
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Wednesday, October 06, 2010

(Receipt Acknowledged: Wednesday, October 06, 2010)

Entity: McGuffey SD

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Educational Community

McGuffey School District is a Washington County, public school district located in the extreme southwestern corner of Pennsylvania. The district is rural and covers an area of approximately 203 square miles and is sparsely populated by 13,695 people in 4,932 households. The district borders the state of West Virginia on the west, Avella School District on the north, Trinity Area School District on the east and Greene County on the south. McGuffey School District is made up of seven townships and two boroughs including Blaine, Buffalo, Donegal, East Finley, Morris, South Franklin and West Finley Townships, and Claysville and Green Hills Boroughs.

As of September 30, 2010, two thousand and two (2,002) students attend McGuffey School District's four school buildings.

School	Grades Served	Approximate Enrollment
Joe Walker Elementary School	K-4	223
Claysville Elementary School	K-5	580
McGuffey Middle School	6-8	487
McGuffey High School	9-12	712
		Total = 2002

According to the district's free and reduced lunch eligibility report, the portion of district students who live in households that qualify as low income is 41%. This is an increase of 8% since the submission of this plan in 2008.

There are few industries in McGuffey School District. Also, the majority of the businesses in the district are small. A limited utility infrastructure exists throughout the school district. This lack of infrastructure limits residential development within the district. McGuffey School District's millage remained at 112.5 mills from 2007 through 2009. For the 2010-2011 school year, millage was increased 1.5 mills to a total of 114 mills to offset the loss of assessed property taxes due to coal valuation. The district also has 5000 acres of State Game Lands.

Mission

In a cooperative effort with the community, the mission of the McGuffey School District is to be an educational leader by enabling students to reach their full potential through the acquisition and application of knowledge and life skills.

Vision

McGuffey School District is a progressive district ensuring success through excellence.

Shared Values

Education is a shared responsibility. Achievement requires the commitment and participation of staff, students, family, and community.

- All students can learn. All students have potential that can be developed.
- Rates of learning vary. The time required for mastery has no bearing on the value of the learner.

- All students have unique skills and talents. Individual abilities must be identified and nurtured.
- High self-esteem enhances success. People develop best through sincere praise and validation.
- School climate contributes to achievement. Learning occurs best in an environment of mutual respect.
- High expectations for success must be the norm. Failure only occurs when one stops trying.
- Trust is vital. Trust bonds staff, students, family, and community.
- Cooperation is essential. Learning experiences must encourage and teach skills which develop a cooperative attitude.
- Optimism is critical. Optimism about people, education, and the future serves all of us best.
- School attendance is valued by the school district and parents.
- The schools serve as a community hub for education, athletic, entertainment and civic activities.
- Continuing professional development of the school district staff is essential.

Academic Standards

McGuffey School District is in compliance with 4.12 of 22 PA Code. The district integrates all of the approved academic standards, eligible content, and assessment anchors identified by the State Board of Education and Pennsylvania Department of Education into the written and taught curriculum and common district assessments. Beginning with 2010-2011, the school district will attend professional development sessions that focus on standards documents housed on the Standards-Aligned System to facilitate the transition of curriculum development aligned to the Common Core Standards that were adopted in Pennsylvania July, 2, 2010. Within the district, curriculum documents are available to all professional staff through CARDMAN (**C**urriculum **A**ssessment **R**elational **D**atabase **M**anager). Due to the absolution of CARDMAN, the district is in the process of researching curriculum management software that will replace CARDMAN.

Strategic Planning Process

The strategic planning process involved the following steps:

1. The Strategic Planning Core Committee was selected by the Superintendent. The core committee consisted of the Superintendent, the Assistant Superintendent, two building principals, and the Supervisor of Special Education.
2. The core team accessed technical training via webinars regarding technical aspects relevant to completion of the e-strategic plan.
3. The core team also collaborated with Tri-State School Study Council at the University of Pittsburgh.
4. Next, five committees were established:
 - The Chapter 4 Committee*
 - The Professional Education Committee*
 - The New Teacher Induction Committee*
 - The Special Education Committee*
 - The Technology Committee*
5. Each of the above committees developed a plan that was reviewed by a committee of administrators, the professional staff, and the Steering Committee for Strategic Planning.

Ultimately the plan was submitted to the McGuffey School District Board of Directors for review and approval.

Process Used to Plan
Chapter 4 Plan: The Chapter 4 Committee reviewed and responded to the 16 questions included in the Chapter 4 plan. The Steering Committee then convened to review the draft copy and suggested changes. All proposed changes were reviewed by the administrative staff, and changes were incorporated into the plan. The plan was forwarded to the School Board of Directors for review and endorsement.
Professional Education Plan: The profession education committee reviewed and responded to the 11 questions included in the professional education plan. When the plan met the expectations of the Act 48 Committee, it was forwarded to the School Board of Directors for endorsement.
New Teacher Induction Plan: The new teacher induction committee designed a district induction plan in collaboration with Intermediate Unit I in order to provide staff development for new teachers. The induction committee then convened to review the plan and suggested changes. All proposed changes were reviewed by the administrative staff, and changes were incorporated into the plan. The plan was then forwarded to the School Board of Directors for review and endorsement.
Special Education Plan: The special education committee developed this plan under the supervision of the Supervisor of Special Education. The Steering Committee then convened to review the plan and suggested changes. All proposed changes were reviewed by the administrative staff, and changes were incorporated into the plan. Finally, the plan was forwarded to the School Board of Directors for review and endorsement.
Technology Plan: The technology committee developed this plan under the supervision of the Superintendent. The Steering Committee then convened to review the plan and suggested changes. All proposed changes were reviewed by the administrative staff, and changes were incorporated into the plan. Finally, the plan was forwarded to the School Board of Directors for review and endorsement.
Action Plan to Improve Student Achievement: The McGuffey School District is not required to submit this plan because the school district has been identified as having met AYP requirements as of July 18, 2006. Based on the 2010 PSSA performance, McGuffey High School is in "warning" status and will submit a plan to the Pennsylvania Department of Education by July 1, 2011. This plan will be developed by a school improvement team consisting of administrators, teachers, parents, and students in collaboration with Intermediate Unit 1 personnel.

A sixth committee was established to develop the Chapter 12 Student Services Plan.

Process Used to Plan
Chapter 12 Student Services Plan: The student services committee developed a plan that was reviewed by a committee of administrators, members of the professional staff, and the Steering Committee for Strategic Planning. Ultimately, the plan was submitted to the McGuffey School District Board of Directors for review and approval.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allender, Jamie	Joe Walker Elementary PTO Officer	Other	PTO Members
Arbore, Beverly	McGuffey School District	Administrator	Superintendent
Bedillion, Bevin	Student	Other	Committee
Bedillion, Tommy	McGuffey School District	Administrator	Superintendent
Bonus, Mark	McGuffey School District	Administrator	Act 93 Committee
Brownlee, April	Parent	Parent	Superintendent
Brownlee, Kim	Community	Community Representative	Superintendent
Burchill, Scott	McGuffey School District	Business Representative	Superintendent
Butkus, Jamie	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Calvert, Elaine	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Celani, Laurel	McGuffey School District	Middle School Teacher	McGuffey Education Association
Davis, Mary Kay	McGuffey School District	Administrator	Act 93 Committee
Duda, Mary Lynn	Parent	Parent	Parent
Durbin, Bobbi Jo	Claysville Elementary PTO Officer	Other	PTO Members
Engler, Teresa	McGuffey School District	Middle School Teacher	McGuffey Education Association
Farabee, Darlene	McGuffey School District	Middle School Teacher	McGuffey Education Association
Fleck, Sheryl	McGuffey School District	Administrator	Act 93 Committee
Flippin, Susan	McGuffey School District	Other	Superintendent
Freiwald, Kelli	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Fulton, Linda	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Grandel, Wendy	Parent	Parent	Committee
Hall, Ashley	Claysville Elementary PTO Officer	Other	PTO Members
Hamberger, Tim	McGuffey School District	Administrator	Act 93 Committee
Hartger, Susan	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Hartzog, Lisa	Parent	Parent	Superintendent
Knestrick, Joyce	McGuffey School District	Board Member	School Board of Directors

Kolat, Erica	Assistant Superintendent	Administrator	Superintendent
Kucherawy, Keith	McGuffey School District	Administrator	Act 93 Committee
Lambert, Kim	Parent	Parent	Committee
Leavitt, Bruce	Business	Business Representative	Superintendent
Lindley, Amanda	Student	Other	Principal
Lunardini, Makayla	Student	Other	Committee
Malesic, Matthew	McGuffey S.D. Graduate	Other	Superintendent
Mark, Debra	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Maxwell, Mary Beth	Joe Walker Elementary PTO Officer	Other	PTO Members
McCosby, Diana	Joe Walker Elementary PTO Officer	Other	PTO Members
Melissa Nardi	Parent	Parent	Superintendent
Morrison, Harry	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Mutton, Jim	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Newton, Rick	Community	Community Representative	Superintendent
Poland, Gayle	Community	Community Representative	Superintendent
Ross, Rita	McGuffey School District	Secondary School Teacher	McGuffey Education Association
Sistek, Cathy	McGuffey School District	Elementary School Teacher	McGuffey Education Association
Szygenda, Ed	McGuffey School District	Board Member	Superintendent
Van Fossan, Megan	McGuffey School District	Special Education Representative	Act 93 Committee
Victoria, Lesley	Joe Walker Elementary PTO Officer	Other	PTO Members
Wilson, Michael	Assistant Principal	Administrator	Act 93 Committee
Wright, Judy	Business	Business Representative	Superintendent
Yukon, Tammy	McGuffey School District	Elementary School Teacher	McGuffey Education Association

Data

Reflections

- **Legacy Dataview 520**

Strength Last Modified: 9/30/2010

Reflection: Math (All students)

With the exception of 11th grade, all grade levels continue to meet AYP thresholds 2007 - 2010. Eleventh grade has made AYP in math in 2007 and 2009, but was in warning in 2008 and 2010. This year, eleventh grade did not make AYP based on the proficiency level of the economically disadvantaged subgroup.

