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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 Report**

**Monday, May 18, 2009**

**(Last approved Thursday, March 26, 2009)**

**Entity:** Mid-West SD

**Address:** 568 E Main St  
Middleburg, PA 17842-1295

## Educational Community

The Midd-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.

## Goals

The Mid-West School District Strategic Planning Committee has chosen goals that reflect the essence of No Child Left Behind regulations. Goals for attaining high student achievement in the content areas of mathematics and reading are included as well as student attendance, student participation in assessments, and graduation rate. Professional Learning Communities is a goal that reflects best practices in providing teachers with opportunities to develop their skills in a collaborative manner resulting in improved student results. Integrated throughout the planned goals, strategies, and activities is a commitment to continue to use technology in all areas across the spectrum of teaching and learning. The strategies and related activities that were developed by the committee(s) are rooted in the needs identified by analyzing academic, demographic and perceptual data. The professional development and related curriculum activities provide the supports teachers need to focus on student learning.

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

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

**Goal:** MATHEMATICS

*Description:* At least 75% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Goal:** READING

*Description:* At least 75% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

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

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

**Goal:** STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

## 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.

## Graduation Requirements

The Mid-West School District acknowledges each student's successful completion of the instructional program appropriate to each student's interests and needs by awarding a diploma at graduation ceremonies. The Board of School Directors has adopted Policy 217 Graduation requirements to specify the graduation requirements as per the strategic plan.

To graduate students must:

- Complete a culminating project approved locally. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.
- Demonstrate proficiency in reading, writing and mathematics on state assessments administered in grade(s) eleven (11) or twelve (12) or comparable local assessments of academic standards under section 4.52 (relating to entity assessment system).
- Successful completion of a program consisting of 25 credits is required for graduation. The planned courses which shall include:
  - Three (3) planned courses in mathematics; one in Algebra, one in Geometry and one other math credit.
  - Three (3) planned courses in science; to include Biology, Chemistry and physics.
  - Three (3) planned courses in social studies (American Government, World History and American History).
  - Four (4) planned courses in English.
  - A planned course in health education.
  - A planned course in physical education each year.
  - Elective planned courses as needed to meet the total number of credits required for graduation.
- The requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12, which are aligned to established academic standards.

The Board may permit an identified student with a disability to participate in graduation ceremonies with his/her graduating class, even though the student will not be granted a diploma and will continue to receive educational services.(Title 22 Sec 11.27)

The fourth year of high school shall not be required for graduation if a student has completed all

requirements for graduation and attends a postsecondary institution as a full-time student. A student may qualify for graduation by attending a district school part-time when officially enrolled part-time in a postsecondary institution.

## Strategic Planning Process

The Superintendent appointed the Director of Curriculum and Instruction as the Strategic Plan facilitator. The strategic planning process for the Midd-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

| <b>Name</b>        | <b>Affiliation</b> | <b>Membership Category</b>               | <b>Appointed By</b>                    |
|--------------------|--------------------|--|--|
| Allison Delong     | Community Member   | Community Representative                 | Director of Curriculum and Instruction |
| Beth Rearick       | District           | Secondary School Teacher                 | Teachers                               |
| Brian Ulmer        | District           | Secondary School Teacher                 | Director of Curriculum and Instruction |
| Charles Volchansky | District           | Regular Education Teacher                | Director of Curriculum and Instruction |
| David Harrison     | District           | Administrator                            | Director of Curriculum and Instruction |
| Diane Hallinan     | District           | Administrator                            | Administrators                         |
| Elaine Sautner     | District           | Administrator                            | Superintendent                         |
| Heather Ryder      | District           | Ed Specialist - Instructional Technology | Educational Specialists                |
| James Aurand       | Community Member   | Community Representative                 | Board of School Directors              |

|                  |                  |                           |  |
|------------------|------------------|---------------------------|--|
| Jessica Clark    | District         | Secondary School Teacher  | Teachers                               |
| Kelli Eichenlaub | Community Member | Parent                    | Director of Curriculum and Instruction |
| Ron Renshaw      | District         | Administrator             | Director of Curriculum and Instruction |
| Sharon Lynch     | Community Member | Business Representative   | Board of School Directors              |
| Susan Decker     | Community Member | Parent                    | Director of Curriculum and Instruction |
| Traci Sierer     | District         | Elementary School Teacher | Teachers                               |

