
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Friday, August 14, 2009

Entity: Huntingdon Area SD
Address: 2400 Cassady Ave Ste 2
Huntingdon, PA 16652-2618

Educational Community

Huntingdon Area School District Organization

The organizational structure of the Huntingdon Area School District is as follows:

Elementary level (Grades K-5: Primary Grades K-2, Intermediate Grades 3-5)

Middle School (Grades 6-8)

High School (Grades 9-12)

The planned courses of instruction and assessment programs are aligned to the state requirements for our primary, intermediate, middle and high school students. The state and district benchmarks and local assessments have been developed or adopted to mirror the Pennsylvania Academic Standards, Eligible Content and Assessment Anchors. Monitoring of the programs and the data analysis of the programs is done at each grade level. This information will be contained in each school's portfolio as described in our district's action plan for assessment.

Mission

Through the leadership of the Strategic Planning Committee and the High School's Project 720 reform efforts, the Huntingdon Area School District has revised the mission statement to more concisely reflect its purpose. The mission statement of the Huntingdon Area School District is as follows:

Working together to inspire students to become lifelong learners and productive global citizens

Vision

The Vision statement was a result of the Strategic Planning Committee, consisting of Administrators, Students, Parents, and Faculty of the Huntingdon Area School District.

Our Vision Statement:

Every day, all students are challenged to develop their full potential and experience success, leaving school inspired and eager to return the next day.

Shared Values

The core values that will permit the Huntingdon Area School District to achieve its mission are as follows: **Safety, Respect, Collaboration, and Empowerment**. In addition, the following Strategic Policies will support the organizational goals:

1. Keep students at the center of decision-making.
2. Adhere to the Strategic Planning Process.
3. Not tolerate any behavior which demeans the dignity or respect of an individual.
4. Expect quality work and continuous improvement from all.
5. Expect teamwork, collaboration and problem solving.
6. Solicit input from the stakeholders when making decisions.
7. Promote risk-taking in support of quality goals.

8. Ensure that resources are managed in a prudent and cost effective manner.
9. Monitor and adjust programs based on data and input.

Academic Standards

The academic standards for student achievement have been adopted from the Pennsylvania Academic Standards as found in section 4.12 of 22 Pa. Code.

Strategic Planning Process

In September 2005, the Huntingdon Area School District began the process of identifying individuals that would like to serve as members of the strategic planning steering committee or as action team members. The community was invited to participate in the process through articles in the local newspaper, The Daily News. Educators, curriculum leaders, staff members and students were informed of the process through district-wide letters and e-mails. All interested individuals became part of the steering committee and action teams. The facilitator for the strategic plan was identified as the assistant superintendent.

The strategic planning steering committee scheduled several meetings during the 2005-2006 school year to review the goals, mission statement, vision statement, values, assessment data and future action areas. Committee members volunteered to serve as facilitators to recruit members from the staff and the community to serve on their action teams, to develop appropriate action plans, and to commit the time and energy to ensure the completion of each action step. Throughout the 2005-2006 school year, action teams met and developed plans for the years 2006-2012. As the action plans were being developed, updates were presented and feedback collected during the strategic planning meetings.

On August 31, 2006, all plans were presented to the strategic planning committee for final approval. Copies of the Chapter 4 Educational Strategic Plan, Professional Development Plan, Induction Plan, and Technology Plan were published on the school district webpage for community review prior to this meeting. The entire plan was presented to the Huntingdon Area School Board on Monday, September 11, 2006, and received final approval at the regularly scheduled meeting on Monday, September 18, 2006. This plan is available for review in the district office, principals' offices, all school libraries, and the school district webpage, www.huntsd.org.

On January 27, 2009, a Strategic Planning meeting was held in the High School Library to initiate the mid-point review process. At this meeting, the Mission, Vision and Values documents were shared with the group. After a thorough discussion, a consensus was reached that these documents remain relevant and continue to provide direction for the continuous improvement of the school district. The school district Annual Report Card, as required by NCLB, was presented, and all buildings across the district were recognized for making Adequate Yearly Progress (AYP). The leaders of the ten strategic planning committees reported on their progress to date and invited interested attendees to join their committees as they develop plans for the next several years. The committees will continue to meet throughout the next several months to develop that plans for presentation at the next Strategic Planning meeting.

A Strategic Planning meeting was held on March 4, 2009, to address the needs of the Gifted Education program of the district. At this meeting, the process was initiated to identify high-priority goals and activities for the continuous improvement of the Gifted Program. The Gifted Education requirements identified in Chapter 16 were presented, along with the district's Gifted Education Guidelines. The existing Gifted Education Program, K-12, was presented to provide background information for making informed decisions regarding areas of need. Based on the input from the committee, priorities began to emerge. Also, a survey would be distributed to

parents of gifted students and the students participating in the Gifted Education program. These results would be shared at the next scheduled meeting.

On May 5, 2009, the Strategic Planning Committee met to review the survey results and identify goals and action plans. The survey results indicated a high degree of satisfaction with the program, but there is a need to improve communication with parents. The following items were identified as action items for the Strategic Plan: review of the Gifted Education Guidelines, compliance training for staff, more frequent parent meetings, publication of Gifted Education program documents, updating of assessment materials, and differentiated instruction professional development. These items were approved, by consensus, and will be included as a component of the mid-point review.

