
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Thursday, March 29, 2012

Entity: Midd-West SD
Address: 568 E Main St
Middleburg, PA 17842-1295

Educational Community

The Mid-West School District (MWSD) is comprised of all lands that lie within the municipal boundaries of Adams, Beaver, Center, Franklin, Middlecreek, Perry, Spring, West Beaver and West Perry Townships and Beavertown, McClure and Middleburg Boroughs. It encompasses a geographic area of approximately 225 square miles. The district is organized for the purpose of providing public education to serve the needs of the Commonwealth and the residents of the municipalities named above. There are three (3) elementary school buildings, two (2) middle schools, and one high school in the district. The district is assigned to Central Susquehanna Intermediate Unit 16 (CSIU) and is classified as a school district of the third class.

The MWSD utilizes a highly qualified staff of 189 teachers and fourteen (14) administrators that work with a total student population of approximately 2314 students. Each year approximately 80 to 90 students attend a vocational technical school, the Snyder Union Northumberland County Career and Technology Center.

Two of the elementary schools are configured kindergarten through fifth grade with the third elementary school holding a kindergarten through grade four configuration. The district currently provides a half-day kindergarten program. A full-day program is offered to approximately eighteen (18) students district-wide who would most benefit and is funded by FDK Supplemental Grant funds. There is a concerted effort each year to keep primary class sizes to twenty and under and intermediate classes below twenty-five. Accountability Block Grant funds have been used to reduce class sizes. A number of special programs have been developed to have students be academically successful, including Corrective Reading, Title I, DIBELS and other assessments, Accelerated Reader and Instructional Support Team processes. Curriculum and scheduling updates have expanded the literacy and mathematics blocks to allow for uninterrupted instructional time. A literacy coach also supports reading and writing initiatives at the K-5 level.

The MWSD is served by two small, dynamic and student centered middle schools. One middle school is configured for grades 6 through 8 and the other is configured for grades 5 through 8. The philosophy behind the MWSD Middle Schools is to provide:

1. A quality academic core of courses.
2. A smooth transition from elementary school to high school.
3. An exploration of courses to provide students with the experiences necessary to select a high school pathway curriculum.

The middle schools use frameworks supported by the National Middle Schools Association which promote teaming, modified block scheduling and thematic learning for sixth through eighth grades. The teams promote a supportive atmosphere which adolescents need. Best practices in middle level education are used as the basis for all instructional decisions, including data driven decisions made using 4Sight and other available data. Technology is used to support instruction in many areas, including Study Island for grades 3 to 12.

Midd-West High School is a grade 9 through 12 high school where approximately 67.3% of students continue education beyond high school. A wide variety of courses are offered in a newly initiated career pathways approach which encourages students to think about their career goals beyond high school. Each year approximately ten (10) advanced placement courses are offered in a variety of topics. Midd-West High School has participated in Classrooms for the Future since its inception, offering technology enhanced instruction to engage students in learning.

Students at all instructional levels are supported through a comprehensive program of support and enrichment services. These services include: ESL, Alternative Education, Gifted, Emotional Support, Life Skills, Learning Support, Speech and Language Support, Vision Support, Hearing Impaired Support, Occupational and Physical Therapy, and Social Work. The MWSD also provides Multi-disabilities Support and Autism Support through collaboration with the CSIU. Twenty-four (24) special education certified teachers and forty-nine (49) instructional assistants provide special education support services throughout the district.

Mission

We facilitate the intellectual, social, emotional, and physical development of all of our students so they competently contribute to society, achieve their highest potential, and engage in continuous learning...

A QUALITY EDUCATION FOR ALL, FOR LIFE.

Vision

The vision of the Mid-West School District can be summarized as "a thorough education, done properly with a purpose."

Our vision includes...

- a vertically and horizontally aligned curriculum that is appropriate, rigorous and relevant for each student.
- use of teaching strategies based on "what works"/ research.
- a seamless system of assessment used by teachers to design instruction.
- highly qualified teachers who focus on personal professional development to increase student achievement.
- highly qualified leaders who are future focused, proactive and consistent.
- a high level of stakeholder involvement and support.
- safe, modern and well maintained facilities with appropriate resources for students to grow academically and socially in relation to the global community.
- cutting-edge technology used to advance educational goals.

Shared Values

Our school community must nurture the intellectual, social, emotional, and physical well-being of students.

Because all students have the capacity to learn, we must encourage their best efforts and present them with opportunities and challenges to reach their potential and experience success.

All learners have an important contribution to make; therefore, we will provide education that is flexible to accommodate, respect, and value the unique needs of each learner.

Our schools' effective learning environments require safety, discipline, respect, organization and high expectations for all.

We make resources available to provide all students with the opportunity to achieve their educational and career goals.

We are accountable to the students, families and the communities we serve.

Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community.

Academic Standards

The Mid-West School District is committed to high academic standards and acknowledges the belief that all students can achieve their full potential. Successful learning by every student is the vision for

our educational programs. This vision is rooted in the belief that all children are capable of high levels of learning if they are provided appropriate conditions and a high quality of instruction that are combined with student effort supported by the involvement of family and community. A description of the academic standards for student achievement consistent to those in Chapter 4 and/or national standards follows:

(1) Science and Technology. Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics, and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of senses, science processes, inquiry, investigation, analysis and problem solving strategies.

(2) Environment and Ecology. Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watershed, threatened and endangered species, pest management and the development of laws and regulations.

(3) Social Studies.

(i) History. Study of the record of human experience including important events, interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics, civics studies on major developments in the history of the Commonwealth, the United States and the World.

(ii) Geography. Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(iii) Civics and Government. Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations, and documents of government, rights and responsibilities of citizenship, how governments work and international relations.