## 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**

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

| <b>Person Responsible</b>                            | <b>Timeline for Implementation</b>              | <b>Resources</b>  |
|--|---|---|
| Elaine Sautner                                       | Start: 10/13/2008<br>Finish: 1/19/2009          | -   |
| <b>Professional Development Activity Information</b> |   |   |
| <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   | 2   | 60  |
| <b>Organization or Institution Name</b>              | <b>Type of Provider</b>                         | <b>Provider's Department of Education Approval Status</b> |
| Mid-West School District                             | • School Entity                                 | Approved  |
| <b>Knowledge and Skills</b>                          | <b>Research and Best Practices</b>              | <b>Designed to Accomplish</b>                             |

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.

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

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **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>• Career Education and Work</li> </ul> |

### **Follow-up Activities**

- Portfolio review

### **Evaluation Methods**

- Participant survey
- Graduation rate (Student graduation data)

**Status:** Not Started — Overdue

### **Activity: Course Selection**

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

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

Elaine Sautner

Start: 1/1/2009

-

Finish: Ongoing

**Status:** Not Started — Overdue

### **Activity: Parent and Community Involvement**

**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**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

### **Strategy: Differentiation of Instruction/Instructional Programs**

**Description:** Research, design and implement differentiated instruction/ instructional programs to meet the needs of all learners in all subject areas.

### **Activity: Alternative Education**

**Description:** Review and revise the alternative education program to include best practices in academic and behavioral strategies.

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

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

### **Activity: English as a Second Language**

**Description:** Maintain a library of resources for teachers regarding instructional strategies proven to increase the performance of ESL students.

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

|                |                 |            |
|----------------|-----------------|------------|
| Elaine Sautner | Start: 1/1/2009 | \$1,200.00 |
|                | Finish: Ongoing |            |

**Status:** Not Started — Overdue

### **Activity: Gifted Education**

**Description:** Review and revise the gifted education program to include best practices in academic and career planning supports.

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

|                |                                    |            |
|----------------|------------------------------------|------------|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | \$2,000.00 |
|----------------|------------------------------------|------------|

**Status:** Not Started — Overdue

### **Activity: Special education**

**Description:** Provide professional development for differentiating instruction for students with special needs in all curricular areas.

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

|                |  |            |
|----------------|--|------------|
| Elaine Sautner | Start: 6/15/2009<br>Finish: 12/20/2010 | \$4,000.00 |
|----------------|--|------------|

#### **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 | 2 | 140 |
|------|---|-----|

| <b>Organization or Institution Name</b> | <b>Type of Provider</b> | <b>Provider's Department of Education Approval Status</b> |
|---|-------------------------|---|
|---|-------------------------|---|

|  |   |          |
|--|---|----------|
| Midd-West School District<br>PaTTAN<br>Central Susquehanna Intermediate Unit<br>Pennsylvania Department of Education | <ul style="list-style-type: none"><li>• School Entity</li><li>• Non-profit organization</li><li>• Intermediate Unit</li></ul> | Approved |
|--|---|----------|

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

|  |  |   |
|--|--|---|
| The knowledge and skills that educators will gain include: | Special needs students have different strengths and challenges than their peers. Research indicates that differentiating instruction | <i>For classroom teachers, school counselors and education specialists:</i> |
|--|--|---|

- \* How to create a climate for learning.
- \* Learning-styles theories and tools to help identify learning styles.
- \* Assessment before, during and after the learning process.
- \* Adjusting, compacting and grouping students for a variety of purposes.
- \* Instructional strategies for student success.
- \* Curriculum approaches for differentiated classrooms.

increases student achievement by providing the approaches each individual student needs to be successful. This activity would provide professional development in learning styles and differentiation of instruction.