A Strategic Planning meeting was held on August 13, 2009, to provide an opportunity for public comment and review. Each committee leader presented a progress report and described planned activities for continuing the development of educational programs that meet the needs of all students. Community members, parents, administrators, teachers and school board members provided feedback regarding the various parts of the plan. The Strategic Plan Midpoint Review will be presented to the School Board for final review on August 17, 2009, and a copy will be posted on the school district's webpage. In addition, copies of the plan will be available in all school district buildings and the Huntingdon County Library to provide the opportunity for community input. The Strategic Plan Midpoint Review will be approved by the School Board at their September meeting.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adams, Jill	Huntingdon Area School District	Administrator	School Board
Ballreich, Ilona	Resident	Parent	Director of Elem Ed
Berger, Dan	TIU 11	Community Representative	Assistant Superintendent
Berger, David	Huntingdon Area SD	Board Member	School Board
Bilich, Jon	Huntingdon Area School District	Ed Specialist - School Counselor	Director of Elem Ed
Border, Maria	Resident	Parent	Strategic Planning Committee
Buzminsky, David	Huntingdon Area School District	Ed Specialist - School Psychologist	Director of Student Services
Campopiano, Karen	Resident	Parent	Director of Elem Ed
Centi, Lori	Resident	Parent	Director of Elem Ed
Clampet, Adam	Resident	Business Representative	Strategic Planning Committee
Clapper, Elana	Huntingdon Area School District	Elementary School Teacher	Teachers
Cominskie, Brianna	Huntingdon Area SD	Other	High School Principal
Cook-Hoffman, Celia	Resident	Parent	Director of Elem Ed
Coppes, Jeff	Huntingdon Area School District	Administrator	School Board

Corbin, Bradley	Huntingdon Area School District	Other	High School Principal
Csoman, Kati	Resident	Parent	Director of Elem Ed
Cunningham, Alison	Huntingdon Area School District	Elementary School Teacher	Director of Elem Ed
Cunningham, Doug	Resident	Parent	Director of Elem Ed
Dell, Linda	Tuscarora Intermediate Unit	Other	Student Services Director
Eichelberger, Scott	High School	Secondary School Teacher	High School Principal
Escuadro, Joie	Resident	Parent	Director of Elementary Ed
Feagley, April	Resident	Parent	Director of Elem Ed
Frehn, Sally	Standing Stone Elementary	Elementary School Teacher	Director of Elementary Education
Groenendael, Denson	Resident	Other	Director of Elem Ed
Gustafson, Margret	Resident	Community Representative	Director of Elem Ed
Harrington, Kelly	Huntingdon Area School District	Other	High School Principal
Hawbaker, Theresa	Resident	Parent	Strategic Planning Committee
Hinton, Martha	Huntingdon Area School District	Elementary School Teacher	Director of Elem Ed
Honstine, Mike	Huntingdon Area SD	Board Member	School Board
Hosler, Jay	Resident	Parent	Director of Elem Ed
Hosler, Lisa	Resident	Parent	director of Elem Ed
Houck, Renee	Resident	Parent	Strategic Planning Committee
Hsing, Rachael	Resident	Parent	Assistant Superintendent
Hunter, Patricia	Resident	Parent	Director of Elem Ed
Isenberg, Donna	Huntingdon Area School District	Board Member	School Board
Kaylor, Sally	High School	Secondary School Teacher	High School Principal
Kearns, Karl	Huntingdon Area SD	Other	High School Principal
Kiratzis, Edie	Resident	Parent	Strategic Planning Committee
Knepp, Fran	Huntingdon Area School District	Special Education Teacher	Teachers
Kurtz, Sylvia	Huntingdon Area School District	Secondary School Teacher	High School Principal
Laird, Kammy	Huntingdon Area School District	Ed Specialist - Instructional Technology	Educational Specialist
Lehmann, Carolyn	Resident	Parent	Strategic Planning Committee
Lehmann, David	Resident	Parent	Strategic Planning

			Committee
Long, Ronald	Huntingdon Area SD	Board Member	School Board
McCarty, Kaity	Huntingdon Area School District	Other	High School Principal
McKeller, Mark	Resident	Parent	Director of Elem Ed
McLaughlin, Laurie	Resident	Parent	Strategic Planning Committee
McMath, Stacey	High School	Secondary School Teacher	Teachers
McNitt, Peg	Huntingdon Area SD	Administrator	Superintendent
Metzgar, Janice	Huntingdon Area SD	Board Member	School Board
Miles, Jeff	Huntingdon Area School District	Administrator	School Board
Miller, Stephanie	Huntingdon Area SD	Other	Strategic Planning Committee
Moore, Brad	Huntingdon Area School District	Elementary School Teacher	Director of Elem Ed
Moore, Melissa	Huntingdon Area School District	Secondary School Teacher	Superintendent
Myers, Dave	Huntingdon Area School District	Administrator	School Board
Nead, Brenda	Resident	Parent	Director of Elem Ed
Nead, Dan	Resident	Parent	Director of Elem Ed
Patrick, Chris	Huntingdon Area School District	Other	Superintendent
Payne, Nick	Middle School	Middle School Teacher	Middle School Principal
Pelko, Brian	Huntingdon Area School District	Administrator	School Board
Petersen, Tammy	Huntingdon Area School District	Board Member	School Board
Post, Aubrey	Standing Stone Elementary	Elementary School Teacher	Director of Elementary Education
Powers, Sean	Middle School	Administrator	School Board
Reif, Denny	Huntingdon Area SD	Board Member	School Board
Riley, Deborah	Jackson Miller Elementary	Elementary School Teacher	Teachers
Ritchey, Cindy	Standing Stone Elementary	Elementary School Teacher	Director of Elementary Education
Ritchey, David	Huntingdon Area SD	Other	Strategic Planning Committee
Ritchey, Sarah	Huntingdon Area SD	Other	Strategic Planning Committee
Rosenberger, Peter	Huntingdon Area School District	Other	High School Principal
Rothstein, Peter	Huntingdon Area SD	Board Member	School Board
Rotruck, Kathy	Huntingdon Area School District	Middle School Teacher	Middle School Principal