(iv) Economics. Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision-making, economic systems, the Commonwealth and United States economy, and international trade.

(4) Arts and Humanities. Study of dance, theater, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment. and production, performance or exhibition of work.

(5) Career Education and Work. Understanding career options in relationship to individual interests, aptitudes, and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

(6) Health, Safety, and Physical Education. Study of the kinships and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(7) Family and Consumer Science. Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

(8) World Languages. Ability to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

The National Business Education Standards and Agricultural Education Standards have also been incorporated into appropriate course-work.

The MWSD has implemented a curriculum cycle process during which curriculum is aligned with the aforementioned academic standards. Assessment Anchors are also incorporated into the curriculum to

provide instructional guidance. All content area curricula identify what the student should know and be able to do for each standard and benchmark. The curricula also contain methods of assessment, possible adaptations, instructional resources, and recommended activities/methods of instruction. All revised/ aligned curricula are approved by the Mid-West Board of School Directors.

Strategic Planning Process

The strategic planning process for the Mid-West School District began with professional development in the use of e-strategic planner and the strategic planning process. Various administrators attended training offered at PaTTAN and/ or the Central Susquehanna Intermediate Unit, as well as viewed web-based learning tools. This training occurred between December 2007 and February 2008.

The Board of School Directors was briefed on the process to be utilized in the development of the plan. The strategic planning committee held its initial meeting in March 2008. The committee consisted of 40 members representing parents, community members, business representatives, teachers, educational specialists, administrators and students. Sub-committees for the following plans were created: Teacher Induction, Special Education, Educational Technology, Academic Standards and Assessment, Student Services and Professional Development. As per Chapter 4 requirements, the professional education committee members representing parents, businesses and the community were appointed by the Board of School Directors. Sub-committee chairperson(s) were assigned. The subcommittees met every two weeks until their plans were drafted and finally completed. All sub-committee plans were presented to the steering committee at monthly meetings.

All committee members were provided with demographic, academic and perceptual data gathered about the district. This data was utilized by the steering committee and sub-committees to stimulate discussion and develop goals, strategies and activities.

Upon final review of the Strategic Planning Committee, the strategic plan was submitted to the Board of School Directors for approval.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Abate, Victor	Community	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Abram, Beverly	Mid-West School District	Middle School Teacher	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Aucker, Dane	Mid-West School District	Elementary School Teacher	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Aurand, James	Community	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Edmiston, Thor	Mid-West School District	Parent	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Fassett, David	Mid-West School District	Administrator	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Folk, Timothy	Community	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction &

			Technology
Harrison, David	Mid-West School District	Administrator	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Hetrick, Jessica	Mid-West School District	Other	Daphne Snook, Assistant Superintendent/Curriculum, Instruction & Technology
Hoffman, Ronald	PPL	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Hutchinson, Cynthia	Mid-West School District	Administrator	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Kemberling, Dana	Susquehanna University	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Kinney, Susan	Central Susquehanna Intermediate Unit	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Knapp, Wesley	Mid-West School District	Administrator	Board of Directors
Kroh, Nancy	Community	Board Member	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Ryder, Heather	Mid-West School District	Regular Education Teacher	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Snook, Daphne	Mid-West School District	Administrator	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Stauffer, Nicole	Mid-West School District	Parent	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Ulmer, Brian	Mid-West School District	Secondary School Teacher	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology
Wetzel, Gregg	Mid-West School District	Administrator	Daphne Snook/Assistant Superintendent/Curriculum, Instruction & Technology

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

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

Description: Graduation rate will meet a 95% threshold and/or show growth.

Strategy: Career Focus/ Career Pathways

Description: Utilize a career focus/ career pathways educational approach to help students focus their education toward career development.

Activity: Career Education and Work Curriculum

Last Modified: 10/20/2011

Description: To provide training for staff on current career and work curricula, trends, and community/state/national needs.

Person Responsible	Timeline for Implementation	Resources
Snook, Daphne	Start: 9/1/2011 Finish: 1/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Gain deeper knowledge of Pennsylvania Career Education and Work Standards. 2. Understand grade level expectations of what students should know and be able to do in regards to careers and career planning. 3. Work with parents and community to develop student learning about careers and career options available.	Students who fully understand the effects that education will have on their futures are more likely to be engaged in their education. Research indicates that planning education to address career goals provides students with the motivation to succeed in school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Career Education and Work

- Other educational specialists
- High school (grades 9-12)

Follow-up Activities

- Portfolio review

Evaluation Methods

- Participant survey
- Graduation rate (Student graduation data)

Status: In Progress — Upcoming

Activity: Course Selection

Last Modified: 4/5/2012

Description: Implement, monitor and revise a career focus/ career pathways approach for course selection.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Parent and Community Involvement

Last Modified: 4/5/2012

Description: Inform parents and community of career education options and activities available to students and engage their support for career education.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Dropout Prevention

Description: School and community stakeholders will research and implement dropout prevention programs/ models.

Activity: Early identification of at-risk students

Last Modified: 4/5/2012

Description: Develop a system for early identification of students at risk of dropping out of school and implement a research-based dropout prevention plan.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Implement a variety of methods for credit acquisition

Last Modified: 4/5/2012

Description: Develop a plan that includes a variety of methods for acquiring credits for students at risk of failing and/or dropping out of school.

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 \$60,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Mentoring

Last Modified: 4/5/2012

Description: To provide an ongoing program of professional development to staff for individual student mentoring and asset-building strategies.

