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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report** **Thursday, May 22, 2008**

**Entity:** Schuylkill Haven Area SD  
**Address:** 120 Haven St  
Schuylkill Haven, PA 17972-1199  
**Phone:** (570) 385-6705  
**Contact Name:** Richard Rada

## **Organization Description**

Schuylkill Haven Area School District is located in Schuylkill County, Pennsylvania and educates students from Schuylkill Haven, Port Clinton, Landingville, and South Manheim Township. The District is experiencing population growth in South Manheim Township and is seeing increased enrollment from that area. With a student population of approximately 1440 in grades kindergarten through twelve, the District firmly believes in its motto: "In the race for quality, there is no finish line."

Schuylkill Haven Area's campus consists of three buildings. The Elementary Center contains grades kindergarten through fourth and educates approximately 555 students; the Middle School has approximately 305 students in grades five through seven; and the High School holds grades eight through twelve with approximately 580 students. District Offices are located within the Middle School.

To instruct and support its students, the district currently employs ninety-six full time and two part time teachers; one part time and five full time administrators; four guidance counselors; three librarians; one district nurse and three health technicians; one instructional support teacher; one technology specialist and one technology assistant; and one in-school suspension monitor and truancy officer.

The district is very proud that all three schools have met or exceeded Adequate Yearly Progress targets.

## **Core Purpose**

### **Mission**

The mission of the Schuylkill Haven Area School District in partnership with the community is to empower each student to embrace the challenges of the future as self-directed, ethical, life-long learners who assume responsibility for self and society, and to prepare confident individuals in decision making and communication skills to function in the ever changing global community.

### **Vision**

The Schuylkill Haven Area School District vision incorporates an educational program to prepare each student for the future to become a productive and contributing member of society. Students must be made aware of the life-long value of education.

Students entering the workforce today must experience a comprehensive education that develops the total individual. The educational program shall develop the student's moral, mental, physical, and emotional characteristics. In addition, students will need a sound educational base of knowledge that will enable them to communicate and to think analytically.

Education is the responsibility of the total community. The school should reflect the ideas and interests of all members.

## **Shared Values**

We believe:

All students can learn and achieve success

A partnership exists among the home, community, and school

Education is a life-long process and our school must facilitate the acquisition of skills necessary for life-long learning

Our schools must provide appropriate facilities and a safe, orderly learning environment

All students must be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society

New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement  
Students, teachers, and the community should value diversity and respect for self and others  
Education should foster personal responsibility and accountability skills to better prepare students for the workforce  
Students and teachers should strive to reach their highest potential

## **Goals**

### **Goal: FOUR-YEAR GRADUATION RATE**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

### **Goal: MATHEMATICS**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

### **Goal: READING**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

### **Goal: SCIENCE**

*Description:* All students will demonstrate progress on the Science Pennsylvania System of School Assessment (PSSA).

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

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

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

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

## **Academic Standards**

Schuylkill Haven Area School District recognizes the Pennsylvania Academic Standards as a guideline for achieving academic success for all students from kindergarten through twelfth grade. The district shall provide for realization of the academic standards following Chapter 4, §4.12. of Pa. Code. Educational practice and programming will be guided by the Pennsylvania Academic Standards for all subject areas in all grade levels throughout the Schuylkill Haven Area School District. Curricula will be based on benchmarks and assessment anchors to best meet the needs of our students and encourage the acquisition and mastery of wide-ranging skills and abilities in order to promote a high-quality learning environment with the capacity to produce successful life-long learners.

## **Graduation Requirements**

The professional staff and administration of Schuylkill Haven Area School District believe that academics are the most important part of the student's high school experience. With this philosophy as a base, students may choose courses that will help them

enter a post-secondary institution;  
prepare for various employment opportunities in the field of business;  
gain a vocational-technical background with emphasis on specific skill development in his or her chosen field or trade;  
gather a broad general background if they are unsure of future plans.

Each goal is different. The required courses differ accordingly. The faculty is totally committed to maintaining a high level of performance. The importance of selecting appropriate courses cannot be overemphasized. Parents, students, guidance counselors, and the faculty should have input into this choice. All course selections and changes require faculty and parent approval.

### **COURSE COMPLETION AND GRADES**

All students must have a minimum of 24.50 credits for graduation earned in grades 9-12. All required courses in a track must be passed in order to graduate. Students must complete a community service requirement (minimum 48 hours). Opportunities for make-up courses can be arranged through the teacher and guidance counselor. Each student must elect one credit of math, science, social studies, English and physical education each year. All students must schedule a minimum of six classes per day. Students in grades 9-11 may schedule only 8 credits per year maximum. Senior students may schedule 8.25 credits.

#### **Subject Area Credits**

English and Theatre 4.00

Social Studies 4.00

Mathematics 4.00

Science, Environment, Ecology 4.00

Physical Education and Dance 2.20

Health and Safety .40

Driver's Education .20

Art / Music .50

Technology Education .50

Family & Consumer Science .50

Life after School .50

Business/Computer Applications .50

Electives 2.70

Senior Independent Writing Project .25

Service Learning Project .25

Total Minimum

Credits for Graduation 24.50

\* 8th Grade students not passing the keyboarding proficiency test must take .50 credits of Computer Applications 1.