Scialabba, Richard	Huntingdon Area SD	Board Member	School Board
Shelow, Nancy	Middle School	Middle School Teacher	Assistant Superintendent
Sliver, Julie	Resident	Parent	Director of Elem Ed
Sliver, Steve	Resident	Parent	Director of Elem Ed
Sloan, David	Huntingdon Area SD	Other	Strategic Planning Committee
Sloan, Jack	Huntingdon Area SD	Community Representative	Strategic Planning Committee
Snare, Tom	Middle School	Middle School Teacher	Middle School Principal
Socie, Andy	Huntingdon Area School District	Administrator	Superintendent
Stenson, Kathy	Resident	Parent	Director of Elem Ed
Stevens, Cameron	Huntingdon Area School District	Other	High School Principal
Stork, Hannah	Huntingdon Area School District	Other	High School Principal
Stuck, Mindy	Huntingdon Area SD	Administrator	Superintendent
Tanner, Piper	Resident	Community Representative	Strategic Planning Committee
Thurston-Griswald, Joann	Resident	Parent	Director of Elem Ed
Waleski, Art	Huntingdon Area SD	Administrator	Superintendent
Wargo, Patricia	Huntingdon Area SD	Administrator	School Board
Wentzel, Susan	Resident	Parent	Director of Elementary Ed
Williams, Port	Huntingdon Area SD	Administrator	School Board
Wilson, Kathy	Huntingdon Area School District	Elementary School Teacher	Teachers
Wilt, Gaie	Huntingdon Area School District	Elementary School Teacher	Director of Elementary Ed
Zurybida, Kelly	Huntingdon Area School District	Administrator	School Board

Data

Reflections

- **AYP Overview 2008**

Strength Last Modified: 7/24/2009

The student achievement data indicates that the school district continues to make progress in meeting the needs of all students. Assessment results indicate that the major components of the Standards Aligned System (SAS) are in place.

- **PSSA Math and Reading Subgroups**

Strength Last Modified: 7/27/2009

The trends over time indicate a 3 year increase in the number of IEP students scoring at the proficient or advance level, in both reading and math, of between 10% and 30%. Using alternative measures of performance, all buildings and the district have made AYP for the 07-08 and 08-09 school year.

Concern Last Modified: 7/27/2009

Eventhough the achievement of all students, as measured by the PSSA, is on track to exceed the 2011 AYP goals of 72% in reading and 67% in math, the IEP subgroups at grades 3-8 and the economically disadvantaged subgroup at grade 11 will have to make tremendous gains to meet their targets. We will continue to rely on the alternative measures of AYP, but we need to continue to focus our efforts on improving in these areas.

Goals, Strategies and Activities

Goal: Assessment and Progress Monitoring

Last Modified: 7/24/2009

Description: The goal of the Assessment and Progress Monitoring initiative is to continue the development of a data-driven decision making model that publishes an annual school district report card that reflects the current achievement of all students, establishes annual achievement goals and educational priorities, allows student academic progress to be monitored and provides teachers with the information required to implement instructional strategies and practices that meet the needs of all students.

Strategy: Elementary Response To Intervention

Last Modified: 7/27/2009

Description: Staff members will be trained to develop key components of Response to Intervention to meet the needs of at-risk learners.

Activity: Create a master schedule that will allow students to receive interventions within the regular education classroom.

Last Modified: 7/22/2009

Description: Regular education, Title and Special Educations teachers will work in cooperation to create a master school-wide schedule that will allow students to receive support services within the regular classroom setting. Additionally, teachers will plan the rotation of students to that they receive the most direct instruction as possible.

Person Responsible Timeline for Implementation Resources

Coppes, Jeff	Start: 5/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/21/2009 Continues to be refined and improved.

Activity: Planning to Support Co-Teaching Efforts

Last Modified: 7/22/2009

Description: It is our intent to continue to refine and develop an inclusion/co-teaching model in all four elementary schools for the 2009-2010 school year. In order to accomplish this we will be providing time for our Learning Support, Title I and regular education teachers to collaborate and to plan for instructional interventions for students that are not at the benchmark level. Substitutes be scheduled to cover teachers so that they can meet together as follows:
 Jackson Miller-One substitute per month for the special education teacher and one roving substitute to cover the classes of the regular education teachers.
 Brady-Henderson-One substitute per month for the special education teacher and one roving substitute to cover the classes of the regular education teachers.
 Southside-Two substitutes per month for the special education teacher and two roving substitutes to cover the classes of the regular education teachers.
 Standing Stone-Two substitutes per month for the special education teacher and two roving substitutes to cover the classes of the regular education teachers.