Person Responsible	Timeline for Implementation	Resources
Snook, Daphne	Start: 9/1/2011 Finish: 8/21/2017	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will attain skills and knowledge in the mentoring process and how they can help at-risk students to remain in school using best practices in mentoring techniques.	"Students report that having a person at school who is checking on them, gives them the sense that someone cares and motivates them to come to school" (Gonzales, Richards & Seeley, 2002, p.12). National studies have shown a significant decrease in truancy when mentoring programs existed	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Empowers educators to work effectively with <u>parents and community partners</u>. <i>For school and district administrators, and other</i>

in schools.

educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role

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

Grade Level

- Middle (grades 6-8)
- High school (grades 9-12)

Follow-up Activities

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

Evaluation Methods

- Participant survey
- Attendance data (Analysis of student attendance data)

Status: Not Started — Overdue

Activity: Transition

Last Modified: 10/26/2009

Description: Develop transition plans for all students transferring horizontally or vertically, from one building to another, with specific strategies for at-risk students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	\$1,800.00
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Status: In Progress — Upcoming

Goal: MATHEMATICS

Last Modified: 4/5/2012

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

Strategy: Data Driven Instruction

Description: Develop, implement and revise a systematic continuum of assessments which inform and guide instructional decisions to promote student achievement.

Activity: 4Sight Data Analysis for Mathematics

Last Modified: 10/20/2011

Description: Provide professional development for all teachers on the use of Success for All Members Center and data analysis in math.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	100
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Mid-West School District Central Susquehanna Intermediate Unit Pattan	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge and skills regarding the 4Sight Benchmark Assessments in math and reading. They will learn the purpose of the assessment, how to administer and score it, and work collaboratively to analyze the data and design instruction.	Benchmark assessments are a component of a system of assessments used to identify student challenges and inform teachers on what and how to design lessons for students to improve upon the challenges. Research indicates that the use of data to make instructional decisions is one of the methods used in successful school reform initiatives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the

ability to access and use appropriate data to inform decision-making.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: Complete

Activity: 4Sight Implementation

Last Modified: 4/5/2012

Description: Develop implementation plans for 4Sight Mathematics Assessments

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2011 Finish: Ongoing	-
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Status: Complete

Activity: Data Teams, reports and plans

Last Modified: 4/5/2012

Description: Each school will use a trained data team, led by the principal, to analyze math data, create reports to be shared with teachers and develop that school's improvement plan.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	\$30,000.00
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Status: Complete

Date	Comment
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9/14/2011 Data teams are currently well-organized across K - 8. We need to focus on the high school.

Activity: Review and update assessment and data analysis system for K-12 mathematics

Last Modified: 4/5/2012

Description: Review and update current math assessments K-12, utilize data warehousing and data analysis, and provide the best information from which teachers can design instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Graduation Requirements

Description: Align scope and sequence of courses in mathematics to promote student math achievement at the middle and high school levels.

Activity: Graduation Requirement Revision

Last Modified: 4/5/2012

Description: Revise graduation required courses to include Algebra II.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: High School course alignment

Last Modified: 4/5/2012

Description: Review and update high school course offerings to increase exposure to Algebra for all students and provide more opportunities for participation in mathematics courses.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Middle Level course alignment

Last Modified: 10/26/2009

Description: Review and update middle level mathematics courses to provide increased pre-algebra and algebra instruction for all students

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming

Goal: PROFESSIONAL LEARNING COMMUNITIES/ PROFESSIONAL DEVELOPMENT

Last Modified: 4/5/2012

Description: Create on-going professional development opportunities and professional learning communities (PLCs) for all professional staff and ensure the creation of teams based on the PLC model.

Strategy: Professional Learning Communities

Description: The professional staff will work together to identify instructional practices, curriculum, professional education, and leadership that obtain higher levels of student achievement.

Activity: Collaborative Learning Activity

Last Modified: 4/5/2012

Description: All professional staff will participate in at least one collaborative learning activity.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	-
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Status: Complete

Date Comment

9/14/2011	Last year all staff members participated in a wiki utilizing different books which coordinated with the teachers grade level and/or content area. Our focus was on writing.
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Activity: PLC Set-up

Last Modified: 4/5/2012

Description: Ensure the structures, protocols and time are created so a that successful PLC model can be effectively implemented.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Activity: Summer Teacher's Institute

Last Modified: 10/18/2011

Description: Provide professional development activities, via a summer institute, to include the following need areas: ESL strategies, Gifted Education, Best Practices in Alternative Education, parent conferencing techniques, classroom management, and curriculum development/ unit planning, utilizing paraprofessionals, and additional instructional and literacy training.

Person Responsible	Timeline for Implementation	Resources
Snook, Daphne	Start: 9/1/2011 Finish: 8/23/2013	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	20	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge and skills in specific areas of concentration: ESL; Gifted Education; technology integration, parent conferencing, classroom management, curriculum development and unit planning, utilizing paraprofessionals, and additional instructional and literacy training as part of a summer institute offered by the school district. By participating, teachers become continuous learners and are part of a team dedicated to focusing on results.	The summer institute covers several focus areas identified by teachers as areas of need. By providing the institute, the school district strategically provides the resources for small cohort groups to engage in a professional learning community during the summer using data and research	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and</u>

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey

Status: Complete

Date	Comment
9/14/2011	Every summer we provide a wide variety of summer workshops to benefit teachers. This enables teachers to select professional development options that best meet their individual needs.

Goal: READING

Last Modified: 4/5/2012

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

Strategy: Curriculum and Instruction

Last Modified: 4/4/2012

Description: Investigate the use of a literacy coach at the middle and high school levels and investigate the effect of a high school reading course for students not achieving at grade level

Activity: High School Reading Course

Last Modified: 4/5/2012

Description: Investigate the potential effects of a mandatory reading course at the high school level for students who are not performing at grade level.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	-
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Status: Complete

Date Comment

9/14/2011	A reading course was created for both 9th grade students and also for 10th grade students.
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Activity: Implement Reader's Workshop K-8

Last Modified: 4/4/2012

Description: Teach literacy skills through reader's workshop, which is an instructional method designed to deliver explicit instruction and feedback through well-defined mini lessons individualized feedback as provided by the teacher.