Concern Last Modified: 9/30/2010

Reflection: Math (By sub-group)

McGuffey has two subgroups that count toward AYP: economically disadvantaged and IEP. Without the provisions of safe harbor, growth model, PPI (in previous years), and confidence interval, neither subgroup would meet AYP thresholds. Even with these provisions, the 11th grade economically disadvantaged subgroup did not meet AYP.

Strength Last Modified: 9/30/2010

Reflection: Reading (All students)

Overall, students continue to meet AYP thresholds. In 2010, "all students" in eleventh grade met AYP by a two-year confidence interval. The high school did not make AYP, however, based on the results of the economically disadvantaged subgroup.

Concern Last Modified: 9/30/2010

Reflection: Reading (By sub-group)

McGuffey has two subgroups that count toward AYP: economically disadvantaged and IEP. Without the provisions of safe harbor, growth model, PPI (in previous years), and confidence interval, neither subgroup would meet AYP thresholds. Even with these provisions, the 11th grade economically disadvantaged subgroup did not meet AYP.

- **Legacy Dataview 529**

Concern Last Modified: 9/27/2010

According to the 2005-2006 data, the percentage of students with individual education plans scoring above the proficient level (33%) is significantly below their nondisabled peers scoring above the proficient level (72%) in the area of math.

According to the 2006-2007 data, the percentage of students with individual education plans scoring at or above the proficient level (36.4%) is significantly below their nondisabled peers scoring above the proficient level (70%) in the area of math.

According to the 2007-2008 data, the percentage of students with individual education plans scoring at or above the proficient level (39.1%) is significantly below their nondisabled peers scoring above the proficient level (71.3%) in the area of math.

According to the 2008-2009 data, the percentage of students with individual education plans scoring at or above the proficient level (46.4%) is significantly below their nondisabled peers scoring above the proficient level (74%) in the area of math.

According to the 2009-2010 data, the percentage of students with individual education plans scoring at or above the proficient level (51.1%) is significantly below their nondisabled peers scoring above the proficient level (73.8%) in the area of math.

While there is a significant difference between IEP subgroups and all students'

performance, it should be noted that the achievement gap is decreasing slightly from year-to-year.

Strength Concern Last Modified: 9/13/2010

According to the 2005-2006 data, the percentage of students who are economically disadvantaged scoring above the proficient level (50%) is significantly below their peers who are non-economically disadvantaged (84%) in the area of math. The percentage of students who are economically disadvantaged scoring above the proficient level has increased from 19% to 50% between 2003 and 2006.

According to the 2007-2008 data, the percentage of economically disadvantaged students scoring at or above the proficient level (57.7%) is below the percentage of all students scoring at or above the proficient level (71.3%) in the area of math.

According to the 2008-2009 data, the percentage of economically disadvantaged students scoring at or above the proficient level (63.2%) is below the percentage of all students scoring at or above the proficient level (74%) in the area of math.

According to the 2009-2010 data, the percentage of economically disadvantaged students scoring at or above the proficient level (65.8%) is below the percentage of all students scoring at or above the proficient level (73.8%) in the area of math.

Again, while there is still a gap between economically disadvantaged and all students, the gap has decreased slightly over the years of this plan.

- **Legacy Dataview 530**

Concern Last Modified: 9/13/2010

According to the 2005-2006 data, the percentage of students with individual education plans scoring above the proficient level (29%) is significantly below their nondisabled peers scoring above the proficient level (74%) in the area of reading.

According to the 2006-2007 data, the percentage of students with individual education plans scoring above the proficient level (28%) is significantly below their nondisabled peers scoring above the proficient level (65.6%) in the area of reading.

According to the 2007-2008 data, the percentage of students with individual education plans scoring above the proficient level (36.4%) is significantly below their nondisabled peers scoring above the proficient level (71.7%) in the area of reading.

According to the 2008-2009 data, the percentage of students with individual education plans scoring above the proficient level (32%) is significantly below their nondisabled peers scoring above the proficient level (73.4%) in the area of reading.

According to the 2009-2010 data, the percentage of students with individual education plans scoring above the proficient level (39.2%) is significantly below their nondisabled peers scoring above the proficient level (73.1%) in the area of reading.

While there continues to be a significant achievement gap between IEP and ALL students, it should be noted that the gap has decreased slightly among the years of this plan.

Strength Concern Last Modified: 9/13/2010

According to the 2005-2006 data, the percentage of students who are economically

disadvantaged scoring above the proficient level (52%) is significantly below their peers who are non-economically disadvantaged (72%) in the area of reading. The percentage of students who are economically disadvantaged scoring above the proficient level has increased from 36% to 52% between 2003 and 2006.

According to the 2006-2007 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (53.3%) is significantly below the performance of all students (65.6%) in the area of reading.

According to the 2007-2008 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (56%) is significantly below the performance of all students (71.7%) in the area of reading.

According to the 2008-2009 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (61.7%) is significantly below the performance of all students (73.4%) in the area of reading.

According to the 2009-2010 data, the percentage of students who are economically disadvantaged scoring at or above the proficient level (60.3%) is significantly below the performance of all students (73.1%) in the area of reading.

- **Legacy Dataview 531**

Strength Last Modified: 9/13/2010

The percentage of students scoring above the proficient level has increased from 36% to 65% between 2003 and 2006 in math, indicating an increase of 29%. The percentage of students scoring at or above the proficient level has increased from 65% in 2006 to 73.8% in 2010. This is an additional increase of 8.8%.

- **Legacy Dataview 532**

Strength Last Modified: 9/13/2010

The percentage of students scoring above the proficient level has increased from 54% to 66% between 2003 and 2006 in reading, indicating an increase of 12%. The percentage of students scoring at or above the proficient level has increased from 66% in 2006, to 73.1% in 2010. This is an additional increase of 7.1%.

Goals, Strategies and Activities

Goal: Mandated Professional Development

Description: Professional development will be addressed for all state and federal mandated programs.

Strategy: CPR Training

Description: Schedule training to prepare staff to use CPR.

Activity: Certification

Last Modified: 9/24/2010

Description: CPR certification/refresher professional development will be offered on site at least on an annual basis. The training will be coordinated by the school nurses and provided by the school nurses and/or a qualified, contracted provider.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District nurse or the American Red Cross	<ul style="list-style-type: none"> School Entity Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to perform CPR and basic first aid techniques.		<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"> Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities	Evaluation Methods
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- Re-certification
- Participant survey

Status: In Progress — Upcoming

Date	Comment
9/24/2010	During the 2010-2011 School Year, the district hired a school nurse who is certified to provide CPR training to staff. This training will be provided annually to ensure the safety of our students and staff.

Activity: Re-certification

Last Modified: 9/13/2010

Description: CPR re-certification training will be offered annually as needed. Training will be coordinated by the school nurses and provided by the school nurses or a qualified, contracted provider.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District nurse, American Red Cross, or a qualified, contracted provider	<ul style="list-style-type: none"> • School Entity • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The staff will be able to perform CPR and basic first aid techniques.		<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>

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- Re-certification

Evaluation Methods

- Participant survey

Status: In Progress — Upcoming

Strategy: Gifted Education Training

Description: Provide in-service training for staff responsible for gifted education

Activity: Gifted Education Training

Last Modified: 9/13/2010

Description: The staff directly responsible for gifted education will be trained by the supervisor of special education and/or Intermediate Unit 1 staff in writing gifted individual education plans and the delivery of gifted instruction employing differentiated instruction.

Person Responsible	Timeline for Implementation	Resources
Van Fossan, Megan	Start: 8/7/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	13
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District and Intermediate Unit 1 Special Education Supervisor	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved

Knowledge and Skills**Research and Best Practices****Designed to Accomplish**

The gifted instructor will be able to write and implement gifted individual education plans. All teachers will be able to deliver instruction that aligns with the gifted student's individualized education plan.

For classroom teachers, school counselors and education specialists:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<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 • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Mathematics • History • Career Education and Work

Follow-up Activities**Evaluation Methods**

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

- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Strategy: Limited English/ESL Training

Description: Provide professional development to staff to work with students who are identified as using English as a second language

Activity: ESL training

Last Modified: 9/24/2010

Description: All teachers and instructional aides who have contact with ESL or Limited English students will be trained in effective instructional strategies relevant to the needs of the students. Training will be provided by the special education supervisor and/or Intermediate Unit 1 staff.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/7/2007 Finish: 6/30/2013	\$100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
There will be targeted training for staff that have ESL students. The training will focus on needed accommodations and modifications.		<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. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in

- instructional decision-making.
- Empowers educators to work effectively with 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

- Classroom teachers
- School counselors
- Other educational specialists

Follow-up Activities

- Creating lessons to meet varied student learning styles

Evaluation Methods

- Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Date	Comment
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9/24/2010	ESL training is provided annually to review the screening/referral process as well as instructional strategies to support ESL students within the classroom.
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Goal: MATHEMATICS

Description: Students will meet or exceed AYP thresholds in mathematics, as established by the annual, state-wide PSSA.

Strategy: 1. Incorporate Curriculum Development Cycle

Last Modified: 9/27/2010

Description: The intent of a curriculum development cycle is to assess the need for the development or revision of curriculum on a regular basis and to develop, implement, and monitor the curricula of the McGuffey School District. A curriculum planning calendar will be revised annually and will display the curricula distributed across a six year period. All curricula and courses offered in the McGuffey School District must have school board approval and must have an associated curriculum guide document.