Person Responsible	Timeline for Implementation	Resources
Coppes, Jeff	Start: 8/31/2009 Finish: 6/30/2010	\$3,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	9	31
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Huntingdon Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Special education and regular education teachers will collaborate and create instructional activities designed to enhance the learning of all students in the regular education setting.	Research indicates that the co-teaching model is a 'best practice' when it occurs in the regular education classroom.	<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:

- 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 Other educational specialists 	<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 Kindergarten Early Learning Standards Mathematics

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 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. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans |
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Status: In Progress — Upcoming

Date	Comment
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7/22/2009 This program is scheduled for implementation.

Activity: Progress monitoring team meetings.

Last Modified: 7/22/2009

Description: In order to monitor the progress of our students not at benchmark (Tier 2 and Tier 3 students), we will conduct monthly Response to Intervention Team meetings at each school. The meetings will be conducted using an HASD-created protocol. The team will discuss the current assessments and the progress to date with respect to the interventions. The following individuals will be in attendance at each meeting: Building Leader, Grade-Level Team, Title I teachers, Learning Support teachers, Speech Therapist, the Paraprofessional that works with that child/group, the Guidance Counselor, Emotional Support teacher, and the Director of Elementary Education

Person Responsible Timeline for Implementation Resources

Coppes, Jeff	Start: 8/31/2009 Finish: Ongoing	\$3,000.00
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Status: Not Started — Upcoming

Strategy: Progress Monitoring

Last Modified: 7/23/2009

Description: A comprehensive assessment system will be developed that allows all students at all grade levels to be assessed in September, January and May. This assessment data will be shared with the staff and used to identify students below benchmark (Tier 1).

Activity: DIBELS K-2

Last Modified: 7/23/2009

Description: All students will be assessed 3 times per year using the DIBELS assessment to determine academic progress.

Person Responsible Timeline for Implementation Resources

Coppes, Jeff	Start: 1/1/2007 Finish: Ongoing	\$800.00
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Status: In Progress — Upcoming

Date Comment

3/19/2007 Fully implemented

7/23/2009 This is an annual activity that is a component of RTI.

Activity: TerraNova Testing

Last Modified: 7/27/2009

Description: The TerraNova Test will be given in grade 2 and grade 12 as a PSSA Retest.

Person Responsible Timeline for Implementation Resources

Williams, Port	Start: 7/1/2009 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Date Comment

3/19/2007 Administered to grade 2 during PSSA assessment window in March 07

7/27/2009 Will be implemented throughout the school year.

Goal: Curriculum Review Cycle

Last Modified: 7/27/2009

Description: All courses will be revised to align with the Pennsylvania Academic standards. The curriculum review process will be ongoing and require eight years to complete one cycle.

Strategy: Curriculum Review Phases

Last Modified: 7/21/2009

Description: The three yearly phases that will be used to complete the curriculum review are as follows:

Phase 1:

Review present curriculum.

Define subject area learning goals.

Connect learning goals to the Pennsylvania Academic Standards.

Phase 2:

Rewrite K - 12 curriculum with alignment to Pennsylvania State Standards and assessment anchors using district approved format.

Evaluate and modify K - 12 benchmarks for each standard statement and specify which courses shall include the teaching and the assessment of the benchmarks.

Identify appropriate measures for the benchmarks to be assessed balancing among district, classroom, commercial and state assessment tools in each subject area.

Phase 3:

Evaluate instructional materials to support curriculum revisions.

Purchase instructional materials to support curriculum revisions.

Provide inservice staff members regarding instructional materials and assessment tools.

Communicate the assessment data to the various stakeholders.

Monitor and adjust the curriculum as needed.

Activity: Curriculum Review 09-10

Last Modified: 8/10/2009

Description: Phase 1 - Social Studies

Phase 2 - Science

Phase 3 - Mathematics

Person Responsible	Timeline for Implementation	Resources
Williams, Port	Start: 7/1/2009 Finish: 6/30/2010	\$125,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Huntingdon Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The teachers will develop mathematics curriculum, K-12, aligned to the PA Academic Standards. Teachers will refine the Standards Aligned System (SAS) model incorporating the PA Curriculum Frameworks and creating a calendar-based curriculum map that identifies Big Ideas, Concepts, and Competencies.	The SAS Model represents a 'best practice' that focuses on student achievement and the 6 components of a highly effective instructional system. The curriculum review process is designed to construct educational programs that support effective learning approaches for all 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. • Empowers educators to work effectively with <u>parents and community</u>

partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents	<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">• Kindergarten Early Learning Standards• Mathematics

Follow-up Activities

Evaluation Methods

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

- 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
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: In Progress — Upcoming

Date **Comment**

7/21/2009 Identifying team members and preparing planning documents.

Activity: Curriculum Review 10-11

Last Modified: 8/6/2009

Description: Phase 1 - Language Arts
Phase 2 - Social Studies
Phase 3 - Science

Person Responsible Timeline for Implementation Resources

Williams, Port	Start: 7/1/2010 Finish: 7/1/2010	\$125,000.00
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Status: Not Started — Upcoming

Activity: Curriculum Review 11-12

Last Modified: 8/6/2009

Description: Phase 1 - Special Education
Phase 2 - Language Arts
Phase 3 - Social Studies

Person Responsible Timeline for Implementation Resources

Williams, Port	Start: 7/1/2011 Finish: 7/1/2011	\$125,000.00
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Status: Not Started — Upcoming

Strategy: Middle School Spanish Elective

Last Modified: 7/27/2009

Description: Offering Students the opportunity to take Spanish in grades 7 and 8.