### **ASSESSMENT RESULTS/STANDARD ALIGNMENT**

In order to align instruction to Pennsylvania's Academic Standards and assure students are meeting the benchmarks, students who do not score advanced or proficient on the PSSA examinations in mathematics or reading will be scheduled into a half-year Standards Class which will help them improve their mathematics and language arts ability so that they may score advanced or proficient on the PSSA examinations. The placement of students will be based on the following criteria:

8th grade Students scoring basic or below basic on the 7th grade PSSA examination will be scheduled into a half-year PSSA course in mathematics, language arts or both.

9th grade Students scoring basic or below basic on the 8th grade PSSA examination will be scheduled into a half-year PSSA course in mathematics, language arts or both.

10th grade Students scoring basic or below basic on the 9th grade 4Sight Benchmark examination in the spring will be scheduled into a half-year PSSA course in mathematics, language arts or both.

11th grade Students scoring basic or below basic on the 10th grade 4Sight Benchmark examination in the spring will be scheduled into a half-year PSSA course in mathematics, language arts or both.

If a student scores advanced or proficient on the PSSA examinations or on the 4Sight Benchmark testing, he/she will not be scheduled into a standards class. Students may select these courses as electives. These courses will not replace traditional math and language arts classes and will count as elective courses toward graduation requirements. 4Sight Benchmark testing will be offered in the summer allowing students an additional opportunity to test out of the standards classes.

*Exceptions:*

Special education students *with a disability in mathematics or language arts* will not be scheduled into standards classes unless otherwise indicated by their IEP.

Specific course requirements for graduation may be waived by the principal in order to facilitate student placement in standards courses.

### **COMPLETION OF A CULMINATING PROJECT**

This project is a mandatory graduation requirement. Each senior will select a topic of interest from a wide selection of subjects and proceed to exhibit competent research. Students may choose to work alone or in a group of up to three people. They are obliged to find a mentor who is knowledgeable in their field of research and who will guide and direct them to sources of information. Each student will maintain a process journal noting meetings, problems encountered, problems solved and the progress of the research. They will complete the research paper by the end of the first semester and submit it for assessment. During the second semester, students will give an oral presentation of their research to an appropriate audience. The assessment will be based on their work, their process, their product their performance. Student mentors, peers, teachers, and the students themselves will conduct assessment.

### **Strategic Planning Process**

Strategic planning preparation began in 2007. In Spring 2007, all Directors from the School Board agreed to serve on the District Strategic Planning Committee and the Supervisor of Curriculum and Instruction was appointed as the Strategic Plan Administrator. In August 2007, Report Leaders were chosen and informed of the process. The Strategic Plan Administrator attended Intermediate Unit 29 sponsored trainings regarding the eStrategic Planning website. During the August 2007 teacher in-service, all district staff and faculty received an overview of strategic planning and were encouraged to sign up for the District Strategic Planning Committee. In addition to staff, faculty, administration, and school board members, community, business, parent, and student representatives were sought through newsletter and newspaper advertisements.

By September 2007, representatives from all major stakeholders were present on the District Strategic Planning Committee, and the first meeting was held to introduce the committee to the process. During the second committee meeting, the goals for the strategic plan were chosen. As soon as the Report Leaders received the approved goals, they began their individual plans. At this point in November 2007, the Pennsylvania Department of Education granted access to the eStrategic Planning website and all Report Leaders accessed the system. All Report Leaders met with their committees beginning in January 2008. Monthly Report Leaders meetings were also held to keep everyone apprised of the process and to set timelines.

By March 2008, the Teacher Induction, Educational Technology and Professional Education Plans received approval from the District Strategic Planning Committee and the Directors. In April 2008, the Student Services plan was approved. Finally, in May 2008, the remaining Academic Standards and Assessment and Student Services plans were finalized.

Once complete, the appropriate plans were placed in Schuylkill Haven Area School District's Central Office and the Schuylkill Haven Public Library for the thirty-day review period. After all comments and revisions, the plans were submitted to the Pennsylvania Department of Education.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Amanda Grabusky	Math Teacher	Secondary School Teacher	Board of Directors
Audrey LaScala	Kindergarten Teacher	Elementary School Teacher	Board of Directors
Barbara Lord	Grade 2 Teacher	Elementary School Teacher	Board of Directors
Bernice Machamer	Local Business	Business Representative	Board of Directors
Caitlin Mohl	Middle School	Regular Education Teacher	Board of Directors
Charles Grabusky	High School Principal	Administrator	Board of Directors
Coleen Ingalzo	Foreign Language Teacher	Secondary School Teacher	Board of Directors
Crystal McGarry	Parent	Parent	Board of Directors
David Finnerty	Math Teacher	Secondary School Teacher	Board of Directors
Ed Terefencko	Social Studies Teacher	Secondary School Teacher	Board of Directors
Eileen Mayberry	Support Personnel	Community Representative	Board of Directors
Elizabeth Ciavarella	Grade 3 Teacher	Elementary School Teacher	Board of Directors
Gary Hess	Community Representative	Community Representative	Board of Directors
Gloria Evert	Elementary Guidance Counselor	Ed Specialist - School Counselor	Board of Directors
Gretchen Ulmer	Instructional Support	Elementary School Teacher	Board of Directors
Jen Hower	Parent	Parent	Board of Directors
John B. Hale	Board of Directors	Board Member	Board of Directors
John Comarnisky	Physics Teacher	Secondary School Teacher	Board of Directors
John Fehr	Board of Directors	Board Member	Board of Directors
Kathy Dautrich	English Teacher	Secondary School Teacher	Board of Directors
Kim Levan	Community Member	Community Representative	Board of Directors
Krystal Meadows	Parent	Parent	Board of Directors
Kyle Wentz	Grade 4 Teacher	Elementary School Teacher	Board of Directors
Laura Rhody	Grade 3 Teacher	Elementary School	Board of