- 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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **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 (pre-K-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>• World Languages</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> |

| <b>Follow-up Activities</b> | <b>Evaluation Methods</b> |
|-----------------------------|---------------------------|
|-----------------------------|---------------------------|

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Creating lessons to meet varied student learning styles</li></ul> | <ul style="list-style-type: none"><li>• Student PSSA data</li></ul> |
|---|---|

**Status:** Not Started — Upcoming

### ***Strategy: Dropout Prevention***

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

#### ***Activity: Dropout Prevention Counselor***

**Description:** Investigate the employment or dedication of a counselor to dropout prevention.

| <b>Person Responsible Timeline for Implementation Resources</b> |  |  |
|---|--|--|
|---|--|--|

|                |                                    |   |
|----------------|------------------------------------|---|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | - |
|----------------|------------------------------------|---|

**Status:** Not Started — Overdue

#### ***Activity: Early identification of at-risk students***

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

| <b>Person Responsible Timeline for Implementation Resources</b> |  |  |
|---|--|--|
|---|--|--|

|                |                                    |   |
|----------------|------------------------------------|---|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | - |
|----------------|------------------------------------|---|

**Status:** Not Started — Overdue

#### ***Activity: Implement a variety of methods for credit acquisition***

**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**

|                |                                    |             |
|----------------|------------------------------------|-------------|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | \$60,000.00 |
|----------------|------------------------------------|-------------|

**Status:** Not Started — Overdue

**Activity: Mentoring**

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

| Person Responsible | Timeline for Implementation           | Resources |
|--------------------|---------------------------------------|-----------|
| Elaine Sautner     | Start: 8/21/2008<br>Finish: 8/21/2011 | -         |

**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"> <li>School Entity</li> </ul> | 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. | <p>"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 &amp; Seeley, 2002, p.12).</p> <p>National studies have shown a significant decrease in truancy when mentoring programs existed in schools.</p> | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <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>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader</li> </ul> |

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   | Evaluation Methods  |
|--|---|
| <ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> <li>Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>Participant survey</li> <li>Attendance data (Analysis of student attendance data)</li> </ul> |

**Status:** Not Started — Overdue

**Goal: MATHEMATICS**

**Description:** At least 75% 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**

**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 |
|--------------------|---------------------------------------|-----------|
| Elaine Sautner     | Start: 8/22/2008<br>Finish: 8/22/2008 | -         |

**Professional Development Activity Information**

| Number of Hours Per | Total Number of Sessions Per | Estimated Number of |
|---------------------|------------------------------|---------------------|
|---------------------|------------------------------|---------------------|

| Session  | School Year   | Participants Per Year   |
|--|---|---|
| 3.00   | 2   | 100   |
| Organization or Institution Name   | Type of Provider  | Provider's Department of Education Approval Status  |
| Midd-West School District<br>Central Susquehanna Intermediate Unit<br>PAttan   | <ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>  | 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"> <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> <ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul> |

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

| Role | Grade Level | Subject Area |
|------|-------------|--------------|
|------|-------------|--------------|

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Mathematics

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

**Status:** Not Started — Overdue

**Activity: 4Sight Implementation**

**Description:** Develop implementation plans for 4Sight Mathematics Assessments

**Person Responsible Timeline for Implementation Resources**

|                |                                    |            |
|----------------|------------------------------------|------------|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | \$6,500.00 |
|----------------|------------------------------------|------------|

**Status:** Not Started — Overdue

**Activity: Data Teams, reports and plans**

**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**

|                |                                    |             |
|----------------|------------------------------------|-------------|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | \$30,000.00 |
|----------------|------------------------------------|-------------|

**Status:** Not Started — Overdue

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

**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**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

**Strategy: Full Day Kindergarten**

**Description:** Implement full day kindergarten in all elementary schools

**Activity: Plan and Implement Full Day Kindergarten**

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

**Person Responsible Timeline for Implementation Resources**

|                |                 |             |
|----------------|-----------------|-------------|
| Elaine Sautner | Start: 1/1/2009 | \$50,000.00 |
|                | Finish: Ongoing |             |

**Status:** Not Started — Overdue

**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**

**Description:** Revise graduation required courses to include Algebra II.

**Person Responsible Timeline for Implementation Resources**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

**Activity: High School course alignment**

**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**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

**Activity: Middle Level course alignment**

**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**

|                |                 |             |
|----------------|-----------------|-------------|
| Elaine Sautner | Start: 1/1/2009 | \$50,000.00 |
|                | Finish: Ongoing |             |

**Status:** Not Started — Overdue

**Goal: READING**

**Description:** At least 75% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

**Strategy: Curriculum and Instruction**

**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**

**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**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

### **Activity: Literacy Coach**

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

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

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

### **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**

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

| <b>Person Responsible</b> | <b>Timeline for Implementation</b>    | <b>Resources</b> |
|---------------------------|---------------------------------------|------------------|
| Elaine Sautner            | Start: 8/21/2008<br>Finish: 5/15/2009 | -                |