Person Responsible	Timeline for Implementation	Resources
Snook, Daphne	Start: 8/20/2013 Finish: 8/20/2015	\$90,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Columbia University - Teachers College Reading and Writing Project	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The work with reading begins with a commitment to structuring schools so that students have time to read—The Common Core Standards, make it non-negotiable that students receive these opportunities to read. During the reading workshop, students receive direct instruction in the form of a minilesson and a mid-workshop teaching point. The teacher explicitly names a skill that proficient readers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students are also given time to read, applying	Writer's workshop is a model that relies on research-based instructional strategies to teach students the concepts of literacy to include reading, writing, speaking and listening. The workshop model provides guaranteed time in the schedule for students to do lots of writing. Students receive their instruction by way of a daily, structured mini lesson that includes a predictable structure with explicit teaching points and embedded active engagement to provide students with time to practice. Students are provided with	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling

the skills and strategies they've learned to their own reading

explicit feedback through one-on-one conference with the teacher that provides students with individualized feedback.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
|---|--|

- 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
- 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: Not Started — Upcoming

Activity: Implement Writer's Workshop K-8

Last Modified: 4/4/2012

Description: Teach literacy skills through writer's workshop, which is an instructional method designed to deliver explicit instruction and feedback through well-defined mini lessons individualized feedback as provided by the teacher.

Person Responsible	Timeline for Implementation	Resources
Snook, Daphne	Start: 8/30/2010 Finish: 6/30/2015	\$90,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	5	75
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Columbia University - Teachers College Reading and Writing Project	<ul style="list-style-type: none"> • College 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The work with writing begins with a commitment to structuring schools so that students have time to write—both long chunks of time to work as professional authors do, cycling through the stages of the writing process and receiving the feedback that is so essential to student growth, and also quick bursts of time for writing as a tool for learning across the curriculum. The Common Core Standards make it non-negotiable that students receive these opportunities to write. During the writing workshop, students are invited to live, work and learn as writers. They learn to	Writer's workshop is a model that relies on research-based instructional strategies to teach students the concepts of literacy to include reading, writing, speaking and listening. The workshop model provides guaranteed time in the schedule for students to do lots of writing. Students receive their instruction by way of a daily, structured mini lesson that includes a predictable structure with explicit teaching points and embedded active engagement to provide students with time to practice. Students are provided with	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling

observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts. Students receive direct instruction in the form of a minilesson and a mid-workshop teaching point. The teacher explicitly names a skill that proficient writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students are also given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback that is designed to move students along trajectories of development. The feedback is given through one-to-one conferences and small group instruction, and includes instructional compliments and teaching. The teacher helps a writer imagine what the next challenge is, and equips that writer with the skills and strategies necessary to begin tackling that new frontier.

explicit feedback through one-on-one conference with the teacher that provides students with individualized feedback.

- 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"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening

Follow-up Activities

- Team development and

Evaluation Methods

- Classroom observation focusing on factors such as

- 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
- planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 - Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Literacy Coach

Last Modified: 4/5/2012

Description: Investigate the feasibility and effect of a middle/high school level literacy coach.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	-
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Status: Complete

Date Comment

9/14/2011	We added a position to include a focus towards middle and high school coaching. However, because of the recent budget decline, we needed to remove both literacy coaches we have/had K - 12.
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Strategy: Data Driven Instruction

Description: Develop, implement and revise a systematic continuum of assessments in Reading which inform and guide instructional decisions to promote student learning.

Activity: 4Sight Data Analysis for Reading

Last Modified: 10/20/2011

Description: Provide professional development for all teachers on the use of Success for All Members Center and Data Analysis in reading.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: 6/30/2014	-
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District Central Susquehanna Intermediate Unit	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge and skills regarding the 4Sight Benchmark Assessments in reading. They will learn the purpose of the assessment, how to administer and score it, and work collaboratively to analyze the data and design instruction.	Benchmark assessments are a component of a system of assessments used to identify student challenges and inform teachers on what and how to improve upon these challenges. Research indicates that the use of data to make instructional decisions is one of the methods used in successful school reform initiatives.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

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

specialists

Follow-up Activities

Evaluation Methods

-
- Creating lessons to meet varied student learning styles
 - Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Participant survey

Status: Complete

Activity: 4Sight Implementation

Last Modified: 4/5/2012

Description: Develop implementation plans for 4Sight Reading Assessments

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: Ongoing	

Status: Complete

Date Comment

9/14/2011 On-going procedure

Activity: Data teams, reports and plans

Last Modified: 4/5/2012

Description: Each school will use a trained data team, led by the principal, to analyze reading data, create reports to be shared with teachers and develop school improvement plans.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: Ongoing	

Status: Complete

Date Comment

9/14/2011 Data teams are organized across K - 8 grade levels in all buildings throughout the district. We will be shifting our focus towards the high school in the coming months/years.

Activity: Review and update assessment and data analysis for K-12 reading

Last Modified: 4/5/2012

Description: Review current reading assessments K-12, and utilize data warehousing and data analysis to provide the best information from which teachers can design instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Full Day Kindergarten

Last Modified: 10/18/2011

Description: Implement full day kindergarten in all elementary schools

Activity: Plan and Implement Full Day Kindergarten

Last Modified: 9/9/2011

Description: Plan for and implement Full day Kindergarten for all students.