		Teacher	Directors
Linda Berdanier	Middle School Principal	Administrator	Board of Directors
Lori Hudak	Supervisor of Curriculum and Instruction	Administrator	Board of Directors
M. Elaine Miller	Local Business	Business Representative	Board of Directors
Mark Durick	Parent	Parent	Board of Directors
Matt Horoschak	Science Teacher	Secondary School Teacher	Board of Directors
Maureen Golden	Kindergarten Teacher	Elementary School Teacher	Board of Directors
Michael Grabowski	Math Teacher	Secondary School Teacher	Board of Directors
Mike Tracey	Grade 4 Teacher	Elementary School Teacher	Board of Directors
Paul Schenk	Social Studies Teacher	Secondary School Teacher	Board of Directors
Paula Hromyak	Teacher	Middle School Teacher	Board of Directors
Rene' Reese	Elementary Center Principal	Administrator	Board of Directors
Richard Croneberger	Board of Directors	Board Member	Board of Directors
Richard J. Rada	Superintendent	Administrator	Board of Directors
Roseanne Chesakis	Parent	Parent	Board of Directors
Sandy Hess	Local Business	Business Representative	Board of Directors
Scott Hower	Parent	Parent	Board of Directors
Sue Gipe	Grade 1 Teacher	Elementary School Teacher	Board of Directors
Terri Keyworth	Business Teacher	Secondary School Teacher	Board of Directors
Tony Durick	Student	Other	Board of Directors
Walter Haas	Support Personnel	Other	Board of Directors

### **Goals, Strategies and Activities**

#### **Goal: FOUR-YEAR GRADUATION RATE**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

**Strategy: Counseling Services**

Description:

Activities:

Activity	Description	
At-risk Students	K-12 teachers will be in-serviced on at-risk students and the Student Assistance Programs in each building (elementary, middle, and high)	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/18/2008 Finish: 8/20/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will receive information about behaviors that at-risk students display and how to deal with disruptive behaviors. Educators will also learn about the Student Assistance Program in the elementary, middle, and high schools and how they function.</p>	<p>The research cited and other information that we may find will be used to evaluate current at-risk programs and to investigate new strategies.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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</p>



		standards.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Review-SAP referrals	Participant survey SAP team feedback (SAP team will provide feedback to administrators regarding student referrals and teacher participation)	

Activity	Description	
Career Guidance Software	Utilize the COIN career software to help students realize their potential and best interests so that they will continue in school until graduation	
Person Responsible	Timeline for Implementation	Resources
Thomas Orff	Start: N/A Finish: N/A	\$4,500.00

Activity	Description	
Guidance Curriculum	Update guidance curriculum k-12, including an anti-bullying program and transition strategies	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Assistance Program	Buildings will continue to refer students to the Student Assistance Program.	
Person Responsible	Timeline for Implementation	Resources
Charles Grabusky	Start: N/A	\$0.00

	Finish: N/A	
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**Strategy: Work Study Program**

*Description:*

*Activities:*

Activity	Description	
Program Design	The high school will explore work study program designs and implementation.	
Person Responsible	Timeline for Implementation	Resources
Charles Grabusky	Start: 6/9/2008 Finish: 12/1/2008	\$0.00

**Goal: MATHEMATICS**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

**Strategy: Curriculum**

*Description:*

*Activities:*

Activity	Description	
Curriculum Review	Math curriculum will be reviewed during the 2007-08 school year; changes will be implemented and monitored in 2008-2009	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/20/2007 Finish: 6/30/2009	\$0.00

**Strategy: Intervention Strategies**

*Description:* All buildings will use intervention strategies to improve student proficiency.

*Activities:*

Activity	Description	
After-school tutoring	Elementary and middle school students will receive after-school tutoring in mathematics, language arts, and science. Compass Learning or other equivalent software may be used in the programs.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$25,000.00

Activity	Description	
Remedial and enrichment instruction	All buildings will offer remediation and enrichment for students	
Person Responsible	Timeline for Implementation	Resources

	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
Remedial and enrichment training	All buildings will offer teacher training for diverse learners, especially gifted and ESL students	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/19/2008 Finish: 8/15/2017	\$0.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1	2	50
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Schuylkill Haven Area School District; Intermediate Unit 29	School Entity Intermediate Unit	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will build upon their knowledge of diverse learners. They will learn new strategies on how to differentiate instruction for students, especially ESL and gifted students.	Student achievement research will be used for remedial and enrichment instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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</p>
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		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.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
Classroom teachers Principals / asst. principals	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Creating lessons to meet varied student learning styles	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans	

<b>Activity</b>	<b>Description</b>	
Technology-based interventions	All buildings will explore possible technology-based interventions. Teachers will be exposed to the interventions offered.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: 8/20/2008 Finish: 8/21/2013	\$0.00

**Strategy: Professional Development**

Description:

Activities:

Activity	Description	
Data-driven instruction	Faculty will continue to be in-serviced on data-driven instruction.	
Person Responsible	Timeline for Implementation	Resources
	Start: 8/21/2008 Finish: 1/17/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	9	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and teachers will use their building-specific data to improve mathematics instruction and achievement.	Current research on mathematics teaching combined with current data will be used to improve the existing mathematics curriculum and instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>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> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</p>

		Empowers leaders to create a <u>culture of teaching and learning</u> , with an emphasis on learning.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Mathematics
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
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	Student PSSA data Standardized student assessment data other than the PSSA	

<b>Activity</b>	<b>Description</b>	
Differentiated Learning	All faculty will continue to receive differentiated learning professional development.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: 8/21/2008 Finish: 8/19/2010	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	1	60
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Schuylkill Haven Area School District	School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn more about differentiating instruction to meet the needs of diverse learners.	Brain-based learning and other differentiated research will be used to focus on student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
Classroom teachers Principals / asst. principals Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Mathematics
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		

**Goal: READING**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

**Strategy: Curriculum**

*Description:* Reading curriculum will be revised as per the district curriculum cycle.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Curriculum review	The Language Arts curriculum will be reviewed, with an emphasis on reading instruction, as per the curriculum review cycle.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: N/A Finish: N/A	\$0.00

**Strategy: Intervention Strategies**

*Description:* All buildings will use intervention strategies to improve student proficiency.

*Activities:*

<b>Activity</b>	<b>Description</b>	
After-school tutoring	Elementary and middle school students will receive after-school tutoring in mathematics, language arts, and science. Compass Learning or other equivalent software may be used in the programs.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Remedial and enrichment instruction	All buildings will offer remediation and enrichment for students	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: 8/19/2008 Finish: 8/1/2017	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	2	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Schuylkill Haven Area School District; Intermediate Unit 29	School Entity Intermediate Unit	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will build upon their knowledge of diverse learners. They will learn new strategies on how to differentiate instruction for	Student achievement research and brain-based learning will be used for remedial and enrichment instruction.	<i>For classroom teachers, school counselors and education specialists:</i>  Increases the educator's <u>teaching skills</u> based on



<p>students, especially ESL and gifted students.</p>		<p>research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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.</p> <p>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</p> <p>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<p>Classroom teachers Principals / asst. principals</p>	<p>Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)</p>	<p>Reading, Writing, Speaking &amp; Listening Science and Technology Arts &amp; Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography</p>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<p>Creating lessons to meet varied student</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional</p>

learning styles	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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Activity	Description	
Technology-based interventions	All buildings will explore possible technology-based interventions. Teachers will be exposed to the interventions offered.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/20/2008 Finish: 8/21/2013	\$0.00

**Strategy: Professional Development**

*Description:*

*Activities:*

Activity	Description	
Data-driven instruction	Faculty will continue to be in-serviced on data-driven instruction.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 9/16/2008 Finish: 2/19/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	9	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and faculty will use their building-specific data to improve reading instruction and achievement.	Current research on reading combined with current assessment data will be used to improve the existing reading curriculum and instruction.	<i>For classroom teachers, school counselors and education specialists:</i>  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

		<p>decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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.</p> <p>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</p> <p>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
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**Educator Groups Which Will Participate in this Activity**

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

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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	Student PSSA data Standardized student assessment data other than the PSSA

Activity	Description	
Differentiated Learning	All faculty will continue to receive differentiated learning professional development.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn more about differentiating instruction to meet the needs of diverse learners.	Brain-based learning and other differentiated research will be used to focus on student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
Classroom teachers Principals / asst. principals Other educational	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)	Reading, Writing, Speaking & Listening

specialists	High school (grades 9-12)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
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		

**Goal: SCIENCE**

*Description:* All students will demonstrate progress on the Science Pennsylvania System of School Assessment (PSSA).

**Strategy: Curriculum**

*Description:* Science curriculum will be revised as per the district curriculum cycle.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Curriculum review	The Science curriculum will be reviewed, with an emphasis on those topics covered in the Pennsylvania System of School Assessment, as per the curriculum review cycle.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: N/A Finish: N/A	\$0.00

**Strategy: Intervention Strategies**

*Description:* All buildings will use intervention strategies to improve student proficiency.

*Activities:*

<b>Activity</b>	<b>Description</b>	
After-school tutoring	Elementary and middle school students will receive after-school tutoring in mathematics, language arts, and science. Compass Learning or other equivalent software may be used in the programs.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Remedial and enrichment instruction	All buildings will offer remediation and enrichment for students	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 3/4/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity Intermediate Unit	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will build upon their knowledge of diverse learners. They will learn new strategies on how to differentiate instruction for students, especially ESL and gifted students.</p>	<p>Student achievement research will be used for remedial and enrichment instruction.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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.</p> <p>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>,</p>

		with an emphasis on learning.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
Classroom teachers Principals / asst. principals	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Science and Technology Environment and Ecology
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
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	Review of participant lesson plans	

Activity	Description	
Technology-based interventions	All buildings will explore possible technology-based interventions.	
Person Responsible	Timeline for Implementation	Resources
	Start: N/A Finish: N/A	\$0.00