#### **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   | 2   | 100   |
| <b>Organization or Institution Name</b>                        | <b>Type of Provider</b>   | <b>Provider's Department of Education Approval Status</b> |
| Mid-West School District/Central Susquehanna Intermediate Unit | <ul style="list-style-type: none"><li>• School Entity</li><li>• Intermediate Unit</li></ul> | Approved  |

| <b>Knowledge and Skills</b>  | <b>Research and Best Practices</b>  | <b>Designed to Accomplish</b>  |
|--|---|--|
| Educators will gain knowledge and skills regarding the 4Sight Benchmark Assessments in reading. They will learn the purpose of the assessment, | Benchmark assessments are a component of a system of assessments used to identify student challenges and inform teachers on what and how to | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>• Provides educators</li></ul> |

how to administer and score it, and work collaboratively to analyze the data and design instruction.

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.

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.
- 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>• School counselors</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> </ul> | <ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul> |

**Follow-up Activities**

**Evaluation Methods**

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> </ul> | <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul> |
|---|---|

- Participant survey

**Status:** Not Started — Overdue

**Activity: 4Sight Implementation**

**Description:** Develop implementation plans for 4Sight Reading Assessments

**Person Responsible Timeline for Implementation Resources**

|                |                 |            |
|----------------|-----------------|------------|
| Elaine Sautner | Start: 1/1/2009 | \$6,500.00 |
|                | Finish: Ongoing |            |

**Status:** Not Started — Overdue

**Activity: Data teams, reports and plans**

**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**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

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

**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**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

**Strategy: Full Day Kindergarten**

**Description:** Plan and Implement Dull Day Kindergarten

**Activity: Plan and Implement Full Day Kindergarten**

**Description:** Plan for and implement full day kindergarten for all students

**Person Responsible Timeline for Implementation Resources**

|                |                 |             |
|----------------|-----------------|-------------|
| Elaine Sautner | Start: 1/1/2009 | \$50,000.00 |
|                | Finish: Ongoing |             |

**Status:** Not Started — Overdue

**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**

**Description:** Develop a job description for the attendance officer.

**Person Responsible Timeline for Implementation Resources**

|                |                 |   |
|----------------|-----------------|---|
| Elaine Sautner | Start: 1/1/2009 | - |
|                | Finish: Ongoing |   |

**Status:** Not Started — Overdue

**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**

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

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

|                |                                    |             |
|----------------|------------------------------------|-------------|
| Elaine Sautner | Start: 1/1/2009<br>Finish: Ongoing | \$12,500.00 |
|----------------|------------------------------------|-------------|

**Status:** Not Started — Overdue

## **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, 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, Literacy 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 lists 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

EAROBICS - grades K - 3, 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  
Monthly Writing Prompts

### Grade 1

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)  
Early STAR  
MAZE-R  
Monthly Writing Prompts

### Grade 2

Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)  
Early STAR  
MAZE-R  
Monthly Writing Prompts

### 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  
Monthly Writing Prompts

### 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  
Monthly Writing Prompts

### Grade 6

4 Sight Benchmark Assessments, Reading and Mathematics  
PSSA Reading and Mathematics  
Monthly Writing Prompts

### Grade 7

4 Sight Benchmark Assessments, Reading and Mathematics  
PSSA Reading and Mathematics  
Monthly Writing Prompts

### Grade 8

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

#### Grade 9

4 Sight Benchmark Assessments, Reading and Mathematics  
Monthly Writing Prompts

#### Grade 10

4 Sight Benchmark Assessments, Reading and Mathematics  
Monthly Writing Prompts

#### Grade 11

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

#### 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 Mid-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 www.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:

| <b>Assessment</b>   | <b>Purpose</b>   | <b>Grade Levels</b>  |
|---|--|----------------------|
| 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, grapho-phonemic 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  | 4, 8, 11             |

|                                |  |                    |
|--------------------------------|--|--------------------|
|                                | Science while also determining the degree to which school programs enable students to attain proficiency of the standards.   |                    |
| 4Sight Reading and Mathematics | The 4Sight Benchmarks are quarterly formative assessments for grades 3 to 11. Data reports provide diagnostic information on 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, 9, 10, 11 |
| 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.