Activity: Implementing Spanish in the Middle School

Last Modified: 7/27/2009

Description: 1. Order materials for Spanish curriculum.
2. Hire certified and highly qualified Spanish staff.
3. Schedule students
4. Develop and refine Spanish curriculum.

Person Responsible Timeline for Implementation Resources

Wargo, Patricia	Start: 7/1/2009	\$35,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/21/2009 Survey results were used to support the addition of a Spanish language course in the middle school.

7/27/2009 Materials have been ordered.

Goal: Elementary Extended Learning Opportunities

Description: Students that are not at the benchmark levels will receive after school and/or summer tutoring in the area of literacy.

Strategy: After School and Summer Extended Learning Opportunities

Description: All students that are not at the benchmark levels, as measured by both external and internal assessments, will be offered free tutoring services. Specific tutoring programs will include:

After School Tutoring Programs

A. Jackson Miller-Tutors will be JM teachers. Students will receive instruction using the same instructional delivery approaches as they receive during the school day (Guided Reading, Shared Reading, Interactive Read Aloud, and Writer's Workshop). Additionally, children will have access to Study Island.

B. Brady-Henderson, Southside and Standing Stone-Juniata College students will provide tutoring, and they will be monitored by HASD teachers. The tutors will be trained and work with students in the following four areas: Paired Reading, Rereading the Guided Reading Books for the Day, Interactive Read Aloud, Vocabulary Development Games and Study Island.
Summer Tutoring

All eligible children (as determined through our assessments) will be offered a six-week tutoring program over the summer. Instruction will be provide in small group settings, and transportation will be provided as a means to assist parents.

Activity: Extended After School and Summer Learning Activities

Last Modified: 7/22/2009

Description: All students that are not at the benchmark levels, as measured by both external and internal assessments, will be offered free tutoring services. Specific tutoring programs will include:

After School Tutoring Programs

A. Students will receive instruction using the same instructional delivery approaches as they receive during the school day (Guided Reading, Shared Reading, Interactive Read Aloud, and Writer's Workshop). Additionally, children will have access to Study Island.

B. Brady-Henderson, Jackson-Miller, Southside and Standing Stone-Juniata College students will provide tutoring, and they will be monitored by HASD teachers. The tutors will be trained and work with students in the following four areas: Paired Reading, Rereading the Guided Reading Books for the Day, Interactive Read Aloud, Vocabulary Development Games and Study Island.

C. Summer Tutoring for all eligible children (as determined through our assessments) will be offered during a six-week tutoring program over the summer. Instruction will be provide in small group settings.

Person Responsible Timeline for Implementation Resources

Coppes, Jeff	Start: 7/1/2009 Finish: Ongoing	\$20,000.00
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Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
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7/22/2009	Program started on July 6.
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Goal: Elementary Professional Learning Communities

Description: To create collaborative, learning communities in each of our schools.

Strategy: To improve the quality of our schools through ongoing, systematic professional development.

Last Modified: 7/23/2009

Description: We will establish professional learning communities through a variety of approaches that include, but are not limited to:

1. The Academy for Learning. This five-day summer professional development opportunity is provided to new, experienced and substitute teachers. It is designed to support our teachers in

their efforts to enhance their practice in the following instructional delivery methods: Interactive Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Comprehension Strategies and Writer's Workshop.

2. Collaborative Planning/Teaching/Reflecting. Teachers that choose this form of differentiated supervision will work in groups of 3-4 (at the same grade level). As a team, these teachers will plan lessons, take turns modeling the lesson, and then providing reflective feedback to the Director of Elementary Education. Each marking period, the group will meet and create a lesson from one of the four main areas (Interactive Read Aloud, Shared Reading, Guided Reading and Writer's Workshop).

3. Study Groups. We will conduct monthly study group sessions for the book, Strategies that Work. Teachers and paraprofessionals will meet each month and use a text-based protocol to discuss classroom implications for this book that focuses on the importance of teaching children seven distinct comprehension strategies.

4. Co-Teaching Planning. Each month, common planning time will be provided to our co-teaching teams.

5. Critical Friends Group. This will be our fourth year of using the Critical Friends Group model as a means to examine/discuss student work and to use consultancy protocols to address the concerns we have for students or our schools.

Activity: Implement Professional Learning Community Components

Last Modified: 7/24/2009

Description: We will establish professional learning communities through a variety of approaches that include, but are not limited to:

1. The Academy for Learning. This five-day summer professional development opportunity is provided to new, experienced and substitute teachers. It is designed to support our teachers in their efforts to enhance their practice in the following instructional delivery methods: Interactive Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Comprehension Strategies and Writer's Workshop.

2. Collaborative Planning/Teaching/Reflecting. Teachers that choose this form of differentiated supervision will work in groups of 3-4 (at the same grade level). As a team, these teachers will plan lessons, take turns modeling the lesson, and then providing reflective feedback to the Director of Elementary Education. Each marking period, the group will meet and create a lesson from one of the four main areas (Interactive Read Aloud, Shared Reading, Guided Reading and Writer's Workshop).

3. Study Groups. We will conduct monthly study group sessions for the book, Strategies that Work. Teachers and paraprofessionals will meet each month and use a text-based protocol to discuss classroom implications for this book that focuses on the importance of teaching children seven distinct comprehension strategies.

