvania School Code (§ 4.52. Local assessment system). The Local Assessment System provides information regarding student achievement, aptitude, and interest. The district utilizes a variety of sources to gather information on student achievement, including PSSA, NWEA MAP tests and various other assessments. Data are collected at several levels, including individual, classroom, grade level, school, and district. Based on an analysis of the data, specific decisions are made that will lead to increasing student achievement at all levels. Examples of classroom-based assessments that are utilized include, but are not limited to, unit/chapter tests, quizzes,

constructed responses, projects, and performance-based assessments. The District will add all future state- and federally-mandated testing requirements to its assessment plan. The district issues report cards and progress reports four times per year, except for kindergartners, who receive progress reports twice per year. All teachers in grades three through twelve are required to post grades on a secure online program which can be viewed by parents and students. The results of state assessments and standardized tests are sent to parents.

## **Targeted Assistance For Struggling Students**

The Indiana Area School District offers assistance programs for struggling students. Opportunities and mandated courses for additional instruction are provided for students who need assistance to meet proficiency on the PSSA. Differentiated teaching strategies and flexible grouping opportunities are used and alternative evaluation processes are employed to judge improvements. A district level and/or building team of teachers, counselors, and administrators operate and manage each program, modifying procedures and activities on an as needed basis. The progress of all students who are receiving remedial strategies are monitored by the classroom teacher and counselor. The concept of extended learning time can be accommodated best at the building level through collaboration of the teacher, counselor, administration, student and parent.

At the elementary level, the Response to Instruction and Intervention framework is being used to enable early identification and intervention support for students at academic or behavioral risk. Rtl was first implemented during the 2007-2008 school year at Horace Mann Elementary in first grade. Kindergarten and grade two followed in 2008-2009, as well as implementation at the other three elementary schools. Comprehensive monitoring is used to determine student progress, and team meetings are held to discuss student performance and/or make necessary program adjustments.

At the elementary level, IASD also employs the Instructional Support Team system. Students may be referred to IST for academic difficulties, which discusses, implements, and monitors strategies to assist the student.

At the elementary and junior high levels, an after school math program is available to students who are recommended by school personnel, due to difficulties experienced in the subject. Students meet with tutors at least one time per week, for assistance with homework, building of essential skills, and targeted assistance in areas of need.

A Student Assistance Program exists at the secondary level. This district-wide resource is available to students and their parents as a means of addressing concerns that negatively impact academic performance which include, but are not limited to educational needs, behavior, attendance, health issues, drug/alcohol use, and safety. Each school has a team of trained professionals whose purpose is to identify concerns that negatively impact the student's learning. The junior and senior high schools have math and English labs staffed throughout the day to assist students.

Individual student needs are met through an alternative education program at the senior high school for students who are unable to manage in the larger school setting for various reasons, but who can learn in the smaller setting. A special education teacher and core area teachers staff this program, and counseling services are available. In addition, outside alternative placements are available for students in need.

## **Support for Struggling Schools**

At this time, Indiana Area School District has met the annual student achievement improvement targets. The senior high school completed a school improvement plan, specifically to address the subgroup areas which did not make AYP. IASD personnel use student data to inform instruction for better gains in achievement on an ongoing basis. Through the use of universal screenings, additional supports are put into place to enhance student performance. Within this process, data is collected through assessment, analyzed for progress and strategies for support, and used to develop plans for action to strive toward 100% proficiency.

## **Qualified, Effective Teachers and Capable Instructional Leaders**

The District employs 18 administrators and 253 professional personnel, with more than 80% holding advanced degrees and 34% holding multiple certifications. Support for new teachers is a priority for IASD. New teachers are supported through our in-house teacher

Induction program. Mentor teachers are assigned to all first-year teachers. New teachers are frequently observed by their supervisor, and are evaluated twice per year for at least three years, using the PDE-426 form.

In the 2010-11 school year, all of the teachers in our six schools were highly qualified, as defined by the Pennsylvania Department of Education. IASD will continue to recruit, employ, and retain highly qualified personnel to educate its students and lead the district. All district professional educators and administrators will continue to participate in professional development opportunities in support of student achievement and the strategic plan.

## **Parent and Community Participation**

The Indiana Area School District supports and encourages parent and community involvement. The purpose of parent, community, business, and higher education involvement is to develop broad-based support for the school district's mission, goals, operations, and educational programs. The two secondary schools have parent advisory committees; the elementary schools and the junior high have active Parent Teacher Associations.

The Indiana Area School District initiates and actively participates in Interagency Team Meetings (ITM), and contributes at Children and Adolescent Service System Program (CASSP) meetings to collaboratively plan appropriate services with parents for students in school, at home and within the community. District personnel work proactively with parents to help them access available (MH/MR) services within the community and special education services in school. Parents are empowered to make informed decisions regarding the mental health and educational needs of their children.

The English as a Second Language program holds annual meetings for the families of English Language Learners. These meetings include an overview of the ESL curriculum, displays of student work, and samplings of the cultures and foods of the various countries represented in the ESL program.

IASD and IUP partner to provide programs for students and professional development for teachers. A summer reading program and after school math program utilize pre-service education majors as tutors. The music program of IASD benefits through private lessons provided to our students by IUP faculty and students. Professional development is provided to our faculty through coursework; in addition, some programs are developed specifically for the IASD faculty, such as HOMEPLaTe and Project Einstein, which provide professional development in mathematics and science.

Indiana Area School District has representatives on numerous boards and committees in the community, including Armstrong-Indiana Intermediate Unit, Indiana County Technology Center, Indiana County Parks and Recreation Department, The Arc, Head Start, Parent Transition Group, Reading Council, Children's Advisory Council, Indiana County Workshop, and NAACP. The school district schedules large-group public presentations at schools and in the community when appropriate, such as the public meetings in 2008 that were held to discuss facilities planning, strategic planning meetings, and drug and alcohol awareness meetings. Finally, the district has a variety of publications that reach parents, the community and business leaders, such as a newsletter which is published four to five times each year for the community, monthly newsletters published by each school, and an updated web site with district, school, and classroom news.

## **Pre-Kindergarten Transition**

The Indiana Area School District does not currently offer a Pre-K program. However, IASD is actively involved with local preschool and daycare providers as well as Head Start. The kindergarten teachers and counselors make visits to various sites for orientation and planning activities prior to registration for kindergarten. Before school begins, parents and children are invited to visit the classroom and meet the teacher, in order to alleviate anxiety for the children and their families.

Kindergarten registration begins in the early spring and continues through the summer. Families are notified via the Indiana Gazette and school publications. During registration, children are screened with various instruments to determine their present levels, by speech clinicians, counselors, and reading specialists. The school nurse reviews health records. If a student is entering school with an IEP, meetings are held to ensure a smooth transition into the public school setting. Parent orientation is offered each year in the spring and again in the fall before school begins.