Activity: Align district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., as appropriate

Last Modified: 9/24/2010

Description: Department and grade level committees and will annually review the written and taught mathematics curriculum including assessments to assure proper alignment with the PA Academic Standards. This will include the ongoing monitoring and revision of course objectives, content, common assessments and resources and will be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/7/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to write and implement curriculum that aligns with the PA Academic Standards, Assessment Anchors, Common Core Standards, etc.		<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 teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors

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 • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <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 • Review of participant lesson plans |
|---|--|

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

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Alignment of district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., continues to be a work in progress. The district will follow the six-year curriculum development cycle, with a constant review of alignment to standards as they are revised and approved.

Activity: Align district curriculum with the mathematics anchors

Last Modified: 9/24/2010

Description: Department and grade level committees and will annually review the written and taught mathematics curriculum including assessments. The review will focus on level anchors and resources. This activity will also be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to write and implement curriculum that aligns with the anchors.		<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 teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors

Follow-up Activities

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

Evaluation Methods

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

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

Status: In Progress — Upcoming

Date	Comment
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9/24/2010	Alignment of the district curriculum with the assessment anchors continues to be a work in progress. The primary focus has been alignment to the standards. The anchors have been used to inform instructional decisions as to the level of depth necessary to prepare students for the PSSA. A closer look at the alignment of the curriculum to anchors across the board will be done.
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Activity: CARDMAN Curriculum Alignment

Last Modified: 9/24/2010

Description: Utilize CARDMAN software to record, align and maintain course plans and alignment to the PA Academic standards and anchors. Select a new software program to record, align, and maintain course plans. Beginning with the 2011-2012 School Year, the curriculum management system will be replaced.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008 Finish: Ongoing	\$8,000.00
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Status: In Progress — Upcoming

Date	Comment
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9/24/2010	During the 2010-2011 School Year, a team of teachers and administrators will review several curriculum management software systems to determine the one that most closely aligns with our existing curriculum management system. Beginning with the 2011-2012 School Year, the conversion to the new curriculum management system will occur.
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Activity: Provide electronic formative and summative assessment tools

Last Modified: 9/13/2010

Description: Utilize available resources (PVAAS, MClass, EdInsight, 4Sight, Keys to Work, COIN, Study Island, First in Math) to make informed data driven decisions to monitor and evaluate effectiveness of curricula and student achievement.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008 Finish: Ongoing	\$124,000.00
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Status: In Progress — Upcoming

Date	Comment
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9/13/2010	When the Classroom Diagnostic Tool is operational, the district will add this resource as a diagnostic assessment tool.
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Strategy: 2. Use researched-based instructional strategies

Last Modified: 9/24/2010

Description: The components of effective mathematics instruction are number operations, algebraic concepts, geometric concepts, problem solving, computation, analytical and logical reasoning, and real world application. Findings from evidence-based research show dramatic reductions in the incidence of mathematics failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of mathematics failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Activity: Design lessons including the effective elements of instruction in mathematics

Last Modified: 9/26/2010

Description: Review the Madeline Hunter Model of Effective instruction to include the following: anticipatory set, modeling, guided practice, effective questioning strategies, checks for understanding, independent practice, formal and informal assessments and closure.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<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">• Pre-Kindergarten Early Learning Standards• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education

- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Professional development continues to focus on frameworks that align with Madeline Hunter's Model of Effective Instruction. Additionally, building principals continue to observe professional staff members for examples of effective elements of instruction.

Activity: Implement specific procedures for teachers to utilize EdInsight to analyze student data and apply appropriate technological remediation and/or differentiation tools to increase student achievement.

Last Modified: 9/24/2010

Description: Collaborate with Intermediate Unit I to secure available funding of EdInsight in the McGuffey School District. If funding is not available, research various funding resources to supplement district funding of EdInsight.

Person Responsible Timeline for Implementation Resources

Kolatz, Erica	Start: 1/1/2008	\$72,000.00
	Finish: Ongoing	

in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors 	<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"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson | <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 |
|---|--|

- 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
- 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: Math Tutoring

Last Modified: 9/30/2010

Description: Utilizing PSSA and Terra Nova data, non-proficient students are identified and receive in school tutoring services by certified teachers for the entire school year. In addition to summative assessments, the elementary schools also use GMADE and 4Sight assessments to determine which students would most benefit from tutoring services. Services are funded through the Educational Assistance Program grant. While this program was curtailed in August 2010 due to grant funds not being secured, it was reinstated on September 17, 2010 (once the EAP was in "final approved" status).

Person Responsible Timeline for Implementation Resources

Kolatz, Erica	Start: 1/1/2008 Finish: Ongoing	\$374,718.00
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Status: In Progress — Upcoming

Date	Comment
9/13/2010	Due to the postponement of EAP funding, the tutoring program was curtailed until December 2009 and reinstated in January of 2010. Due to the unavailability of EAP funding, the tutoring program has again been curtailed until the grant is approved and funding is secured for the 2010-2011 School Year.

Activity: PowerTeaching

Last Modified: 9/24/2010

Description: Pennsylvania PowerTeaching in Math is an instructional framework designed to energize mathematics instruction by establishing collaborative, mixed-ability groups of students who work together to increase math proficiency.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2009 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	6	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit 1, PaTTAN, and/or McGuffey School District	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn the PowerTeaching framework and implement the components through the research-based lesson plan design, which incorporates team setup (getting the goof, mental math, homework check, cooperative learning check); active instruction; teamwork; wrap-up; and assessment.	Recommended and developed by the Pennsylvania Department of Education and the Success for All Foundation, this framework has proven to increase student engagement in math class and increase overall performance levels.	<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"> 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
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- Classroom teachers
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Mathematics

Follow-up Activities

Evaluation Methods

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Participant survey

Status: In Progress — Upcoming

Date	Comment
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9/24/2010	A team of teachers was trained in PowerTeaching during the 2009-2010 School Year. This initiative will expand to include an additional team of teachers during the 2010-2011 School Year and each year throughout the plan, as necessary. The goal is to have district teachers trained as trainers, so they can provide professional development opportunities in the school district and support larger groups of teachers in a collaborative atmosphere.
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Goal: READING

Description: Students will meet or exceed AYP thresholds in reading, as established by the annual, state-wide PSSA.

Strategy: 1. Incorporate Curriculum Development Cycle

Last Modified: 9/27/2010

Description: The intent of a curriculum development cycle is to assess the need for the development or revision of curriculum on a regular basis and to develop, implement, and monitor the curricula of the McGuffey School District. A curriculum planning calendar will be revised annually and will display the curricula distributed across a six year period. All curricula and courses offered in the McGuffey School District must have school board approval and must have an associated curriculum guide document.

Activity: Align district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., as appropriate.

Last Modified: 9/24/2010

Description: Department and grade level committees will annually review the written and taught reading curriculum including assessments to assure proper alignment with the PA Academic Standards. This will include the ongoing monitoring and revision of course objectives,

content, common assessments and resources and will be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to write and implement curriculum that aligns with the PA academic standards.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- 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 • School counselors 	<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"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with | <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 • Review of participant lesson plans |
|--|--|

- mentoring
- Journaling and reflecting

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Alignment of district curriculum with PA Academic Standards, Assessment Anchors, Common Core Standards, etc., continues to be a work in progress. The district will follow the six-year curriculum development cycle, with a constant review of alignment to standards as they are revised and approved.

Activity: Align district curriculum with the reading anchors

Last Modified: 9/24/2010

Description: Department and grade level committees will annually review the written and taught reading curriculum including assessments. The review will focus on level anchors and resources. This activity will also be addressed during department and grade level meetings scheduled by the Superintendent or designee.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	163

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to write and implement curriculum that aligns with the anchors.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice,

with attention given to interventions for struggling students.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- 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 • School counselors 	<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"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences

- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<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 • Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Alignment of the district curriculum with the assessment anchors continues to be a work in progress. The primary focus has been alignment to the standards. The anchors have been used to inform instructional decisions as to the level of depth necessary to prepare students for the PSSA. A closer look at the alignment of the curriculum to anchors across the board will be done.

Activity: CARDMAN Curriculum Alignment

Last Modified: 9/24/2010

Description: Utilize CARDMAN software to record, align and maintain course plans and alignment to the PA Academic standards and anchors. Due to the absolution of CARDMAN, select a new curriculum management software system for the 2011-2012 School Year.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008 Finish: Ongoing	\$8,000.00
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Status: In Progress — Upcoming

Date **Comment**

9/24/2010 During the 2010-2011 School Year, a team of teachers and administrators will review several curriculum management software systems to determine the one that most closely aligns with our existing curriculum management system. Beginning with the 2011-2012 School Year, the conversion to the new curriculum management system will occur.

Activity: Provide electronic formative and summative assessment tools

Last Modified: 9/13/2010

Description: Utilize available resources (PVAAS, MClass, EdInsight, 4Sight, Keys to Work, COIN, STAR, Study Island) to make informed data driven decisions to monitor and evaluate effectiveness of curricula and student achievement.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008 Finish: Ongoing	\$142,000.00
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Status: In Progress — Upcoming

Date **Comment**

9/13/2010 When the CDT is available, the district will add this resource as a diagnostic assessment tool.

Strategy: 2. Use researched-based instructional strategies

Last Modified: 9/27/2010

Description: The five big ideas of effective reading instruction are phonemic awareness, alphabetic principle, fluency, comprehension and vocabulary. These components will be addressed through effective reading instruction that incorporates phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.

Activity: Design lessons including the elements of effective instruction

Last Modified: 9/24/2010

Description: Review the Madeline Hunter Model of Effective instruction to include the following: anticipatory set, modeling, guided practice, effective questioning strategies, checks for understanding, independent practice, formal and informal assessments and closure.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	163

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

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The teacher will be able to design effective lessons.

For classroom teachers, school counselors and education specialists:

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

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

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring | <ul style="list-style-type: none"> Review of participant lesson plans |
|---|--|

Status: In Progress — Upcoming

Date Comment

9/24/2010 Professional development continues to focus on frameworks that align with Madeline Hunter's Model of Effective Instruction. Additionally, building principals continue to observe professional staff members for examples of effective elements of instruction.