Person Responsible Timeline for Implementation Resources

Snook, Daphne	Start: 9/6/2011	\$50,000.00
	Finish: 9/6/2011	

Status: Complete

Strategy: Literacy Professional Development

Last Modified: 4/5/2012

Description: Professional Development for all content area teachers in reading, writing, speaking, and listening.

Activity: Comprehension Strategies

Last Modified: 4/5/2012

Description: Professional development in approaches that help students learn how to comprehend texts.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 7/30/2014	\$300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how they can teach	The National Reading Panel Report: Teaching Children to read noted: "the	For classroom teachers, school counselors and education

comprehension strategies in all content areas.

preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area." This professional development opportunity will provide teachers with approaches that can teach students how to intentionally and thoughtfully engage the text to discern meaning.

specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to 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"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • 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

Status: In Progress — Upcoming

Activity: Pre-, During-, and After- Reading Strategies

Last Modified: 10/20/2011

Description: Professional development in approaches that help students engage with texts prior, during and after reading.

Person Responsible	Timeline for Implementation	Resources
Snook, Daphne	Start: 9/1/2011 Finish: 6/18/2018	\$300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Midd-West School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn the best ways to help students become actively engaged with a text.	Best practices in teaching children to read include: direct, explicit instruction in comprehension strategies, direct vocabulary study, creating meaning through interactions, fluency. The content of this professional development is aligned with best practices and research.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with 	<ul style="list-style-type: none"> Student PSSA data

involvement of
 administrator and/or
 peers

Status: In Progress — Upcoming

Activity: Vocabulary Development Strategies

Last Modified: 4/5/2012

Description: Professional development in approaches that help students learn, use and remember new vocabulary.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 8/20/2014	\$300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn ideas for helping with the vocabulary development of all levels of learners.	Research has shown that vocabulary instruction, direct and indirect, increases comprehension. Best practices in vocabulary development include repetition and multiple exposures to vocabulary words, learning in rich contexts, and computer technology.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic

standards.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none">• Student PSSA data |
|---|---|

Status: In Progress — Upcoming

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

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

Strategy: Attendance Officer

Description: Review job descriptions of attendance officers and develop a new job description for the MWSD attendance officer.

Activity: Job Description

Last Modified: 9/14/2011

Description: Develop a job description for the attendance officer.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

9/14/2011 A job description is in place.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Communication

Description: Increase parent and community communications regarding assessment information and AYP expectations.

Activity: Increase Stakeholder Communications

Last Modified: 10/26/2009

Description: Communicate assessment information including AYP expectations and testing schedule to all stakeholders via newsletters, websites, etc.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	\$12,500.00
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Status: In Progress — Upcoming

Goal: TECHNOLOGY

Last Modified: 10/18/2011

Description: The goal of our plan is to provide staff and students with the equipment, training, and access needed to meet the global learning demand. The district will maintain a high level of technology for academic, administrative and support services necessary for meeting the needs of all community members.

Strategy: Student Technology Strategies

Last Modified: 10/18/2011

Description: Use technology to enhance student learning. These learning experiences may include technology or technology used to deliver instruction.

Activity: Increase use of technology to generate student writing

Last Modified: 10/20/2011

Description: Increase use of technology as an efficient means of generating student writing, and as an effective way of meeting common core curricular standards.

Person Responsible Timeline for Implementation Resources

Snook, Daphne	Start: 9/1/2011 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Deleted Strategies

Name	Deletion Rationale	Deletion Date
Full Day Kindergarten	duplicate	4/5/2012
Community Education Courses	Entered as a strategy, but think this should be an activity.	10/18/2011

Measurable Annual Improvement Targets

The MWSD uses a variety of data sources such as PVAAS, score reports on the PSSA, 4Sight Assessments, and various other school district assessments which have been defined in the district's assessment plan. These measures are used to revise curriculum, make instructional changes for student groups and sub-groups as well as to monitor individual student progress toward the achievement of the academic standards and to inform instructional decisions. By studying the data and composing reflections, the strategic planning committee has developed long range student achievement goals which have been integrated into the strategic plan.

Each school year, and throughout the year, the professional staff is required to conduct an analysis of the assessment data for their students for the purpose of improving instruction and review the curriculum accordingly. This analysis includes a review of both formative and summative assessments. although each assessment instrument provides different data, the general review cycle is as follows:

1. At the beginning of the school year, building level administrators assign teachers to grade level data teams to review achievement data of students.
2. Under the direction of principals and with the leadership of educational specialists, teachers establish annual achievement goals for students.
3. Instructional strategies are developed to meet those needs of students as identified through the data review.
4. Elementary teachers meet regularly to review strategies and monitor progress of students.
5. Professional development and additional resources are allocated to meet the instructional goals of students.
6. Assessment data (formative and summative) is reported to the Board of School Directors and the community on an annual basis.
7. Students in need of additional support are identified and appropriate interventions are implemented. These may include, but are not limited to the following: Title I support in reading for grades K-5; IST support for students and parents in grades K-5; extended day opportunities for tutoring (all grades); peer tutoring, other interventions as determined to meet the needs of students.
8. Teachers are provided support in determining intervention materials and research-based instructional techniques to enhance the delivery of our instructional program in the specific goal areas. This support is provided by building administrators, Literach Coach, Technology Integration Coach, Director of Curriculum and Instruction, IST Teacher, Guidance Staff, and others.
9. Building principals regularly review and analyze attendance records, dropout rates, and the allocation of instructional time in each subject area to ensure appropriate and lasting instructional opportunities for students.
10. At the end of each school year, assessment results, grade distribution, and retention lsits are reviewed to determine if goals were met. Modifications are made in the process as necessary.