4. Co-Teaching Planning. Each month, common planning time will be provided to our co-teaching teams.

Person Responsible	Timeline for Implementation	Resources
Coppes, Jeff	Start: 7/1/2009 Finish: 6/30/2010	\$1,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	5	100

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HASD Employees	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Extend teacher knowledge in key approaches to literacy instruction including guided reading, shared reading, interactive read aloud, reading workshop and writer's workshop.	These instructional approaches are identified as research-based components of the Balanced Literacy Model.	<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.

Educator Groups Which Will Participate in this Activity

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

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 Participant survey Review of participant lesson plans

Status: In Progress — Upcoming

Date	Comment
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7/24/2009	Will be implemented as planned.
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Goal: Financial Management

Description: The goal is to increase the benefit of the financial resources by using cost effective management strategies.

Strategy: Develop a Model to Forecast Expenses and Revenues

Description: To ensure the long-term fiscal solvency of the school district, expenditures and revenues will be examined to anticipate future needs.

Activity: Cost Containment of District Expenses

Last Modified: 7/21/2009

Description: The administrative team will review the structure, staffing, and procedures governing the financial operations of the school district to ensure an effective and efficient delivery of services.

Person Responsible Timeline for Implementation Resources

Adams, Jill	Start: 1/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/21/2009	An ongoing budget review process has been established to ensure an effective and efficient use of district funds.
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Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Career Education

Description: Develop career plans for all students

Activity: Career Planning for all Students

Last Modified: 8/6/2009

Description: As part of the curriculum review cycle, the guidance department will begin the development and implementation of a K-12 career planning model that will assist students in making informed choices regarding the successful transition from school to post-secondary opportunities.

Person Responsible Timeline for Implementation Resources

Zinoble, Amanda	Start: 8/31/2009	-
	Finish: 6/29/2012	

Status: In Progress — Upcoming

Date	Comment
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7/21/2009	Career planning software has been purchased and implemented at all buildings in the district.
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8/6/2009	Counselors will meet with students to develop career portfolios.
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Goal: Gifted Education

Last Modified: 7/14/2009

Description: The Huntingdon Area School District will provide a Gifted Education program that develops each child's creativity, curiosity, critical thinking, and problem solving. The Gifted Education program will align with Chapter 16, PDE Gifted Education Guidelines, Basic Education Circulars, Act 48 Professional Development, and the Strategic Plan.

Strategy: Gifted Education Program Collaborative

Last Modified: 7/24/2009

Description: A Gifted Education Program Collaborative will be established to involve all stakeholders in the development of educational programs and activities that meet the needs of identified gifted students.

Activity: Differentiated Instruction and meeting the needs of all students in the regular education classroom.

Last Modified: 7/23/2009

Description: Staff members will be provided training in differentiated instruction techniques to meet the needs of all learners in a mixed-ability classroom.

Person Responsible	Timeline for Implementation	Resources
Williams, Port	Start: 8/31/2009 Finish: 6/29/2012	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tuscarora Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Teachers will learn strategies to manage a differentiated classroom. Lesson plans will be differentiated by readiness, interest and learning profile. Teachers will learn how to differentiate content, process and product.	Differentiate instruction is a best practice that allows teachers to acknowledge the unique needs and abilities of their students. Using differentiated lesson plans, teachers can provide students with flexibility in achieving and demonstrating their understanding of the key ideas and concepts.	<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.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching

materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • 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 • 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 | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|---|--|

- meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: Not Started — Upcoming

Activity: Gifted Education Guidelines Review

Last Modified: 7/23/2009

Description: The gifted support teachers, administrators and parents will review and revise, as necessary, the Huntingdon Area School District Gifted Education Guidelines as suggested by PDE's Gifted Education Guidelines and mandated by Chapter 16. Updated guidelines will be placed on the district's webpage and made available to parents and interested community members.

Person Responsible Timeline for Implementation Resources

Zurybida, Kelly	Start: 8/31/2009 Finish: 6/30/2010	\$3,000.00
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Status: Not Started — Upcoming

Activity: Gifted Education Student Assessment

Last Modified: 7/21/2009

Description: Gifted Support teachers will research and identify assessment materials that will be used to identify present levels of achievement of students in the gifted education program. Assessment materials will be purchased and implemented to monitor student progress and evaluate the effectiveness of the gifted education program.

Person Responsible Timeline for Implementation Resources

Zurybida, Kelly	Start: 7/1/2009 Finish: 6/30/2010	\$4,000.00
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Status: In Progress — Upcoming

Date Comment

7/21/2009 Materials have been ordered.

Goal: HeadStart Supplemental K4 Program

Description: To provide quality pre-kindergarten opportunities in partnership with the Huntingdon County Adult and Child Development Corporation.

Strategy: Create and Maintain a Pre-Kindergarten Classroom

Last Modified: 7/24/2009

Description: In partnership with Huntingdon County Head Start, we will create and maintain a quality pre-k program for 16 four year olds that meet the Head Start eligibility criteria.

Activity: Implement and Maintain a Pre-K program at Brady-Henderson Mill Creek Elementary School

Last Modified: 8/6/2009

Description: During the 2006-2007 school year, a Pre-Kindergarten classroom was started at Brady Henderson. Sixteen children that are Head Start eligible receive educational services. Participating children take part in all Head Start activities and are included in the many cultural and enrichment activities offered by the school. Parents will be encouraged to participate as active members in this partnership. This program is maintained, in part, by local funding.