Activity: DIBELS TRAINING

Last Modified: 9/24/2010

Description: Provide professional development to reading specialists and teachers who use the Wireless Generation software that tracks DIBELS benchmark assessments and progress monitoring of reading.

Person Responsible	Timeline for Implementation	Resources
Fleck, Sheryl	Start: 8/9/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District and Wireless Generation	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The staff will be able to utilize a handheld computer to assess reading skills, complete benchmark assessments, review data, and progress monitor at-risk students.		<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. 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</u>

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 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • 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 of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date	Comment
9/24/2010	The initial training for DIBELS has been completed. Refresher trainings are provided annually to ensure that assessments are administered with fidelity.

Activity: Implement specific procedures for teachers to utilize EdInsight to analyze student data and apply appropriate technological remediation and/or differentiation tools to increase student achievement.

Last Modified: 9/24/2010

Description: Collaborate with Intermediate Unit 1 to secure available funding of EdInsight in the McGuffey School District. If funding is not available, research various funding resources to supplement district funding of EdInsight.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008 Finish: Ongoing	\$72,000.00
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Status: In Progress — Upcoming

Date Comment

9/24/2010	Use of EdInsight continues to be supported through monthly team meetings, building level principal meetings, and on in-service days as changes and need necessitates.
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Activity: Incorporate differentiated instructional strategies in reading

Last Modified: 9/24/2010

Description: Department and grade level committees will continue to develop and share lesson plans incorporating the following differentiated instructional strategies: Frayer Model, 3-2-1, Rap/Lap, flexible grouping, curriculum compacting.

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 8/24/2010 Finish: 6/30/2013	-
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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
1.00	4	163
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District and Intermediate Unit 1	<ul style="list-style-type: none"> • School Entity • Intermediate Unit 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

The staff will be able to infuse differentiated instruction into lesson design and delivery.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<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"> Pre-Kindergarten Early Learning Standards Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring Journaling and reflecting 	<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 Review of participant lesson plans

Status: In Progress — Upcoming

Activity: John Collins Writing Process

Last Modified: 9/24/2010

Description: Provide professional development to all staff in the John Collins writing process to promote improved writing and comprehension skills. The reading folders and mentoring portfolios will be converted to a K-12 Writing Portfolio that will progressively include at least four Kid Writing or John Collins writing samples from each grade level.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/8/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
John Collins through Endincott College	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Staff will be able to implement the John Collins Writing Program to promote increased writing and comprehension skills in students.	The implementation of Types I-V writings provide structure and focus and promote increased comprehension as students are encouraged and guided to write about what they have read, seen, or done.	<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. 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
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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 	<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"> • Pre-Kindergarten Early Learning Standards • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<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 • Review of participant lesson plans
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- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: In Progress — Upcoming

Date	Comment
9/13/2010	The initial implementation of the John Collins Writing Program was successful, but refresher professional development is necessary in order to ensure the fidelity of program implementation.
9/24/2010	Initial training in John Collins Writing Process was completed during the first year of this strategic plan. The professional development committee has identified the need, based on student data and administrators' classroom observations, to provide refresher training on John Collins Writing Process.

Activity: Reading Apprenticeship

Last Modified: 9/24/2010

Description: Reading Apprenticeship is an approach to reading instruction that helps students develop the knowledge, strategies, and dispositions they need to become more powerful readers. This framework incorporates research-based instructional reading strategies that are incorporated throughout core content areas to increase students reading proficiency.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 8/24/2010 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit 1	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand the components of the Reading Apprenticeship framework and implement targeted strategies into their lesson plans. These strategies	Reading involves complex, invisible processes, but Reading Apprenticeship makes problem-solving visible through such instructional strategies as think	

include, but are not limited to, think aloud, schema, anticipation guides, personal reading history, LINK, test as genre, reciprocal teaching, KWL, talking to the text, double/triple entry journals, metacognitive graphic organizers, pause and reflect, QAR, etc.

aloud, think-pair-share, etc. Reading Apprenticeship uses content experts to help students acquire the tools and strategies necessary for discipline-specific academic success. This is done through four dimensions: social, personal, knowledge-building, and cognitive.

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"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Environment and Ecology • World Languages • Mathematics • History • Economics • Geography

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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: In Progress — Upcoming

Date	Comment
9/24/2010	Professional Development for Reading Apprenticeship started during the 2010-2011 School Year. To date, one session of three have been provided this year to approximately 40 high school teachers, building administrators, and the assistant superintendent. Besides the professional development sessions held onsite by Intermediate Unit 1 consultants, building administrators are developing an action plan the incorporates evidence that teachers are implementing the strategies addressed through Reading Apprenticeship professional development.

Activity: Reading Expo

Last Modified: 9/30/2010

Description: Provide professional development to elementary and middle school staff on research based reading instructional strategies

Person Responsible	Timeline for Implementation	Resources
Fleck, Sheryl	Start: 10/1/2008 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	1	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
McGuffey School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The staff will be able to implement effective strategies to deliver the reading instruction.		<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. 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.

- 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 	<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	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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity

Status: Complete

Date	Comment
9/24/2010	The reading expo was completed during the 2009-2010 School Year. The content area focus for the expo will be determined by need and rotated among the various content areas from year-to-year.

Activity: Reading Tutoring

Last Modified: 9/30/2010

Description: Utilizing PSSA and Terra Nova data, non-proficient students are identified and

receive in school tutoring services by certified teachers for the entire school year. Additionally, 4Sight and DIBELS assessments are used at the elementary school level as additional data to determine which students will most benefit from tutoring services. Tutoring is funded through the Educational Assistance Program grant. While this program was curtailed in August 2010 due to grant funds not being secured, it was reinstated on September 17, 2010 (once the EAP was in "final approved" status).

Person Responsible Timeline for Implementation Resources

Kolat, Erica	Start: 1/1/2008 Finish: Ongoing	\$374,717.00
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Status: In Progress — Upcoming

Activity: Wilson Reading Program

Last Modified: 9/26/2010

Description: The Wilson Reading Program will be used with identified, at-risk students.

Person Responsible	Timeline for Implementation	Resources
Kolat, Erica	Start: 7/1/2007 Finish: 6/30/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Wilson Reading	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The staff will be able to implement prescribed, small-group reading strategies to promote increased reading achievement with non-proficient students.		<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.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<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 • Analysis of student work, with | <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of written reports summarizing instructional activity |
|---|---|

- administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Upcoming

Date	Comment
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9/24/2010	Professional development continues to be provided for teachers using the Wilson Reading Program, and implementation continues to be monitoring by building administrators during classroom observations.
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Measurable Annual Improvement Targets

No Child Left Behind (NCLB) establishes proficiency targets that must be met in math and reading. McGuffey School District is making adequate yearly progress, however, by 2014 all students must be proficient in math and reading. As we strive to progress toward meeting that expectation, the following six measurable goals have been identified by our district.

2007-2008:

- 63% of the students will be proficient in reading on the PSSA.
- 56% of the students will be proficient in math on the PSSA.
- Otherwise there will be a 10% reduction in the number of non-proficient students in math and reading.

2008-2009:

- 63% of the students will be proficient in reading on the PSSA.
- 56% of the students will be proficient in math on the PSSA.
- Otherwise there will be a 10% reduction in the number of non-proficient students in math and reading.

2009-2010:

- 63% of the students will be proficient in reading on the PSSA.
- 56% of the students will be proficient in math on the PSSA.
- Otherwise there will be a 10% reduction in the number of non-proficient students in math and reading.

2010-2011:

- 72% of the students will be proficient in reading on the PSSA.
- 67% of the students will be proficient in math on the PSSA.
- Otherwise there will be a 10% reduction in the number of non-proficient students in math and reading.

2011-2012:

- 81% of the students will be proficient in reading on the PSSA.
- 78% of the students will be proficient in math on the PSSA.
- Otherwise there will be a 10% reduction in the number of non-proficient students in math and reading.

2012-2013:

91% of the students will be proficient in reading on the PSSA.

89% of the students will be proficient in math on the PSSA.

Otherwise there will be a 10% reduction in the number of non-proficient students in math and reading.

Curriculum, Instruction and Instructional Materials

CURRICULUM

McGuffey School District is in compliance with 4.12 of 22 PA Code, and the district curriculum is aligned with the Pennsylvania Academic Standards. The district integrates all of the approved academic standards, eligible content, and assessment anchors identified by the State Board of Education and Pennsylvania Department of Education into the written and enacted curriculum and common district assessments. The curriculum documents are available to all professional staff through CARDMAN (Curriculum Assessment Relational Database Manager).

CURRICULUM DEVELOPMENT CYCLE

The intent of the curriculum development cycle is to assess the need for the development or revision of curriculum on a regular basis and to develop, implement, and monitor the curricula of the McGuffey School District. A curriculum planning calendar, revised annually, will display the curricula distributed across the six years of anticipated use. All curricula and courses offered in the McGuffey School District must have school board approval and must have an associated curriculum guide document.

Phase 1: NEEDS ASSESSMENT

The goal of the needs assessment phase in the curriculum development cycle is to select courses for full review based on the assessment of needs and upon the preliminary evaluation of current practices, current research, Pennsylvania Academic Standards, district policies and state and federal regulations.

- 1) Prior to the adoption of the budget for the upcoming school year the Assistant Superintendent will consider courses assigned for review and decide whether a revision should be undertaken in the scheduled year or should be rescheduled.

- 2) The courses selected for review will be prioritized by the Assistant Superintendent based on available funding. The prioritized list will be communicated to the Board of School Directors, the McGuffey Strategic Planning Steering Committee and grade level and department chairpersons.

Phase 2: DEVELOPMENT

The goal of the development phase in the curriculum development cycle is to develop curricula that meet all students' academic needs.