Student improvement is also addressed by the Mid-West School District with the following strategies:

1. Professional development opportunities are directly linked to improving student achievement.
2. Instructional rubrics (state, district, teacher-made) are utilized for instruction at all levels.
3. Standards-based instructional practices are provided to staff members.
4. Technology is integrated throughout the educational process to enhance teaching and learning.
5. Students are provided with ongoing opportunities to engage in critical and creative thinking.
6. Reading and writing across the curriculum is supported through professional development and local

assessments.

7. Assessment data is reviewed to identify strengths and weaknesses and then utilized within the curriculum review process to find 'root causes' (following the Getting Results format).

8. Annually, each building principal, along with other professional staff, will create an Instructional Improvement Plan for their school (following the Getting Results format) in which all assessment information is analyzed and instructional interventions and goals are documented. The plan will be reviewed and updated as additional assessment information is obtained.

Targeted Assistance for Struggling Students

The following programs and resources are used to assist students who are at-risk in achieving proficiency with the state content standards:

Elementary, K-5

Guidance Support

Instructional Support Team (IST)

Title I Reading

Extended day - tutoring, if needed

Study Island - grades 3 - 5, all students, reading and mathematics

Student Assistance Program

PSSA targeted instruction

Middle School, 6 - 8

Guidance Support

PSSA Prep Groups, Targeted reading and mathematics interventions

Student Assistance Program

Study Island, grades 6 - 8, all students, reading and mathematics

High School, 9 - 12

Guidance Support

PSSA Prep Groups, Targeted reading and mathematics interventions

Student Assistance Program

Study Island, grades 9 - 11, reading and mathematics

Assessments:

The following assessments are utilized in the Mid-West School District:

Kindergarten

Individual Growth and Development Indicators - kindergarten registration

Saxon Math Placement Assessment - kindergarten registration

Letter Knowledge Checklists

Phonemic Awareness Assessment, Harcourt

Grade 1

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)

Early STAR

MAZE-R

Grade 2

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)

Early STAR

MAZE-R

Grade 3

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)

STAR

MAZE-R

Monthly Writing Prompts

4 Sight Benchmark Assessments, Reading and Mathematics

PSSA Reading and Mathematics

Grade 4

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)
STAR
MAZE-R
4 Sight Benchmark Assessments, Reading and Mathematics
PSSA Reading and Mathematics
PSSA Science

Grade 5

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)
STAR
MAZE-R
4 Sight Benchmark Assessments, Reading and Mathematics
PSSA Reading and Mathematics
PSSA Writing

Grade 6

4 Sight Benchmark Assessments, Reading and Mathematics
PSSA Reading and Mathematics

Grade 7

4 Sight Benchmark Assessments, Reading and Mathematics
PSSA Reading and Mathematics

Grade 8

4 Sight Benchmark Assessments, Reading and Mathematics
PSSA Reading and Mathematics
PSSA Writing
PSSA Science

Grade 9

CDTs

Grade 10

CDTs

Grade 11

4 Sight Benchmark Assessments, Reading and Mathematics
PSSA Reading and Mathematics
PSSA Writing
PSSA Science
CDTs

Grade 12

PSSA Reading and Mathematics, re-test (if needed)
AP exams (as needed)

Curriculum, Instruction and Instructional Materials

Curriculum

The MWSD recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum is evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum improvement. Curriculum is defined as a series of planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge and skills, and application of such knowledge, by all students. The Board is responsible for the curriculum of the District's schools. The curriculum is designed to provide students the opportunity to achieve the academic standards established by the Board. In order to provide a quality educational program for District students, the Board adopts a curriculum plan that

includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and a remediation plan for students not achieving proficiency. The District's curriculum provides the following:

1. Continuous learning through effective articulation among the schools of the District.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.
3. Guidance and counseling services for all students to assist in career and academic planning.
4. A continuum of educational programs and services for all exceptional children, pursuant to law and regulation.
5. Bilingual programs for students whose dominant language is not English, pursuant to law and regulation.
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.
8. Career awareness and vocational education, pursuant to law and regulation.
9. Educational opportunities for exceptionally gifted students.
10. Regular and continuous instruction in required safety procedures.

The Midd-West School District utilizes a 5 year curriculum cycle

- In year one, the subject area is evaluated, standards are selected, content is evaluated, the literature is reviewed, and revisions are articulated on a K-12 continuum.
- Year two of the cycle is the first year of implementation. It is an important year to continually assess the program and materials and to make adjustments when and if appropriate.
- Years three and four are years of implementation with continual emphasis on instruction, assessment and integration.
- Year five begins the monitoring phase and collection of information for review before returning to the beginning of the cycle.

Instruction

Guides are prepared for all planned instruction in order to direct and assist the professional staff toward the attainment of academic standards established for a course of study. Each guide may contain, as appropriate to that planned instruction:

1. Objectives of the instruction.
2. Concepts and skills to be taught.
3. Suggested activities designed to achieve the objectives.
4. Suggested methods of instruction.
5. Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.
6. Reading list of supplemental titles for the guidance of teachers.

Each guide is construed as providing a basic framework for the planned instruction. Within this framework, each teacher uses the guide in a selective manner best designed to meet the needs of students. Whenever new guides are developed or existing guides revised, copies of these additions or changes are placed in a library in the central office and made available to the Board for informational purposes.

A system of administrative review is implemented to ensure that guides are being followed by teaching staff members to the degree of conformity required. It is assumed that only those guides of planned instruction on file constitute the planned instruction officially adopted by the Board.

Instructional Materials

It is the responsibility of the Board to adopt all textbooks used for instruction in the educational program of the MWSD. Textbooks are defined as books used as the basic source of information in class. Guidelines for selecting textbooks may include the following:

1. Professional staff members selected by the Superintendent or designed may participate in the selection process. Students and parents/guardians may be included in the selection process.
2. Textbooks with copyright dates more than five (5) years old are reviewed for their continuing suitability.
3. The staff continually research new sources of textbooks.
4. Textbooks currently in use are periodically evaluated for their continuing usefulness and relevance.