**Strategy: Professional Development**

*Description:*

*Activities:*

Activity	Description	
Data-driven instruction	Faculty will continue to be in-serviced on data-driven instruction.	
Person Responsible	Timeline for Implementation	Resources
	Start: 9/16/2008 Finish: 2/19/2013	\$0.00
<b>Professional Development Activity Information</b>		
Number of Hours Per	Total Number of	Estimated Number of Participants

Session	Sessions Per School Year	Per Year
1	9	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and teachers will use their building-specific data to improve science instruction and achievement.	Current research in the field of science combined with current data will be used to improve the existing science curriculum and instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>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> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)	Science and Technology Environment and Ecology



Other educational specialists	High school (grades 9-12)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
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	Student PSSA data Standardized student assessment data other than the PSSA	

<b>Activity</b>	<b>Description</b>	
Differentiated Learning	All faculty will continue to receive differentiated learning professional development.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: 8/21/2008 Finish: 8/16/2013	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	1	60
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Schuylkill Haven Area School District	School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will learn more about differentiating instruction to meet the needs of diverse learners.	Brain-based learning and other differentiated research will be used to focus on student learning.	<i>For classroom teachers, school counselors and education specialists:</i>  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> <p>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
Classroom teachers Principals / asst. principals Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Science and Technology Environment and Ecology
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		

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

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

**Strategy: Access Resources**

*Description:* All buildings will access resources available to increase attendance, including but not limited to, home visits, truancy officer and guidance counselor involvement, communication/collaboration with school nurse/health technicians, utilization of human service resources, and School Reach.

*Activities:*

Activity	Description	
Monitor student attendance	Utilize truancy officer and staff to monitor students attendance on a daily basis	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

**Strategy: Incentives**

*Description:* All buildings will explore the use of incentives for increased student attendance.

*Activities:*

Activity	Description	
Reward good student attendance	Increase frequency of rewards for good student attendance	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

**Strategy: Parent Partnerships**

Description:

Activities:

Activity	Description	
Parent Involvement	Elementary center and middle school teachers will continue to receive information about effective parent-involvement practices.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and faculty will explore parent involvement programs.	Best practice models will be used to investigate parent involvement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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.</p>
Educator Groups Which Will Participate in this Activity		

<b>Role</b>	<b>Grade Level</b>	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Building meetings	Parent Involvement (Increases in and the quality of parent involvement will be examined.)	

<b>Activity</b>	<b>Description</b>	
Prevention Programs	Middle and high school faculty will continue to receive information about truancy laws and policies and effective school-based prevention programs to improve student attendance.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	1	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Schuylkill Haven Area School District	School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
High school faculty will become better informed about truancy laws and effective programs to improve student attendance.	Best practices and exemplary programs will be explored and discussed for possible implementation in the high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills</p>

		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.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	High school (grades 9-12)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Building meetings	Student Attendance (Student attendance data will be used.)	

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

*Description:* All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

**Strategy: Access Resources**

*Description:* All buildings will access resources available to increase participation in PSSAs, including but not limited to, home visits, truancy officer and guidance counselor involvement, communication/collaboration with school nurse/health technicians, utilization of human service resources, and School Reach.

*Activities:*

Activity	Description	
Monitor student attendance	Utilize truancy officer and staff to monitor students attendance on a daily basis	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

**Strategy: Incentives**

*Description:* All buildings will explore the use of incentives for student participation in standardized testing.

*Activities:*

Activity	Description	
Monitor student attendance	Increase frequency of rewards for good student attendance	
Person Responsible	Timeline for Implementation	Resources

Not Currently Assigned	Start: N/A Finish: N/A	\$0.00
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**Strategy: Parent Partnerships**

Description:

Activities:

Activity	Description	
Parent Partnerships	Elementary center and middle school teachers will continue to receive information about effective parent-involvement practices.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/21/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and faculty will explore parent involvement programs.	Best practice models will be used to investigate parent involvement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>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.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
Classroom teachers	Early childhood (preK-grade 3)	

Principals / asst. principals School counselors Other educational specialists	Middle (grades 6-8) Elementary (grades 2-5)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Building meetings	Parent Involvement (Increases in and the quality of parent involvement will be examined.)	

<b>Activity</b>	<b>Description</b>	
Prevention Programs	Middle and high school faculty will continue to receive information about truancy laws and policies and effective school-based prevention programs to improve student attendance.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	1	50
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Schuylkill Haven Area School District	School Entity	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
High school faculty will become better informed about truancy laws and effective programs to improve student attendance.	Best practices and exemplary programs will be explored and discussed for possible implementation in the high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff</p>

		professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	High school (grades 9-12)	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
Building meetings	Student Attendance (Student attendance data will be used.)	

**Strategy: Remediation and Preparation Through Technology**

*Description:* All buildings will explore the use of, or continue using, both PSSA preparation/benchmarking software and any necessary remediation software needed to support student improvement and AYP progress.