- 1) The Assistant Superintendent will identify the building level administrator responsible for each curricular area and the organization of a Curriculum Development Committee for each of the selected, funded courses. The building level administrator responsible for the curricular area or grade level will chair the Curriculum Development Committee and report to the Assistant Superintendent. The Curriculum Development Committee for each course will review the current curricula, develop the revised or new curricula, select materials and begin the initial professional development planning. The process may be over one or two school years in length depending on the course.

- 2) The Curriculum Development Committee will:
 - a. Review the current research related to the course and current research related to teaching and learning.
 - b. Review the current curriculum guide. Is there a need for change? Is the format relevant, current, and appropriate?
 - c. Review current course content. Is there a need for change? Are materials relevant, effective, current and accurate? Is there a technology component?
 - d. Evaluate the need to revise based on the synthesis of reviews and considering alignment with the Pennsylvania Academic Standards, the No Child Left Behind law and the McGuffey School District Strategic Plan, McGuffey Professional Development Plan, McGuffey Special Education Plan and the McGuffey Technology Plan.

- 3) The Curriculum Development Committee will develop curriculum and select materials to recommend for adoption to the Assistant Superintendent and Board of Directors.

Specifically, the Curriculum Development Committee will:

- a. Develop course content and a scope and sequence with attention to the following:
 1. Integration of technology
 2. Integration with other content areas
 3. Methods of assessment and expected levels of achievement
 4. Provisions of appropriate experiences for learners of varying abilities and learning styles and possible adaptations
 5. Articulation of scope and sequence in kindergarten through grade 12
 6. Alignment with the Pennsylvania Academic Standards.

- b. Develop the curriculum guide to include the following:
 1. Course number and name, course description, course syllabus, instructional materials, library resources, expected levels of achievement, career resources, methods of assessment, possible adaptations, special adaptations, instructional strategies, credits, and instructional time and course objectives worksheet that contains the course objective, standard identification, strand identification, benchmark identification, Pennsylvania Academic Standard identification, and cognitive level.
 2. Common course assessments and methods of evaluation.

- c. Develop a list of curriculum specific criteria to be used in selecting instructional materials.

- d. Determine sources and contact vendors requesting preview materials and software. All vendors contacted will be through the Assistant Superintendent or his/her designee.

- e. Review, evaluate and rate materials in accordance with McGuffey School District Policy 103 — Adoption of Textbooks.

- f. Circulate proposed materials at the building level and solicit input.

- g. Evaluate all input and formulate a final recommendation in accordance with McGuffey School District Policy 103 — Adoption of Textbooks with consideration of budget parameters.
- h. Finalize the curriculum guide and present the initial recommendation for curriculum and materials to the Assistant Superintendent by March 15.
- i. Make the curriculum guide and materials along with the *Textbook Evaluation Form* available for review at the McGuffey School Board Meetings in April and May.
- j. The Assistant Superintendent may assemble an ad hoc Articulation Committee consisting of teachers and administrators from all educational levels and any program specialist as needed.

- 4) The Assistant Superintendent or his/her designee will present the Curriculum Guide and instructional materials to the McGuffey School Board of Directors in April for a first reading.
- 5) The Assistant Superintendent or his/her designee will present the Curriculum Guide and instructional materials to the McGuffey School Board of Directors in May for final review and approval.
- 6) The Assistant Superintendent or designee will enter the approved curriculum guides into the Curriculum and Assessment Relational Database Manager system. Curriculum guides will be distributed to building administrators and the Supervisor of Special Education and the Technology Coordinator and will be available electronically to all professional staff.
- 7) Principals will prepare budgets including new textbook/software adoptions and submit those budgets to the Superintendent, Assistant Superintendent and Business Administrator for review at building level budget meetings.

Phase 3: IMPLEMENTATION

The first goal of the Implementation Phase is to purchase instructional materials as approved by the Board of Directors. The next goal of the implementation phase in the curriculum development cycle is to provide professional development to the professional staff and support staff at the initiation of the newly adopted curriculum and on a continuing basis.

- 1) The Assistant Superintendent and the Act 48 + Committee are responsible for providing professional development to the professional staff and support staff on the adopted curriculum.

- 2) The Curriculum and Assessment Relational Database Manager system will be analyzed by the grade level or department. The following reports in CARDMAN may be used in the analysis:
 - a. Objectives Count by Courses
 - b. Verb Counts by Content Area
 - c. Objective Verb List by Content Area
 - d. Cognitive Level List by Content Area
 - e. Course Description List
 - f. Textbook List.

Revisions will be made yearly to the curriculum guide by the grade level or department. Minor revisions will be submitted to the Assistant Superintendent. Major content revisions will be presented to the McGuffey School Board of Directors for approval. This analysis will continue through the implementation phase.

Phase 4: MONITORING 1

The goal of the monitoring phase in the curriculum development cycle is to assure that review is undertaken as needed. Revisions will be made yearly to the curriculum guide by the grade level or department to insure that the McGuffey enacted curriculum aligns with the Pennsylvania Academic Standards. Staff will continue to create and monitor scope & sequence documents to reveal omission/redundancy of instruction of relevant standards. In addition, the common assessments will be reviewed annually by each department/grade and will be revised if deemed necessary. Minor revisions will be submitted to the Assistant Superintendent. Major content revisions will be presented to

the McGuffey School Board of Directors for approval. This analysis will continue through the second monitoring phase.

1) The Curriculum and Assessment Relational Database Manager system will be analyzed by the grade level or department. The following CARDMAN reports may be used in the analysis:

- a. Objectives Count by Courses
- b. Verb Counts by Content Area
- c. Objective Verb List by Content Area
- d. Cognitive Level List by Content Area
- e. Course Description List
- f. Textbook List.

2) Student achievement will be monitored to identify areas of strengths and needs in the curriculum.

3) The planning calendar will be revised each school year.

Phase 5: MONITORING 2

The goal of the second monitoring phase in the curriculum development cycle is to assure that review is undertaken and continues as needed. Revisions will be made yearly to the curriculum guide by the grade level or department to insure that the McGuffey enacted curriculum aligns with the Pennsylvania Academic Standards. Staff will continue to create and monitor scope & sequence documents to reveal omission/redundancy of instruction of relevant standards. In addition, the common assessments will be reviewed annually by each department/grade and will be revised if deemed necessary. Minor revisions will be submitted to the Assistant Superintendent. Major content revisions will be presented to the McGuffey School Board of Directors for approval. This analysis will continue through the monitoring phase.

1) The Curriculum and Assessment Relational Database Manager system will continue to be analyzed by the grade level or department. The following CARDMAN reports may be used in the analysis:

- a. Objectives Count by Courses
- b. Verb Counts by Content Area
- c. Objective Verb List by Content Area

- d. Cognitive Level List by Content Area
- e. Course Description List
- f. Textbook List.

2) After revisions following the first monitoring phase are implemented, student achievement will again be monitored to ascertain areas of strengths and needs in the curriculum.

3) The planning calendar will be revised each school year.

Phase 6: EVALUATION

The goal of the evaluation phase of the curriculum development cycle is to gather data to evaluate the success of the current program.

1) The data should include a qualitative and quantitative review of student achievement results from the following list of assessments and/or reports:

- District Common Assessments
- Standardized Assessments (Terra Nova)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- PSAT
- SAT
- Advanced Placement Tests
- PSSA (reading and mathematics)
- PSSA (writing)
- PSSA (science)
- PSSA (grade 12 retest)
- 4Sight Benchmark Assessment results
- PVAAS

Assessments and Public Reporting

McGuffey School District recognizes its responsibility to develop and implement an assessment plan that will determine the degree to which students are achieving academic standards and has approved a plan for use in district schools that is aligned with the adopted standards and state assessments.

The assessment plan includes, but is not limited to the following:

Kindergarten Registration Screening:

Developmental Indicators for the Assessment of Learning-Revised (DIAL-3)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

(The scores are reported to the parents/guardians by letter mailed home in the summer.)

Grades K, 1, 2, 3, 4

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

(The scores are reported to the parents/guardians by letter mailed home only if the students are "at-risk".)

Grades K, 1, 2, 9, and 10

Terra Nova (Achievement Test) - CTB/McGraw-Hill

(The scores are reported to the parents/guardians by letter sent home as an insert in the final report card.)

Grades 1, 2

GMADE

(Scores are used internally to determine students' needs and to differentiate instruction.)

Grades 2 and 6

Test of Cognitive Skills (TCS/2) - CTB/McGraw-Hill

(The scores are reported to the parents/guardians by letter sent home as an insert in the final report card.)

Grades 3, 4, 5, 6, 7, 8, 9, 10, 11 (Grade 12 optional)

4Sight Reading and Mathematics Assessment

(In grades 3-5, scores are reported to the parents/guardians by letter sent home as an insert in the final report card.)

(The grades 6-11, scores are reported to the parents/guardians by letters sent home after the mid-year and final assessments.)

Grades 3, 4, 5, 6, 7, 8, 11

Pennsylvania System of School Assessment (PSSA) - Reading and Math

(The scores are reported to the public by the Pennsylvania Department of Education and can be accessed through the following websites:

PAAYP, SCHOOL MATTERS, GROWNETWORK, NAEP

(Individual student reports are also mailed to the parents/guardians by the district.)

(District scores are presented to the public at a school board meeting.)

Grades 4, 5, 6, 7, 8, 11 (Students who meet eligibility criteria)

Pennsylvania System of School Assessment - Modified (PSSA-M) Math (2010), Reading (2011), Science (2011)

Grades 5, 8, and 11

Pennsylvania System of School Assessment (PSSA) - Writing

(The scores are reported to the public by the Pennsylvania Department of Education and can be accessed through the following websites:
PAAYP, SCHOOL MATTERS, NAEP)
(Individual student reports are also mailed to the parents/guardians by the district.)
(District scores are presented to the public at a school board meeting.)