In considering the approval of any proposed textbook, the Board evaluates its:

1. Suitability for the maturity level and educational needs of the students who will be using the book.
2. Freedom from bias.
3. Relationship to the curriculum.
4. Impact on community standards of taste.
5. Manner of selection.
6. Cost.
7. Appearance and durability.

A list of all approved textbooks is prepared and maintained. It is reviewed periodically and made available for the information of the professional staff, Board members, students, parents/guardians and the community. Resource materials include reference books, supplementary titles, multimedia materials, maps, library books, software and instructional material. The Superintendent, after consultation with the administration and teaching staff, is responsible for the selection, recommendation, and maintenance of all resource materials. Resource materials are selected in accordance with the following guidelines:

1. Materials are to be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.
2. Wherever possible, materials are to be selected to provide opposing views on controversial issues so that students may develop critical reading and thinking skills.
3. Wherever possible, materials are to represent varied religious, ethnic, gender and cultural groups and their contribution to American heritage.
4. Materials are to be factually accurate and of genuine literary or artistic value.
5. Materials are to be of a quality and durability appropriate to their intended use and longevity.
6. Materials are to relate to, support, and enrich the courses of planned instruction adopted by the Board.

A listing of all resource materials is available for the information of the professional staff, Board members, students and parents/guardians.

Assessments and Public Reporting

The Mid-West School District has a tiered system of assessment. The first tier is the PSSA in grades 3 through 8 and 11 for reading and mathematics, grades 4, 8 and 11 for science and grades 6, 8, and 11 for writing. The data from these assessments is used to determine the degree to which students are achieving the academic standards in the areas assessed. This individual student assessment data is shared with the parents of individual students. District report cards that contain the following information are developed as part of a portfolio that is published each year and placed on the district website:

1. Aggregate data on student achievement at each proficiency level on state academic assessments and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged.
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Percentage of students not tested, disaggregated by student groups.
4. Most recent two-year trend data in achievement by subject area and grade level in areas where assessments are required.
5. Aggregate data on state indicators to determine Adequate Yearly Progress (AYP), such as attendance rates for elementary schools.
6. Graduation rates for secondary schools, disaggregated by student groups.
7. Information on District's performance regarding Adequate Yearly Progress (AP) and the number, percentage and names of schools identified for improvement, including how long they have been so identified.
8. Professional qualifications of teachers and percentage of teachers with emergency or provisional

credentials.

9. Percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by schools in the top quartile and bottom quartile of poverty.

10. Comparison of District students' achievements on state assessments to students in the state as a whole. A report is made each year to the public at a school board meeting. A link to the paayp website is also available to parents on the district website.

The second tier of assessments includes the 4Sight benchmark assessments. These assessments are administered to students in grades 6 through 11 in reading and mathematics. Scores are used to identify areas in which students need to improve, as well as areas in which the district needs to make program improvements. The district needs to develop a method of sharing this assessment data with parents. The district also needs to implement 4Sight benchmark assessments in grades 3 through 5.

All students participate in the following assessments, except as noted:

Assessment	Purpose	Grade Levels
IGDI Individual Growth and Development Indicators	Guide intervention decisions and provide helpful information about children's growth toward socially valued outcomes in communication, movement, social, and problem solving..	Pre-K
Saxon Math	Mid and end of year math measurement	K, 1, 2
Early STAR	Assesses general readiness, graphophonemic knowledge, structural analysis, vocabulary, phonemic awareness, phonics, and comprehension.	K, 1, 2
DIBELS (fluency) Dynamic Indicators of Basic Early Literacy	Standardized, individually administered test of accuracy and fluency with connected text.	1, 2, 3, 4, 5
DIAL-III	Developmental Indicators for the Assessment of Learning administered to full day kindergarten students	K
DIBELS Dynamic Indicators of Basic Early Literacy	Standardized, individually administered test for initial sound fluency, letter naming, phonemic segmentation fluency and nonsense word fluency administered to full day kindergarten students.	K
MAZE-R	CBM R-MAZE is designed to provide educators a more complete picture of students' reading skills, especially when comprehension on problems are suspected.	1, 2, 3, 4, 5
PSSA Reading	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Reading while also determining the degree to which school programs enable students to attain proficiency of the standards.	3, 4, 5, 6, 7, 8, 11
PSSA Math	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Mathematics while also determining the degree to which school programs enable students to attain proficiency of the standards.	3, 4, 5, 6, 7, 8, 11
PSSA Writing	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Writing while also determining the degree to which school programs enable students to attain proficiency of the standards.	6, 8, 11
PSSA- Science	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Science while also determining the degree to which school programs enable students to attain proficiency of the standards.	4, 8, 11
4Sight Reading and Mathematics	The 4Sight Benchmarks are quarterly formative assessments for individual student performance in relation to state standards and skills. 4Sight Benchmarks were designed to be low-stakes, informative assessments for teachers and school leaders.	6, 7, 8

Harcourt Phonemic Awareness	Diagnostic reading assessment for Title I services	K, 1
BASC-2	Behavioral Assessment System for Children, 2nd edition: A comprehensive set of rating scales and forms help you understand the behaviors and emotions of children and adolescents	K-12
Functional Behavior Assessment	Functional behavioral assessment is a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help teams select interventions to directly address the problem behavior. Functional behavioral assessment should be integrated across all aspects of a student's life, home and school.	K-12
Curriculum Based Assessment	Instructional data gathered for the Instructional Support Team.	K,1, 2, 3, 4, 5
QRI- IV	Diagnostic reading assessment for Title I services	1, 2, 3, 4, 5
District Writing Prompts	Monthly district writing prompts occur across the curriculum to provide teachers with information on student writing abilities.	K-12

The third tier of assessments includes assessment data collected by classroom teachers. This data provides the type of information that teachers use on a day to day basis to analyze student abilities and design instruction. This assessment data is shared with parents via quarterly report cards, quarterly interim reports and is available through the district reporting system whereby parents can access grades at any time.