An extended day kindergarten program exists for at-risk children.

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.

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).

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**

All schools in the Mid-West School District have consistently met AYP. However, in preparation for the increasing proficiency levels and rigor, each building will develop an improvement plan using the PDE *Getting Results* Format beginning with the 2008-2009 school year. The building principals and faculty will analyze data, identify root causes, and develop strategies and solutions to eliminate the contributing factors to low achievement.

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, jump rope 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](http://www.mwsd.cc)

Booster Clubs for music and athletics.

Participation on district committees and task forces.

## Pre-Kindergarten Transition

No Pre-K Offered

## Utilization of Resources and Coordination of Services

| Service/Resource   | Description  | Type              |
|--|--|-------------------|
| 504 Plans  | Students who demonstrate needs but don't qualify for special education services can obtain services through a 504 plan.  | Special Education |
| Adaptive Equipment                                       | Adaptive equipment is provided either by parents or the district, depending on the need. Rifton chairs, disco balls, etc. are provided by the district for student use. Wheelchairs are provided by parents.   | Special Education |
| After school library/tutoring                            | Middle and high school libraries remain open for one hour after school, 4 days per week, for students to do research, complete assignments or arrange for tutoring.  | Student Services  |
| Alcohol, Tobacco and Other Drugs Policies and Procedures | Provides policies and guidelines for circumstances when students use illegal/controlled substances.  | Other             |
| Alternative Education                                    | Alternative education programs are available on campus as well as alternative sites for students who are in need of this service.  | Student Services  |
| Athletic Trainer   | Contracted service for athletic teams.   | Student Services  |
| Attendance Policy/ Procedures                            | Provides guidelines for compulsory school attendance including non-exclusion from the public schools or from extracurricular activities because: (1) the student is married; (2) the student is pregnant; (3) the student has a disability as identified by Chapter 15; (4) the student is an eligible student under Chapter 14. | Other             |

|  |  |                   |
|--|--|-------------------|
| Augmentative Communication Devices                         | Augmentative communication devices are typically obtained and maintained through CSIU services. Speech/language therapists train faculty and staff in use of devices.  | Special Education |
| Behavior Support   | The social worker deals with behavioral issues, along with the emotional support teachers. When additional support is needed, outside agencies are involved as well.   | Special Education |
| Career Education and Work Planned Instruction              | Planned instruction in which students are engaged in learning about career clusters, researching careers, maintaining a portfolio, planning for post-secondary education or work.  | Student Services  |
| Child Abuse Policy   | Provides guidelines for the mandatory reporting of child abuse.  | Other             |
| Classrooms for the Future and other Technology Initiatives | Participation in CFF has provided students with up-to-date technology integration in core subject areas.   | Student Services  |
| Community Connection                                       | School administrators participate on several community agency teams including Head Start and the Integrated Family Services Council.   | Student Services  |
| DARE   | Drug prevention program in grades 5 and 8  | Student Services  |
| Distance Learning  | Opportunities for students to participate in distance learning courses.  | Student Services  |
| Dual Enrollment/ College in High School                    | Opportunities for students to earn post-secondary credit while in high school exist in several formats.  | Student Services  |
| Early Intervention Transition                              | Early intervention transition is a joint effort between CSIU and the school district. Meetings are held in February to begin the process of enrolling the children in school.  | Special Education |
| English as a Second Language (ESL)                         | ESL evaluation and instruction is provided for those students and families who qualify for this service.   | Student Services  |
| Foster Grandparents  | Interagency agreement with Union Snyder Foster Grandparent Association which provides "grandparent" volunteers in the schools to support students.   | Student Services  |
| Guidance Programs and Services                             | Seven full time guidance counselors are available to provide individual or group counseling to students as well as assist with course selection and scheduling. Also teach lessons in social skills, anti-bullying, anger management, goal setting, etc. | Student Services  |
| Hearing Therapy  | The district contracts hearing services through CSIU. The therapist incorporates sign language and other hearing strategies into the sessions, depending on need.  | Special Education |
| Homebound Instruction                                      | Instruction provided in the home for students who are medically unable to attend school for a period of time.  | Student Services  |
| Instructional Support Team                                 | The Instructional Support Team process is utilized by teachers and parents to support student needs in the regular classroom environment.  | Student Services  |
| Memorandums of Understanding with local                    | Memorandums that provide for procedures during emergency situations.   | Other             |

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and state police agencies.