*Activities:*

Activity	Description	
Benchmark Testing	Utilize available benchmark testing software, such as 4Sight, to better focus students' education on concepts that they do not understand or need improvement on.	
Person Responsible	Timeline for Implementation	Resources
Thomas Orff	Start: N/A Finish: N/A	\$19,500.00

**Measurable Annual Improvement Targets**

Annual Targets

- Performance on standardized testing is based on the following indicators, outlined in the Pennsylvania Accountability System:
  - Achievement in reading and mathematics
  - 95% test participation
  - Improvement in student attendance, K-8
  - Improvement in four-year graduation rate, secondary schools
- Based on the Adequate Yearly Progress Goals, Schuylkill Haven Area School District uses the Pennsylvania Accountability System to determine achievement and demonstrate progress. AYP Goals from 2008 through 2014 are as follows:



<b>Year</b>	<b>2008-10</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Percent <i>Proficient in Reading</i>	63	72	81	91	100
Percent <i>Proficient in Math</i>	56	67	78	89	100

Annual Improvement

- Schuylkill Haven Area School District believes data generated from assessments can guide and improve curriculum and instruction. School district personnel will conduct an analysis of data from commercial, state, district, and classroom assessments. Although each assessment instrument yields different data, the general review process is as follows:
  - At the beginning of each school year, students in grades 3, 4, 5, 6, 7, 8, and 11 will be given a pre-assessment (e.g. 4Sight) to measure their proficiency of the approved state academic standards at each representative grade level.
  - Academic departments in each building, in conjunction with the Supervisor of Curriculum and other district personnel, will select instructional goal areas for improvement for the succeeding school year and identify individual students who need additional support in order to meet the standards.
  - District administration and subject area curriculum staff will assist teachers in finding support materials and research driven instructional techniques to enhance the instructional program in the goal areas.
  - Classroom teachers will develop assessments to be used in the classroom, which will be used to monitor and document student progress toward mastery of the standards.
  - At several points in the academic year prior to the administration of the PSSAs, students will be reassessed using commercial (e.g. 4Sight) and district assessments. Students not on target to meet standards may receive remediation as follows:

<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Recommendation for remedial reading and/or math	Remediation during extended learning time	Remediation assigned during activity period
Recommendation for Instructional Support (IST)	Students' academic needs will be targeted based on assessment results	Students' academic needs will be targeted based on assessment results
Teachers and programs will target individual needs	Recommendation for IST through grade 6	Standards course assigned to students based on need

In addition to the specific remedial options above, the following activities may also be used to improve student achievement:

- Utilization of state- and district-generated rubrics to guide instruction
- Frequent professional development opportunities for faculty and staff on standards and student assessment
- Workshops on standards-based topics
- Standards-based website(s) available to teachers, parents, students
- Differentiated instruction on reading strategies K through 6
- Instructional strategies that promote higher level thinking and problem solving skills
- Multiple opportunities for students to engage in open-ended tasks in all content areas
- Curricula modified to address areas of academic weakness

## **Curriculum, Instruction and Instructional Materials**

### Curriculum

Schuylkill Haven Area School District believes that we should empower teachers to align their curricula to the standards. Beginning in the first year of their curriculum cycle, those subjects and teachers available for review begin to analyze the standards, their instructional practices, and their teaching materials to find the strengths and weaknesses of the courses. Teachers then evaluate available textbooks and materials to see how they align to the standards. Once selections are made (if applicable), the Board of Directors reviews and approves the texts. The second year of the curriculum cycle then begins. During this year, teachers implement any changes to their courses with administrators monitoring the changes. By mid-year, teachers begin to write curriculum under the guidance of the Supervisor of Curriculum and Instruction. First, teachers create curriculum maps. After discussion and evaluation of the maps, teachers then create their Planned Course documents. Upon completion, these documents are given to the Board of Directors for their approval and the documents become available for the public.

### Instruction

Schuylkill Haven Area School Districts utilizes the Pennsylvania Academic Standards to create effective instruction in the classroom and align curriculum throughout the district. Standards-based objectives on weekly lesson plans are generated by teachers to maximize learning during instructional time. Lesson plan templates incorporating Pennsylvania Academic Standards are available to guide preparation. Teachers are encouraged to differentiate instruction to best meet the needs of all students in the classroom. Opportunities are provided to instructional staff to develop effective teaching practices through district sponsored in-service time, shared instructional planning time, and professional development options.

### Instructional Materials

Schuylkill Haven Area School District incorporates various educational materials into the curriculum. Textbooks and supplementary materials must follow a rigorous approval process as outlined in the curriculum cycle. The materials chosen in the process are aligned to the academic standards and incorporate innovative instructional practices into the prescribed course. Instructional materials are kept up-to-date through the frequent revision process provided by the curriculum cycle.

## **Assessments and Public Reporting**

### Assessments

Schuylkill Haven Area School District believes all assessment strategies should fundamentally provide authentic and meaningful measurement of student achievement, as well as guide curriculum and instruction in the most effective and purposeful direction. Student assessment will provide summary information to the teacher, parents, and school community regarding the educational growth of the student and the achievement of academic standards.

Multiple assessment procedures are utilized by Schuylkill Haven School District to provide a wide spectrum of opportunities for students to demonstrate achievement. The assessments include, but are not limited to, standardized, norm-referenced tests, kindergarten screening instruments, planned/prescribed course assessments, teacher-generated assessments, and non-traditional forms of assessments, such as projects, essays, and reports.