Targeted Assistance For Struggling Students

The Midd-West School District uses a variety of means to support the needs of struggling students at each level of the organization.

Elementary

Title I support is provided for reading on a pull-out and push-in basis.

A literacy coach assists teachers with strategies for increasing student achievement.

An Instructional Support Teacher facilitates the school and parent efforts to assist struggling students.

Instructional assistants are in place to support special education and other needy students requiring academic assistance or behavioral supports.

Technology is in place to support math and language arts intervention.

Interagency staff supports are provided to students in the school (TSS).

Middle School

Instructional assistants are in place to support special education and other at-risk students requiring academic assistance or behavioral supports.

Technolgy is in place to support math and language arts intervention.

After school support is available in the library.

Struggling students are assigned to an extra math/ language arts preparation program.

Co-teaching is in place to support special education and others that need assistance.

Interagency staff supports are provided to students in the school (TSS).

Calculators are provided to all students to support learning.

High School Level

Instructional assistants are in place to support special education and other needy students requiring academic assistance or behavioral supports.

Technology is in place to support math and language arts intervention.

After school support is available in the library.

Struggling students are assigned to an extra math/ language arts preparation program.

Co-teaching is in place to support special education and others that need assistance

Interagency staff supports are provided to students in the school (TSS).

Support for Struggling Schools

Mid-West High School, our district's only school currently in warning, has been involved in PDE's school-wide improvement process since the fall of 2011. Through this process committees have been identified to specifically focus on curriculum, student-focus, administrative management, and professional development. At the conclusion of this school improvement process, action steps will be identified to specifically target on needed areas of improvement within each of the above focus areas.

Building principals and faculty analyze data, identify root causes, and develop strategies and solutions to eliminate the contributing factors to low achievement. This process happens four times throughout the year in coordination with 4Sight assessments and CDTs.

The effective use of data to inform instruction is increasing. Teachers are participating in professional development activities to enhance their knowledge and skills in analyzing data and designing appropriate instruction.

Qualified, Effective Teachers and Capable Instructional Leaders

The goal of the Mid-West School District is that all teachers be highly qualified. The MWSD ensures that low-wealth, minority, learning disabled and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. This is accomplished through a rigorous teacher selection process and equity plan.

Teacher Selection Process

The Mid-West School District seeks the best applicants by advertising and posting vacancies. All applications receive an initial screening for completeness including, but not limited to: Standard Pennsylvania Application, copy of certificate, resume, Praxis scores, transcripts, clearances (Act 34, Act 115, Act 114 FBI) and three letters of reference. A second screening is completed by the administration of the highest first level screening applicants. This second level screening considers, but is not limited to: literacy, quality teaching experience in the district, neatness of application, related work experience, community involvement, non-related work experience, recommendations, and multiple certifications. Candidates are selected for an interview based upon second screening results. A two phase interview process is used where the following characteristics may be rated: General knowledge/ Subject Knowledge; Knowledge of Applicable Learning Theory/ Instructional Strategies; Diagnostic/ Assessment Techniques and Grading; Lesson Planning; Flexibility; Communication Skills; Computer/ technology Skills; Knowledge of Learner Characteristics; Knowledge of Classroom Management; and Parental Involvement Strategies. Personal and professional reference checks are required before recommending employment to the School Board.

Induction Program

The Mid-West School District teacher induction program provides a variety of activities at the district, building and teacher levels. The inductee is provided with a highly qualified mentor teacher who provides clear direction leading to the acquisition of competencies outlined in the induction program.

Professional Development

The Mid-West School District believes that highly qualified teachers and administrators are those who continue to grow and develop their own personal knowledge and skills. To support this belief, the district encourages professional development by providing time and financial support for both on-site and off-site professional development. Teachers and administrators can participate in college level courses, workshops, and other training related to their field. The technology is available for participation in on-line studies and webinars.

Parent and Community Participation

The Mid-West School District offers multiple opportunities for parent and community involvement. At the district level, parent and community members can access school board meeting agendas and minutes on the district web site and may attend these meetings which are held in the public. Each school building has a parent advisory council which meets with the building administration at least quarterly each school year. Elementary and middle schools have a parent and teacher organization (PTO) which meet monthly and provide many activities that parents, grandparents and community members can be involved in, for example bike rodeo, jumprope for the heart, etc. Two occupational areas, Agriculture and Accounting, maintain Occupational Advisory Committees that are composed of area business and community members in those fields. Parent and community participation is also evident in extra-curricular activities.

The following list of activities enhances active parent and community involvement in the MWSD:

The Title I program holds parent outreach and educational sessions as well as evening events where parents and their children participate in fun, educational activities.

Each year, schools hold Open House or Back to School nights to encourage parents and families to come into the schools.

Parent conferences are held each year, and all parents can request a meeting with school personnel at any time.

The district has a policy for school volunteers which enables parents and community members to offer their assistance in the schools.

The guidance departments at the middle and high schools sponsor a career fair which enables community members to share their knowledge and expertise regarding various career clusters.

Newsletters

District web site: www.mwsd.cc

Booster Clubs for music and athletics.

Participation on district committees and task forces.

Pre-Kindergarten Transition

No Pre-K Offered