Grades 4, 8, 11

Pennsylvania System of School Assessment (PSSA) - Science

Pennsylvania System of School Assessment - Modified (PSSA-M) - Science (for students who meet eligibility criteria)

(The scores will be reported to the public by the Pennsylvania Department of Education and will be accessed through the following websites:

PAAYP, SCHOOL MATTERS, NAEP)

(Individual student reports will also mailed to the parents/guardians by the district.)

(District scores will be presented to the public at a school board meeting.)

Grade 12

Pennsylvania System of School Assessment (PSSA) - Retest in Reading and Math

(Individual student reports will also mailed to the parents/guardians by the district.)

(Individual scores of participating students are reported to the student and parent/guardian.)

Grade 10 and/or Grade 11

Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT)

(The testing agency provides reports to the participating students.)

Grade 11 and/or Grade 12

Advanced Placement test APT

(The testing agency provides reports to the participating students.)

Grade 12 Vocational Agriculture

National Occupational Competency Testing Institute

(Results are provided to the participating vocational agriculture students who are completers of the program.)and parent/guardian.)

(The students receive their "preliminary" multiple choice score immediately after they submit their exam online.)

(The official scores are not available to the district until some time in the summer after the test takers have graduated).

Kindergarten through Grade 12

Woodcock Munoz Language Survey (WMLS) - English as a Second Language (ESL) Screening

Stanford English Language Proficient Test

WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State)

(Test results are reported to the student and parent/guardian at ESL meetings.)

Other Kindergarten through Grade 12

Tests requiring individual written parent permission used for comprehensive screening/multi-disciplinary evaluations.

These scores are reported to the student and parent/guardians at scheduled meetings.

Targeted Assistance For Struggling Students

ELEMENTARY K-5

Kindergarten (Support Programs based on student performance during Kindergarten Screening

Process & DIBELS Progress Monitoring throughout the school year)

- Full-Day
- Reading Support at Joe Walker Elementary
- Title I Reading Services at Claysville Elementary
- EAP Tutoring (Reading)
- EAP Tutoring (Math)
- Peer Tutoring (After School Homework Help with High School Peer Tutors)
- Voluntary Teacher Tutors
- Student Assistance Program

- Inclusive practices

- RtII

- Teachers are trained in differentiated instructional strategies and incorporate these strategies into their courses.

MIDDLE SCHOOL

- EAP Tutoring for Reading (6-8)
- EAP Tutoring for Math (6-8)
- Student Assistance Program Services
- Teachers are trained in Differentiated Instruction strategies and incorporate them in their courses.
- Special Education Resource Room
- Adaptations included in student IEPs.
- Inclusive Practices

- Tutoring by High School National Honor Society students
- Voluntary Teacher Tutors

HIGH SCHOOL

- EAP Tutoring for Reading (9-11)
- EAP Tutoring for Mathematics (9-11)
- PSSA Math Prep Tutoring
- PSSA Reading Prep Tutoring
- Tutoring by National Honor Society students
- Student Assistance Program Services
- Tutoring for students at Western Area Career and Technical Center
- Teachers are trained in Differentiated Instruction strategies and incorporate them in their courses.
- Teachers were trained in PLN Strategies (Pennsylvania Literacy Network) and incorporate them into their courses.
- Special Education Resource Room
- Adaptations included in student IEPs.

- Inclusive practices
- Voluntary Teacher Tutors

Support for Struggling Schools

With the release of preliminary AYP Reports, McGuffey High School is in "warning"; this is the only building identified as a "struggling school." A team of building and district representatives are in the process

of developing a school improvement plan that will be submitted to the Department of Education by the July 1, 2011 deadline. McGuffey School District has incorporated Building Action Teams in each of the four school buildings. The role of the Building Action Team is to analyze student data, develop achievement goals and to incorporate programs to address and accomplish the goals. Specific programs have been identified and are now in place to address student achievement.

Support for Gifted Students

GIFTED EDUCATION PLAN

In accordance with McGuffey School District's school board philosophy to develop the special abilities of each student and the district's mission for all students to reach their full potential, the district shall ensure the support and implementation of gifted education services designed to meet the individual needs of each eligible student.

I. PROCEDURES FOR THE IDENTIFICATION OF GIFTED STUDENTS (SCREENING PROCESS)

Students are referred for evaluation to determine eligibility for gifted support programming in one of three ways:

1. Parent Referral
2. Teacher Referral
3. Administrative Referral or Guidance Referral: Results from screening measures indicate a need for further testing to determine need and eligibility for Gifted Education.

1. Parent Referral:

The school district will accept a written parent request for multidisciplinary evaluation to determine if a student is eligible and in need of gifted services. Parents are asked to complete input forms documenting why they believe their child may need gifted programming (includes input on student's strengths, expertise in a specific area, higher level thinking skills, creativity, leadership skills, communication skills, foreign language skills, and technology expertise.) The district reserves the right to limit parent requests for gifted multidisciplinary evaluation to one request per school term as outlined in 16.22.

Upon the district's receipt of a parental request for evaluation, a Permission to Evaluate form will be prepared and mailed to the parent, along with the Procedural Safeguard Notice. The Permission to Evaluate will contain the reason for referral, assessments to be utilized, and time frame for completion of the evaluation. Upon the district's receipt of the signed Permission to Evaluate form, the student will be scheduled for an individual psychoeducational evaluation with a certified school psychologist. The psychologist will review information gathered from the parents, teachers, and record review and incorporate those findings along with individual psychoeducational evaluation results into the Gifted Written Report.

2. Teacher Referral:

A referral for a gifted multidisciplinary evaluation will be made when the student, regardless of disability, is suspected by teachers of being gifted because the student demonstrates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular education classroom.

Teachers are asked to complete rating scales and input forms documenting the student's high level of performance (includes input on students' strengths, expertise in a specific area, higher level thinking skills, creativity, leadership skills, communication skills, foreign language skills, and technology expertise). The guidance counselor will send a permission form to the parents/guardians so that the Kaufman Brief Intelligence Test, Second Edition (KBIT-2) can be administered as part of the screening process.

Guidance counselors will complete the gifted screening matrix by reviewing teacher input and information gathered in a review of the student's educational records (including

information regarding student performance throughout educational career, i.e., grades, state and local assessment scores, scores from group achievement and ability tests). If the student profile suggests exceptional academic abilities, the student will be referred for a gifted multidisciplinary evaluation.

Prior to conducting a gifted multidisciplinary evaluation, the district will have informed parental consent through the issuance of a Permission to Evaluate form. A Procedural Safeguards Notice will be issued to parents with the Permission to Evaluate. Upon the district's receipt of the signed Permission to Evaluate form, the student will be scheduled for an individual psychoeducational evaluation with a certified school psychologist. The psychologist will review information gathered from the parents, teachers, and record review and incorporate those findings along with individual psychoeducational evaluation results into the Gifted Written Report.

3. Administrative Referral or Guidance Referral:

Student group achievement results (Terra Nova) are screened at the following grade levels (K, 1, 2) by the building guidance counselor. Students scoring at or above the 90th percentile or higher in the basic academic areas (Total Reading, Total Math, Total Language, and/or Battery Composite) are thought to be strong candidates for further evaluation to determine giftedness.

Student performance on the local assessments (4Sight) are screened after the first test in the fall, at the following grade levels (Grades 3-12) by the building guidance counselor. Student performance on the state assessments (PSSA) is screened in the fall, at the following grade levels (Grades 3-12) by the building guidance counselor. Students scoring at the "Advanced" level in reading and math tests will be referred for the gifted building screening to determine giftedness.

Teachers are asked to complete rating scales and input forms on students identified through this screening process to be candidates for further gifted evaluations. Input forms are reviewed by building guidance counselors along with information gathered in a review of the student's educational records. If the student profile suggests exceptional academic abilities, the student will be referred for a gifted multidisciplinary evaluation.

Prior to conducting a gifted multidisciplinary evaluation, the district will have obtained informed parental consent through the issuance of a Permission to Evaluate form. A Procedural Safeguards Notice will be issued to parents with the Permission to Evaluate. Upon the district's receipt of the signed Permission to Evaluate form, the student will be scheduled for individual psychoeducational evaluation with a certified school psychologist. The psychologist will review information gathered from the parents, teachers, and record review and incorporate those findings along with individual psychoeducational evaluation results into the Gifted Written Report.

II. GIFTED MULTIDISCIPLINARY EVALUATION PROCESS

1. McGuffey School District sends Procedural Safeguards Notices with all Permissions to Evaluate.
2. The district obtains a signed Permission to Evaluate form from the parent.
3. The district's gifted multidisciplinary team (GMDT) is minimally composed of the student's parents, the student's teachers, a certified school psychologist, and the student (if appropriate).
4. The GMDT conducts an evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, rates of acquisition/retention and educational needs. The GMDT will review all information provided throughout the screening process, information given to the GMDT by the parents, information given to the GMDT by the teachers or others who interact with the student on a regular basis.
5. The GMDT will also review results of the individual psychoeducational evaluation. Individual evaluations will adhere to all protection-in-evaluation measures outlined in Chapter 16. Individual psychoeducational evaluations will minimally include scores from individual nationally-normed intelligence tests and individual nationally-normed achievement tests.
6. The GMDT prepares a Gifted Written Report that summarizes information and findings from the evaluation concerning the student's educational needs and strengths. The report will make recommendations as to whether the student is gifted and in need of specially designed instruction.

The report will also indicate the basis for those recommendations, and include recommendations for the student's programming and list the names and positions of the members of the GMDT.

The GMDT evaluation will be completed and a copy of the Gifted Written Report presented to the parents no later than 60 calendar days after the district receives written parental consent for the evaluation.