Person Responsible Timeline for Implementation Resources

Coppes, Jeff	Start: 7/1/2009 Finish: Ongoing	\$16,000.00
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Status: In Progress — Upcoming

Date Comment

8/6/2009 The program has been implemented and continues to be developed.

Goal: Infrastructure

Description: The goal is to promote the success of all students by ensuring the high quality management of the Huntingdon Area School District's buildings, grounds, and resources for a safe, efficient, and effective learning environment.

Strategy: Evaluation of Buildings and Grounds

Description: An architectural firm will conduct a feasibility study of the district's buildings and grounds and their usage.

Activity: Feasibility Study

Last Modified: 7/24/2009

Description: The Huntingdon Area Middle School will be evaluated for possible renovation or replacement with cost estimates and specific needs identified. In addition, an analysis of the facilities utilization will be provided.

Person Responsible Timeline for Implementation Resources

Adams, Jill	Start: 1/1/2007 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

Date Comment

7/21/2009 The PlanCon process has been initiated to replace/renovate the Middle School

Goal: LEP

Last Modified: 7/23/2009

Description: The Professional Development Committee will offer staff development opportunities that are designed to provide teachers with the training required to support the English Language Learner (ELL) in the regular education classroom.

Strategy: ELL Professional Development

Last Modified: 7/23/2009

Description: Teachers of ELL will be provided staff development regarding the legal requirements, strategies for curriculum implementation and cultural understanding for enhancing the achievement of English Language Learners.

Activity: Differentiating Instruction for English Language Learners

Last Modified: 7/23/2009

Description: Teachers will be provided with strategies for differentiating the curriculum to best meet the needs of ELLs in their classroom.

Person Responsible Timeline for Implementation Resources

Reilly, Linda	Start: 8/31/2009 Finish: 6/29/2012	-
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Professional Development Activity Information

<u>Number of Hours Per Session</u>	<u>Total Number of Sessions Per School Year</u>	<u>Estimated Number of Participants Per Year</u>
4.00	1	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Huntingdon Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain a better understanding of the diverse needs of ELLs. Differentiated Instruction techniques and best practices regarding ELLs will be presented and implemented in the regular education classroom.	Differentiated Instruction has been shown to provide a framework to modify lesson plans, including content, process and product, to meet the needs of all 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.

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 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 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: Not Started — Upcoming

***Goal:* MATHEMATICS**

Last Modified: 7/24/2009

Description: At least 56% of all students, including sub-groups, will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

***Strategy:* High School Mathematics Lab**

Description: Extended learning opportunities will be provided to students who are not proficient or advanced in mathematics. Teachers will identify specific learning needs and develop targeted intervention plans (TIP's) that relate to assessment anchors. Progress will be monitored on a regular basis to adjust instruction as needed.

***Activity:* Mathematics Labs - High School**

Last Modified: 7/23/2009

Description: Students that have not demonstrated proficiency in mathematics will be assigned to Math Labs to receive additional instructional time in the areas of deficiency. Students will meet daily until proficiency is demonstrated on progress monitoring assessments or the PSSA and 4Sight. The focus of instruction will be the mathematics assessment anchors.

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 • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government

- School counselors

- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- 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 | <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 • Classroom student assessment data • Participant survey • Review of participant lesson plans |
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Status: In Progress — Overdue

Date **Comment**

7/27/2009 Materials have been ordered.

Strategy: PowerTeaching in Mathematics

Last Modified: 7/27/2009

Description: Teachers will implement PowerTeaching strategies in their classrooms.

Activity: Professional Development in PowerTeaching

Last Modified: 7/27/2009

Description: Teachers will receive 6 days of professional development in PowerTeaching strategies. These strategies will be implemented in their classroom teaching practice.

Person Responsible	Timeline for Implementation	Resources
Wargo, Patricia	Start: 7/1/2009 Finish: 6/30/2011	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	6	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Tuscarora Intermediate Unit	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The PowerTeaching model will be presented to staff members. Cooperative learning strategies, active engagement activities, positive reinforcement methods, and team building will be used to increase student achievement.	PowerTeaching is based on cooperative learning strategies with a specific focus on mathematics 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.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Mathematics

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 | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|--|

Status: In Progress — Upcoming

Date Comment

7/27/2009 Schedules have been developed.

Goal: Professional Development

Description: The goal of the Huntingdon Area School District Professional Development Committee is to provide continuing educational opportunities for the staff in order to assist in the development of skills and abilities that will result in increased student achievement. The Professional Development Committee will assess the district's professional needs through surveys, strategic plan priorities, student assessment data, staff certification needs, and the new teacher induction plan. The Professional Development Committee will encourage all staff members to fulfill their continuing educational needs through both professional development and staff development days, conference attendance through the Travel/Conference Committee, and collegiate credits as stated in the HAEA collective bargaining agreement.

Strategy: High School Co-Teaching

Description: The high school staff will develop and implement a co-teaching model.

Activity: Co-Teaching at the High School

Last Modified: 7/27/2009

Description: Regular education teachers and special education teachers will cooperative plan and adapt lessons, instruct, and assess (Co-Teach) students with a rigorous curriculum, reliable assessments and standards-aligned instructional materials in an inclusive classroom setting.

Person Responsible	Timeline for Implementation	Resources
Miles, Jeff	Start: 8/31/2009 Finish: 6/30/2010	-

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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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Tuscarora Intermediate Unit #11		Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Date	Comment
7/22/2009	Teachers have an opportunity to meet and plan.