The following standardized assessments may be administered in the District:

- Murphy Durrell Reading (First Grade)
- Kuder General Interest Survey (Seventh Grade)
- Terra Nova Achievement Test (Kindergarten, First, and Second Grade)
- In View Ability Test (Second Grade)

DIBELS (Kindergarten, First, and Second Grade)  
ACT—Reading, Math, Science, Verbal (Eleventh and Twelfth Grade)  
PSAT—Verbal and Math (Tenth Grade)  
ASVAB (Eleventh Grade)  
SAT—Verbal and Math (Tenth, Eleventh, and Twelfth Grade)  
NOCTI (Vo-Tech)

### Public Reporting

Parents/Guardians are notified of students' performance on standardized assessments, such as the PSSA, when the results are made available. Correspondence regarding school district issues from school to home may be made via letters, Schuylkill Haven Area School District Website, eSchoolbook, and/or phone messages. Information, such as district performance on statewide assessments, may be communicated through any/all of the above stated methods, as well as the PDE website and/or local publications.

### **Targeted Assistance For Struggling Students**

Schuylkill Haven Area School District recognizes that all students are unique. Various components play a role in the development of each child. To ensure every student is striving to meet his or her academic potential, identification, remedial, and enrichment programs are in place within the district.

Schuylkill Haven Area Elementary students begin their education with a screening to determine if the child is ready to begin kindergarten and the best instructional setting. As a child progresses through the elementary school, standardized and curriculum based assessments are given to ensure the students are developing skills parallel to the academic standards set forth by the State of Pennsylvania. If a child does not achieve a proficient level, he or she can be further assessed through diagnostic tools including, but not limited to:

D.I.B.E.L.S.  
I.S.T.  
Progress Monitoring  
S.A.P  
Special Education Referral  
Curriculum-based Assessments  
4Sight

Remediation programs are available at the elementary, middle, and high school levels for students who benefit from additional instructional time and alternative instructional practices. Title I services are available the elementary level. An after school tutoring program is led by highly qualified teachers to promote positive study and homework practices, as well as teach critical social skills to students who may otherwise not be afforded such an opportunity. Hurricane Helpers is a program in place at the Schuylkill Haven Area Middle School that pairs 7<sup>th</sup> grade students with 5<sup>th</sup> grade students to provide in-school tutoring and homework assistance during the extended learning time at the end of the school day. The implementation of this program will be explored at the elementary level. Both the elementary and middle school employ a school-wide calendar system which encourages communication between school and home, and keeps parents and guardians updated on their child's academic and behavioral development. 4Sight Assessments are utilized at elementary, middle, and high school levels to provide the most efficient and effective instruction to students. The high school is currently exploring different intervention options to help students succeed.

The District acknowledges that many variables influence the level of student achievement. A breakfast and wellness program is in place to promote healthy eating habits and further enhance the learning experience. The elementary, middle, and high school are staffed with guidance counselors, available to aid students academically, socially, and emotionally. Outside services

are available to students through a S.A.P. referral or at a parental request. Alternative education placements are also considered if the need arises.

## **Support for Struggling Schools**

Schuylkill Haven Area School District continues to meet Adequate Yearly Progress (AYP) goals as set forth by the Pennsylvania Department of Education (PDE). To maintain a proactive and tactical position, a contingency plan has been created based on the accountability guidelines developed by PDE. The following procedures may be implemented should the district or an individual school within the district fail to meet AYP:

As per PDE, the school/district would be assigned a warning for the first year that AYP was not met.

- The individual school would review and analyze data to determine area(s) of weakness and address those areas through remediation, curricular adjustments, differentiated teaching methods, or other appropriate measures.

Should the school/district fail to meet AYP for two to three consecutive years, a District Improvement designation would be assigned by the state. Schuylkill Haven Area School District would address the causes for this failure to meet AYP, as per PDE, and additionally develop a written plan with specific strategies for improvement at the grade, building, and district levels.

Schuylkill Haven Area School District would explore the prescribed methods for improvement, including *Getting Results!* and *Leading for Learning*.

Should the school/district fail to meet AYP for more than three years, Schuylkill Haven Area School District will consider the formation of committees to address the area(s) not meeting AYP, target specific strategies to improve achievement, and open lines of communication with PDE to explore options to improve progress.

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

The Schuylkill Haven Area School District hires Pennsylvania Certified teachers so that all teachers are Highly Qualified. Once hired, the district encourages professional development for teachers. First, all teachers participate in an induction program that encourages interaction with a mentor, refreshers on current teaching topics, and introduction to district policies. To encourage growth and to provide immediate feedback, all new teachers are observed four times by district administration. Tenured teachers are observed at least one to two times in order to maintain innovative practices in the classroom. All teachers participate in nine in-service days throughout the year. In-service days are planned based on teacher feedback; legal updates; instructional and curricular needs identified through assessment data and teacher observation; and through Pennsylvania initiatives. Teachers are also encouraged to attend workshops throughout the year sponsored by intermediate units, the Pennsylvania Department of Education, universities, and professional organizations. The current course reimbursement plan also supports those teachers seeking professional development through university coursework. The Schuylkill Haven Area School District believes that education should be ongoing and promote life-long learning practices for all professional staff.

Administrators in the district participate in professional development offered via the Pennsylvania Department of Education, intermediate units, universities, and professional organizations. In addition, administrative attendance at organizational conferences and Governor's Institutes is frequent. Monthly administrative meetings help administrators to identify professional development needs and to set goals. Constant interaction among the administrative team and Board of Directors allows for feedback, identification of areas of need, and frequent updates on progress.