III. GIFTED INDIVIDUAL EDUCATION PLAN PROCESS (GIEP)

1. The district will develop a GIEP for a student who has been found, through multidisciplinary evaluation, to meet eligibility criteria for identification as mentally gifted and to be in need of specially designed instruction.
2. The GIEP Team will be comprised of the student's parents, the student (if appropriate), a representative of the district who is knowledgeable about the availability of resources in the district, one or more of the student's teachers, a teacher of the gifted, and other individuals at the discretion of the parent and district.
3. Team members will be sent an invitation to participate in the GIEP meeting and parents will receive another copy of the Procedural Safeguards Notice. The invitation will state the purpose, time, and location of the meeting and the names of the persons expected to attend.
4. The GIEP shall be based upon the GMDT's written report and will contain: a statement of the student's present levels of educational performance; a statement of annual goals and short-term learning outcomes which address the learning needs identified in the evaluation report; a statement of specially designed instruction and support services to be provided to the student; projected dates for initiation, anticipated frequency, location and anticipated duration of gifted education; appropriate objective criteria, assessment procedures and timelines for determining (on at least an annual basis) whether the goals and learning outcomes are being achieved; and the names and positions of the GIEP team participants and the date of the meeting.
5. The district will provide the parent with a copy of the GIEP along with a Notice of Recommended Assignment (NORA).
6. The district will notify teachers who work with a student who has been identified as gifted and in need of specially designed instruction of their responsibilities under the student's GIEP.
7. The district will base educational placement decisions on the gifted student's needs. Parents also have the right to have their gifted children educated at private schools completely at private expense.

IV. CASELOADS AND CLASS SIZES FOR GIFTED STUDENTS

The district limits the total number of gifted students that can be assigned to an individual gifted teacher's caseload to 65.

The district limits the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of 20 students.

V. THE GIFTED PROGRAM OPTIONS ARE:

- The pull-out program is individualized or small group instruction and activities with a gifted education teacher and other identified gifted students when available.
- Acceleration in depth includes application, extension, and enrichment activities that replace and/or supplement work in grade-level courses.
- Acceleration in pacing is defined as instruction at an advanced level. A student must demonstrate the skills necessary for placement at an advanced level in reading and/or math.

Note: Gifted Individualized Education Programs may contain any or all of the options depending on the student's needs.

VI. PDE REPORTING REQUIREMENT

The McGuffey School District Special Services Office shall provide, as the Pennsylvania Department of Education may require, all required data relevant to the delivery of gifted education.

Qualified, Effective Teachers and Capable Instructional Leaders

DEFINITION OF HIGHLY QUALIFIED TEACHERS: A highly qualified teacher, according to the U. S. Department of Education, is fully certified, has a bachelor's degree and has completed a content area major OR has passed a content area test in the subject he/she is assigned to teach. In Pennsylvania, a fully certified teacher must have a bachelor's degree, a content area major AND have passed a content area test. In addition, fully certified teachers in Pennsylvania have completed pedagogical course work in education, including student teaching. For reporting purposes, McGuffey School District, like the Department of Education is using the word "assignments," in lieu of "classes," so that all instructional periods reported by our school entities are matched against the Pennsylvania certificate held by each classroom teacher.

As projected, 100% of our staff is highly qualified by one of the following measures:

(1) Certification* : McGuffey School District requires documentation of a Bachelor's degree and a transcript from an accredited college or university.

153 of our 166 teachers are deemed to be highly qualified by certification.*

(2) Bridge Program** : The Bridge Certificate Program consisted of two phases.

Phase I had to be accomplished by July 31, 2006, and **Phase II** had to be completed within three years of entering the BRIDGE program..

Teachers who attained at least 30 points (12 points from Phase I and 18 points from Phase II) met the requirements and were eligible to receive an additional certification area.

Phase II requirements:

1. The Bridge certificate holder had to have three years from entry to the Bridge program to gain the required points to complete the program.

A minimum of three points had to be earned each year.

2. Each year, the teacher had to prepare an annual progress report for the school's attesting official, who reviewed it and, if satisfactory, signed the report.

This report is kept in the teacher's local personnel file. The school's attesting official maintained responsibility for obtaining and reviewing the documentation necessary to substantiate

the teacher's point total. The documentation is retained for auditing purposes. The school's attesting official signed the application form, thereby verifying that the teacher had in fact obtained the points indicated in the progress report.

3. When the teacher satisfied all requirements, the school's attesting official recommended that the teacher's Bridge certificate be converted into an

Instructional certificate for the appropriate content area that had been earned.

A new instructional certificate was sent to the teacher.

The additional 18 points in **Phase II** could include the following

1. Satisfactory teaching in the core content area during the Bridge Phase II period (maximum: 6 points at 2 points per year).

A minimum of 2 points had to be earned in this area.) The teaching experience had to be for at least 50% or more of the school year and the school day.

2. Act 48 approved professional education credits/hours. Courses/activities had to be pre-approved by the Department and had to include an assessment.

(Maximum Act 48 Professional Development Credits are: 9 points of work completed during the Bridge II period.

- One point equaled 30 professional education hours).
3. College credits earned at an accredited institution and verified on an official transcript. (Maximum: 12 points of new course work completed during the Bridge period or previously completed but not counted for the Bridge Phase I credits--One point equaled one credit.)
 4. Academic Scholarship or awards
 - * (local teacher of the year: maximum 1 point,
 - * State /National Teacher of the year: maximum 2 points;
 - * author of article: maximum 2 points,
 - * author of textbook/instructor of college course:6 point maximum).

THE BRIDGE PROGRAM IS NOW CLOSED.

2 of our 166 teachers achieved highly qualified status through the Bridge Program.**

(3) H.O.U.S.S.E. Program***

Experienced teachers (i.e., one or more years of teaching experience) demonstrated subject matter competency through completing Pennsylvania's **HOUSSE** programs.

These programs are Pennsylvania's High Objective Uniform State Standard of Evaluation (HOUSSE) pursuant to NCLB (Section 9101(23)(C)).

The following Pennsylvania HOUSSE programs permit certain experienced teachers of core content areas to demonstrate competency and obtain Highly Qualified status:

- **State-level HOUSSE** (ONLY applicable to PA Elementary Education certified teachers who received their certification before 1988 when PA implemented teacher testing requirements)
- **HOUSSE HQT Designation** (100 point matrix)

The HOUSSE Program is now closed.

- **10 of our 166 teachers achieved highly qualified status through the H.O.U.S.S.E. Program.*****

1 of our 166 teachers achieved highly qualified status through the Bridge/H.O.U.S.S.E programs.(4) Individual Professional Development Plan

Any teacher who is not Highly Qualified and had not demonstrated subject matter competency by June 30, 2007

(e.g., has not accumulated 100 points on the Pennsylvania HOUSSE) was required to develop, in consultation with McGuffey School District,

an HQT Individualized Professional Development Plan (IPDP) to attain Highly Qualified Teacher Designation.

SUMMARY

153 of our 166 teachers are deemed to be highly qualified by certification.*

2 of our 166 teachers achieved highly qualified status through the Bridge Program.

10 of our 162 teachers achieved highly qualified status through the H.O.U.S.S.E. Program.

1 of our 166 teachers achieved highly qualified status through the Bridge/H.O.U.S.S.E Programs.

166 or 100% of our teacher are highly qualified.

Parent and Community Participation

The McGuffey School District recognizes the vital role of a parents/guardians and family play in the education and welfare of their children. The district is committed to the idea that all students can learn and that families share a commitment to the educational success of their children. All programs will be planned and implemented with meaningful parental partnerships and community involvement community.

Open House:

Annually we schedule an evening Open House event to inform attendees of the curricular and co-curricular opportunities that are implemented at each grade in each course/activity.

Parent/Teacher Conferences:

Parent/teacher conferences are held throughout the year as needed.

In addition, one day is annually dedicated to parent/teacher conferences that are scheduled from 12:00 p.m. to 7:30 p.m. to accommodate parent who work during the school day.

Parent Involvement Nights:

Parent Involvement Nights are held throughout the year (fall and spring).

Parent Title I Workshops:

Parent Title I Workshops are held throughout the year (fall and spring).

Parent Special Services Workshops:

Parent Special Services Workshops are held throughout the year (fall, winter, spring, summer).

Parent Federal Advisory Meetings:

Parent Federal Advisory Meetings are held throughout the year (fall, winter, and spring).

Parent Title I Building Meetings:

Parent Title I Building Meetings are held throughout the year (fall and spring).

Workshops for Pre-K Parents and Kindergarten Parents:

Parent Workshops are provided to pre-kindergarten and kindergarten parents in order to better prepare students for success in school.

Topics for the 2007-2008 school year include:

1. Developmental Milestones: Language Concepts and Motor Skills for Children in Pre-School and Kindergarten
2. Resources for Busy Parents
3. Health and Nutrition: What Parents Need to Know
4. Making Reading Fun!
5. Dealing with Crisis (Divorce, Death...)
6. Stress Relief
7. Summer Activities for Young Children

Parent Teacher Organization Meetings:

Elementary PTO meetings are held monthly throughout the school year.

Teacher representatives and building principal attend all meetings.

The parents and community are actively involved in providing supplemental programs, assemblies and field trips for our students.

Community Partnerships: Collaboration with the following entities enables the the McGuffey School District to provide supplemental activities that enhance the education of

our students in the areas of safety, mental health services, drug and alcohol prevention, community service opportunities, literacy, science, culture, conservation, space exploration, journalism and citizenship.

Local fire departments

Local colleges and universities

Mattress Factory Museum

Target (Falling Water)

Local American Legions

PANA

Cabella's

Claysville's local newspaper

South Franklin Fire Department

Morris Fire Department

Washington Communities MH/MR

Community Action Southwest

Washington County Sheriff's Office — DARE

Neighborhood Drug and Alcohol Corporation

Washington County Rotary

Washington County Literacy Council

Carnegie Science Center

Carnegie Museum

Benedum Center

Pittsburgh Zoo

Earth Force

Gateway Vision

Oglebay

WTAE Television

Observer Reporter

American Legion

Middle School Orientation

Middle School Orientation is held in August before school opens. Parents and students are invited to the school for a three hour orientation program that focuses on orientation to a new building, the schedule, curriculum, co-curricular opportunities and available services. The orientation answers questions and provides information and opportunity to have questions answered for new students and students transitioning from the elementary level to middle school.