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| Nondiscrimination Policy/<br>Procedures                  | Policies and procedures designed so that a student may not be denied access to a free and appropriate public education, nor subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability. | Other             |
| Occupational Therapy                                     | Approximately fifty students receive occupational therapy services.   | Special Education |
| Operation Safe Surf                                      | Auditor General's program for students regarding internet safety.   | Student Services  |
| PA Council of the Arts                                   | Agreements which bring the arts to all levels of students.  | Student Services  |
| Parent Volunteers and<br>Parent Teacher<br>Organizations | Individuals and Organizations that volunteer within the various schools to support students and teachers  | Student Services  |
| Physical Therapy   | Approximately twenty-five students receive physical therapy services.   | Special Education |
| Project Elect  | CSIU Support for pregnant teens.  | Student Services  |
| Psychologist Services                                    | The district employs one full-time psychologist who evaluates early intervention students up to graduating seniors.   | Special Education |
| Renaissance Program                                      | Student incentive program for positive efforts and achievement.   | Student Services  |
| School Nursing   | Nursing and medical services are provided by three full time nurses and two health technicians.   | Student Services  |
| School Physician and<br>Dental Services                  | Services provided to assist students and parents meet required evaluations.   | Student Services  |
| School Psychologist<br>Services                          | A school psychologist is available for evaluative and consultative services.  | Student Services  |
| Second Step Violence<br>Prevention Curriculum            | Research-based program to teach students how to solve problems and succeed.   | Student Services  |
| Social Work Support                                      | The district has one social worker contracted through CSIU. Her caseload consists of approximately thirty-two students.   | Special Education |
| Speech/Language Support                                  | The district employs three full-time therapists who have adequate caseloads. Therapy sessions are conducted based on individual need.   | Special Education |
| Student Assistance<br>Program                            | SAP teams are operational in all school buildings: elementary, middle and high. Staff have received initial professional development and updates as required. SAP liaison participation in meetings.  | Student Services  |
| Student Council and<br>Student Organizations             | Student groups that participate in district and school decision making and processes.   | Student Services  |
| Student Discipline Policy/<br>Code of Student Conduct    | Includes a list of students' rights and responsibilities and policies/procedures regarding conduct, distributed to all students and parents annually. Also prohibits corporal punishment.   | Other             |
| Student Expression                                       | Provides guidelines for circumstances when free   | Other             |

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| Policies/ Procedures   | expression may be denied (i.e., materially interferes with the educational process).  |                   |
| Summer School  | Provision of instruction in the summer to enable students to earn academic credit.  | Student Services  |
| SUN Career and Technology Center   | Membership in the Snyder Union Northumberland County Career and Technical Center (SUN Tech) provides students with the opportunity to learn a technical trade their senior year.              | Student Services  |
| Suspension and Expulsion Policy/ Procedures  | Policies and procedures for suspension and expulsion of students, including students with disabilities.   | Other             |
| Title I  | Title I Reading Services, which include diagnostic evaluations and instruction, are provided for those students and families who qualify for this service.                                    | Student Services  |
| Transition Clinic  | A transition clinic is arranged by the transition coordinator. The clinic is held each spring and introduces students to outside agencies that provide services for them after they graduate. | Special Education |
| Transportation   | The district strives to meet each individual's transportation needs as best as possible. Buses and vans provide daily rides for the district's 2300+ students.                                | Special Education |
| Truancy Intervention Planning Process with Children and Youth Services                   | A process whereby C & Y services and the district work collaboratively with parents to solve truancy issues.  | Student Services  |
| Vision Therapy   | Vision services are contracted through CSIU. Visual tracking, spatial activities, and enlargement are a few techniques utilized by the therapist.   | Special Education |
| Weapons, Hazing, Unlawful Harassment, Terroristic Threats, Bullying Policies/ Procedures | Provide definitions, guidelines and consequences for violations of Code of Student Conduct.   | Other             |
| Wellness Policy  | Provides guidelines for nutrition, health and wellness activities provided in the school setting.   | Other             |