## **Parent and Community Participation**

The Schuylkill Haven Area School District acknowledges the importance of positive interactions between school and community, as well as the critical need for parental support within the academic environment. To best facilitate these relationships, the following programs/activities are incorporated into the schools:

- PTO (monthly meetings)
- Annual Open House
- Parent/Teacher Conferences
- New Student Orientation
- Kindergarten Parent Meeting Night
- eSchoolbook
- Monthly/Seasonal Newsletter
- Calendar/Agenda System
- Read Across America (Elementary School)
- Family Fun Night (Elementary School)
- Family Reading Festival (Elementary School)
- Science Showcase (Elementary School)
- Title I Parent Educational Meetings (Elementary School)
- Fun Day (Elementary and Middle Schools)
- Track and Field Day (Middle and High Schools)
- Homework Helpline (Elementary and Middle Schools)
- District Committees (Parental Membership)
- Student-Parent Handbook
- Spring Fair (High School)
- Penn State Courses (High School)
- Community Presentations (High School)
- Community Field Trips/Cultural Experiences
- YES Program (High School)
- College Visits (High School)
- Academic Competitions
- Veterans Visitors
- Student Productions

The implementation of the following programs/activities will be explored, based on district-wide input and needs assessments:

- Vocational Trips
- Career Fair/Career Day
- Program to screen and train parent volunteers
- Ongoing Parent Education Programs focusing on
  - o special education, community resources, transition services, effective parenting techniques/strategies
- Back to School Night (parents follow students' schedules)
- Incentives for parents to attend school functions
- Alumni Day for Junior and Seniors
- S.H.A.S.D. Alumni available to discuss and advise students on future plans and possible career opportunities

## **Pre-Kindergarten Transition**

### Pre-Kindergarten Transition

Schuylkill Haven Area School District does not offer Pre-K.

### Transitional Programs

Schuylkill Haven Area School District recognizes that it is imperative to students' success to promote a positive relationship with local pre-schools. Schuylkill Haven Area Elementary kindergarten teachers annually meet with the local pre-schools to discuss how to make the transition from pre-school to kindergarten run smoothly, address topics pertinent to pre-school age children (readiness skills, occupational therapy, pencil grip, phonics, etc.), discuss the current instructional series used, and identify the necessary skills for incoming kindergarten students. Kindergarten teachers at Schuylkill Haven Elementary also open their classroom doors to pre-schools wishing to visit for a day and offer a sample lesson for the children in attendance. Recognizing that all pre-schools are not able to attend during the school day, the kindergarten classrooms at Schuylkill Haven Elementary also hold an evening session for the parents of prospective kindergarten students to discuss the screening process, the determination of placement (regular and developmental kindergarten), and provide an overview of the curriculum.

### Kindergarten Screening

Each child goes through 4 sessions during the screening process:

- Speech
- Hearing
- Vision
- Readiness

Utilizing standardized assessment measures, an appropriate educational placement is determined. Children of kindergarten age are recommended to attend regular kindergarten or development kindergarten based on the results of the screening process.

### Developmental Kindergarten

Schuylkill Haven Area School District offers a developmental kindergarten for children of kindergarten age who are not ready socially and/or academically for the structure and demands of the regular kindergarten curriculum. The readiness portion of the screening process usually guides the placement of students, taking into consideration the child's ability to sit still and stay focused during the screening. Students recommended for the developmental kindergarten are exposed to more gross motor skills, as opposed to fine motor skills, have smaller class size with an instructional aide, move through the curriculum at a slower pace, and have more individualized instruction. To ensure kindergarten students have been placed in the most appropriate and beneficial setting, teachers, instructional aides, guidance counselors, and administrators meet after the first six weeks of school to reassess the placement of all students in developmental kindergarten, regular kindergarten, and transitional first grade.

## **Utilization of Resources and Coordination of Services**

<b>Service or Resource</b>	<b>Comment or Reflection</b>
Schuylkill County Intermediate Unit	A variety of resources are available.
Access Services	Behavioral Health Rehabilitation Services
Good Samaritan Center for Counseling Services	Individual, family, and group counseling
Pottsville Hospital	High Intensity Treatment and Interventions
Schuylkill County Children and Youth Services	
Big Brothers/Big Sisters of Schuylkill County	
Juvenile Probation Department	
Schuylkill County Mental Health/Mental	

Retardation	
Pennsylvania Department of Health	
Rape and Victim Assistance Center of Schuylkill County	Clinic services, home visits for teaching and health education
Providence Community Services of Pennsylvania	Behavioral Health Rehabilitation Services
Childrens Interagency Team (CASSP)	
Pottsville Behavioral Counseling Group	
KidsPeace	
The Redco Group	Behavioral Health Rehabilitation Services
Children's Case Management Services (MHMR)	
Guidance classes K-4	Elementary Center
Individual and Group counseling	Elementary, Middle and High School
School Nurse	Elementary, Middle and High School
Student Assistance Team	Elementary, Middle and High School
Truancy Officer	Elementary, Middle and High School
Psychologist	Elementary, Middle and High School, through the intermediate unit
Guidance Counselors	Elementary, Middle and High School
Guidance Classes, 7th grade	Middle School
Guidance Classes, 8th grade	High School
Wellness Program	Elementary, Middle and High School

## Signatures

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature  
School Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
Chief School Administrator

\_\_\_\_\_  
Date