Career Day (grades 6, 7, and 8)

Parents and community members from various occupational backgrounds spend the day demonstrating to the student's different features of their employment. Included is an explanation of their educational background, roles and responsibilities of their positions, and background on

the industry they are employed in. Middle school students gain a unique opportunity to explore many careers and view the world of employment.

Technology Night

A informative parent workshop is held one evening per year that allows parents to view and operate several different computer applications that are currently being taught in the middle school computer technology curriculum. These sessions are led by faculty members who serve as Technology Leaders in the district. Parents also receive training in Edline. Edline is a Internet based software that enables parents to monitor their child's academic progress daily.

Financial Aid Night

A parent/student workshop is held one evening per year. The guidance department and a college/university representative provide information and resources regarding financial aid to assist students to continue their education beyond high school graduation.

Grade 9 and New High School Student Orientation

A grade 9 and new high school student orientation is held in August before school opens. Parents and students are invited to the school for an informative, orientation program that focuses on orientation to a new building, the schedule, curriculum, co-curricular opportunities and available services. The orientation answers questions and provides information and opportunity to have questions answered for students transitioning to the high school.

College-Bound Recruiting-Process Night

This is an informative program held for college bound student athletes and their parents/guardians

Booster Organizations

The athletic and band booster organizations partner with the McGuffey School District to provide support and resources to the students.

Concerts, Performances, Banquets and Athletic Events

Parents and community members are invited to attend band concerts, choral concerts, plays, banquets and athletic events.

Prom

Annually parents are invited to the Grand March and to chaperone students at the prom.

Commencement

Parents are invited to attend commencement.

Adult Education Program

Community members may enroll in a variety of classes.

McGuffey Community Awareness Day

This is an event that provides informative and/or hands-on activities depending on the content, focus or display.

Pre-School/High School Career Exploration Activity

This program is organized by the high school family and consumer science department. (Parents/guardians bring their toddlers to school for a period of time and the teacher and high school students assigned to the Child Care Development class organize and supervise pre-school activities. These activities and outcomes are shared with the parent/guardian.)

Pre-Kindergarten Transition

Although McGuffey School District does not manage a Pre-Kindergarten Program at this time, we have several Early Intervention Activities that provide transition services for students prior to entering Kindergarten. Some of these activities are provided by the district and others are in collaboration with Intermediate Unit I and Community Action Southwest.

IU1 CHILD ALERT - AGES THREE TO FIVE

Child find refers to activities undertaken by public education agencies to identify, locate and evaluate children residing in Pennsylvania who are suspected of having disabilities (regardless of the severity of their disability), and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available if it is determined that the child is in need of special education and related services. The types of disabilities that if found to cause a child to need services are Autism; Deaf-blindness; Deafness; Hearing Impairment; Mental Retardation; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment due to chronic or acute health problems; Specific Learning Disabilities; Traumatic Brain Injury; Visual Impairment including blindness; and Developmental Delay (in the case of a child that is of preschool age).

In Pennsylvania, a child between 3 years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above and who are in need of special education is identified as an "eligible young child". Upon parent permission, the child will be evaluated. Intermediate Unit 1 will gather information regarding a child's physical, mental, emotional and health functioning through testing and assessment, observation of the child, as well as a review of any records made available to the Intermediate Unit. Input from parents is also an information source for identification.

WASHINGTON COMMUNITY MENTAL HEALTH/MENTAL RETARDATION — BIRTH TO THREE

Early Intervention services are provided as an entitlement to eligible children up to age 3 who have been assessed to be experiencing significant (>25%) developmental delays. Specific services include individualized therapies provided in "natural environments". Service coordination is also provided to all persons in order to assure appropriate access to needed services and supports for the identified children and family.

COMMUNITY ACTION SOUTHWEST - AGES BIRTH TO FIVE

Head Start has nurtured the promise of a better future for low-income children and their families since 1966 in Washington and Greene counties, Pennsylvania.

CAS Head Start and Early Head Start are comprehensive child development programs which serve low income children from birth to age 5, pregnant women and their families. Our program is child-focused and has the overall goal of increasing the school readiness of young children in low-income families. At present, CAS Head Start serves 610 children, while Early Head Start serves 72 pregnant women and children. Both programs maintain waiting lists.

CAS Head Start and Early Head Start provide a high quality, developmentally appropriate education program to children and their families. In addition, the program ensures that children receive needed medical services, including age-appropriate screening and immunizations, dental check-ups and needed dental care, nutrition and social services. A family service plan is developed each year to help identify goals that will improve the ability of the family to meet their needs. Often, this involves making connections to education, training or employment. Home visits are employed to ensure that Head Start staff is more fully aware of the family needs and relevant

issues. Parent involvement is a key element of Head Start - parents participate in every aspect of the program, including program governance.

CAS Head Start is funded by the federal government and local donations, volunteer time, and in-kind contributions. CAS Head Start's approach to services includes:

- a nurturing environment that supports the healthy growth and development of each child in the context of the child's family, culture, and community
- parents as partners in the shared decision-making process and as active participants in policy groups, and
- recognition of the importance of strengthening linkages within communities.

CAS Head Start services are delivered through three units which are the Child Development and Health Services Unit, Family and Community Partnership Unit, and Early Head Start Unit.

Child Development and Health Services Unit

Education Services

Community Action Southwest Head Start provides full-day, full-year services through both center based and home based settings which involve age appropriate activities in a responsive learning environment, using the Creative Curriculum. Classrooms and group socialization sites are located throughout Washington and Greene Counties. Our classrooms provide high quality, state-of-the-art facilities and learning materials. The education curriculum emphasizes learning through play with the goal of social competency and school readiness. Parents are encouraged to volunteer in the classroom with their children. One of the classrooms is located in the Claysville Elementary School Building in the McGuffey School District.

Home Based Services

Children and families receive education and social services through home visits and monthly socialization days. Parents are guided and encouraged in their role as the primary educators of their children, while the concepts of empowerment, strength building, resource matching, community involvement and family independence are introduced and supported.

Disability Services

CAS Head Start is committed to meeting the needs of children with diagnosed disabilities. By federal mandate, at least ten percent of our total enrollments are children with diagnosed disabilities. In conjunction with our collaborative partners such as the LEA (Intermediate Unit # One), comprehensive developmental screening, support and therapy are provided on-site in the Head Start centers, in the least restrictive environment. Individual education and family service plans are developed in partnership with early intervention service providers and parents, and indicated services obtained and delivered. In addition, staff and parents are trained on special needs and developmentally appropriate practices to foster awareness and promote creative strategies to assist children with disabilities.

Health Services

The health program assures that families establish and maintain a medical home for all children. All children receive comprehensive medical and dental screening and necessary follow-up treatment. CAS Head Start strives to insure that each child receives all recommended immunizations. Health education for staff, children and families is to encourage positive health practices, well being, prevention and early detection.

Nutrition Services

Children attending Head Start Centers receive nutritious meals that meet all applicable nutrition guidelines. Family style meals emphasizing a wide variety of tastes, textures, and ethnicity are

served. Nutrition education is built into the classroom curriculum and offered to parents through parent meetings.

Family and Community Partnership Unit

Social Services

Recruitment of children and families for participation in the CAS Head Start program is conducted throughout the community, social service agencies, schools, and churches. CAS Head Start staff and families work together to create a Family Partnership Agreement outlining a plan to help the family become self sufficient. Parents are provided with access to a wide variety of community services and connected to other CAS programs such as Family Literacy and the WIC, Women, Infants and Children program.

Parent Involvement

Parents are involved in all aspects of the CAS Head Start program. From volunteering in the classroom and kitchen, to planning special events, to participating in program governance, parents are provided with skills and opportunities that enhance their self sufficiency and self confidence, and encourage involvement in their child's education.

Early Head Start

The goal of Early Head Start is to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children and promote healthy family functioning.

CAS Early Head Start provides early, continuous, intensive and comprehensive child development and family support services for low income pregnant women and families with children under age three. Child development, health, nutrition, mental health, disabilities and social services are provided. Pregnant women receive family support services and pre-natal education. Services are provided through home visits, at socialization centers and in our Early Head Start classroom located in Bentleyville.

EARLY CARE AND EDUCATION COMMUNITY ENGAGEMENT TEAM OF WASHINGTON COUNTY - AGES BIRTH TO FIVE

McGuffey School District is a part of the Early Care and Education Community Engagement Team of Washington County. This consortium is dedicated to educating community leaders, and families about trends, issues and challenges of preparing young children for life long success.

Community Engagement Team Goals:

1. To hold public events to educate parents, government, businesses, schools and the early learning community about issues in early learning.
2. To educate the general community, including parents, schools, businesses and government, about Keystone STARS program.
3. To develop relationships between school districts and early learning providers for the purpose of better transitions for children.

* The building principal and kindergarten teachers visit area pre-school programs to speak to teachers regarding kindergarten expectations at McGuffey. This assists in the development of pre-school curriculum and aides in a smooth transition for students from pre-school to

kindergarten. Our staff also speaks to parents at the pre-school programs about kindergarten and is available to answer any questions they may have about policies and procedures.

KINDERGARTEN SCREENING - AGES FOUR TO FIVE

McGuffey School District has an extensive Kindergarten Screening Process. Kindergarten Orientation occurs every March and Registration/Screening occurs in April. The following screenings are completed and information is sent to parents regarding the results and kindergarten Placement options.

1. Developmental Indicators for the Assessment of Learning -Revised (DIAL)
Language, Motor, Concepts, Social Development, Behavior

2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Initial Sound Fluency, Letter Naming Fluency, Word Use Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency

Additionally, speech, vision, and hearing screenings are conducted.

As of the 2010-2011 School Year, McGuffey School District offers a full-day kindergarten program for all students.