Goal: READING

Last Modified: 8/10/2009

Description: At least 63% of all students, including sub-groups, will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: High School English Labs

Description: Extended learning opportunities will be provided to students who are not proficient or advanced in reading or writing. Teachers will identify specific learning needs and develop targeted intervention plans (TIP's) that relate to assessment anchors. Progress will be monitored on a regular basis to adjust instruction as needed.

Activity: English Labs - High School

Last Modified: 7/23/2009

Description: Students that have not demonstrated proficiency in reading will be assigned to English Labs to receive additional instructional time in the areas of deficiency. Students will meet daily until proficiency is demonstrated on progress monitoring assessments or the PSSA or 4Sight. The focus of instruction will be the reading assessment anchors.

Person Responsible Timeline for Implementation Resources

Miles, Jeff	Start: 8/31/2009	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Strategy: Increase Independent Reading Opportunities for Students

Last Modified: 7/24/2009

Description: The reading resources available in the library and the classrooms will be expanded to include reading materials for various reading abilities and interests. Technology will be used to monitor comprehension and effort.

Activity: Expand Accelerated Reader Opportunities

Last Modified: 7/24/2009

Description: The AR collection will be expanded to include more titles that represent different reading levels, interests, and subjects. With staff and student input, materials will be selected, along with the appropriate AR quizzes, to better meet student needs. Teachers will be encouraged to incorporate AR activities into their daily lessons.

Person Responsible Timeline for Implementation Resources

Shelow, Nancy	Start: 7/1/2009	\$15,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/24/2009	Materials have been ordered.
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Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Last Modified: 7/27/2009

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

Strategy: PSSA Participation

Last Modified: 8/6/2009

Description: Students who are expected to participate will be identified.

Activity: Monitor PSSA Participation

Last Modified: 7/27/2009

Description: Students who are expected to participate in the PSSA will be monitored during the testing window for attendance. In addition, students who are placed outside the school district will be identified and their participation will be monitored.

Person Responsible Timeline for Implementation Resources

Williams, Port	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/27/2009	Will monitor students eligible for PSSA participation.
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Goal: Technology Development

Last Modified: 7/22/2009

Description: The goal of the technology plan is to enhance and enrich student learning, productivity, communication and educational opportunities through the effective use of 21st century technologies.

Strategy: Common Communications Portal

Last Modified: 7/22/2009

Description: This strategy is to create a centralized portal for information and communications. This system is meant to manage our online information and communications into a central location. This allows us to streamline our communication and information efforts to our staff, faculty, students, and parents. This makes information available to everyone in a concise manner.

Activity: Increasing communication skills and use of available tools

Last Modified: 7/22/2009

Description: Continue the use of Gradequick/Edline and our own Moodle site to integrate the use of technology-based programs to tie Internet resources into classrooms and provides for improved parent/guardian communication and extended learning opportunities for students

Person Responsible Timeline for Implementation Resources

Myers, Dave	Start: 1/1/2007 Finish: Ongoing	\$35,000.00
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Status: In Progress — Upcoming

Date Comment

7/21/2009	This is an ongoing process as we add additional communication tools to our system. The latest implementation was a student email systems using epals.com
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Strategy: Elementary Technology Systems

Last Modified: 7/22/2009

Description: Implementation of technology systems specifically for the Elementary schools

Activity: Increasing communication skills and use of available tools

Last Modified: 7/22/2009

Description: Continue the use of Gradequick/Edline and our own Moodle site to integrate the use of technology-based programs to tie Internet resources into classrooms and provides for improved parent/guardian communication and extended learning opportunities for students

Person Responsible Timeline for Implementation Resources

Myers, Dave	Start: 1/1/2007 Finish: Ongoing	\$35,000.00
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Status: In Progress — Upcoming

Date Comment

7/21/2009	This is an ongoing process as we add additional communication tools to our system. The latest implementation was a student email systems using epals.com
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Strategy: High School Technology Systems

Last Modified: 7/22/2009

Description: The implementation of technology based systems specifically for the High School.

Activity: Increasing communication skills and use of available tools

Last Modified: 7/22/2009

Description: Continue the use of Gradequick/Edline and our own Moodle site to integrate the use of technology-based programs to tie Internet resources into classrooms and provides for improved parent/guardian communication and extended learning opportunities for students

Person Responsible Timeline for Implementation Resources

Myers, Dave	Start: 1/1/2007 Finish: Ongoing	\$35,000.00
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Status: In Progress — Upcoming

Date Comment

7/21/2009	This is an ongoing process as we add additional communication tools to our system. The latest implementation was a student email systems using epals.com
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Strategy: Middle School Technology Systems

Last Modified: 7/22/2009

Description: Implementation of technology systems specifically for the Middle School

Activity: Increasing communication skills and use of available tools

Last Modified: 7/22/2009

Description: Continue the use of Gradequick/Edline and our own Moodle site to integrate the use of technology-based programs to tie Internet resources into classrooms and provides for improved parent/guardian communication and extended learning opportunities for students

Person Responsible Timeline for Implementation Resources

Myers, Dave	Start: 1/1/2007 Finish: Ongoing	\$35,000.00
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Status: In Progress — Upcoming

Date Comment

7/21/2009	This is an ongoing process as we add additional communication tools to our system. The latest implementation was a student email systems using epals.com
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Strategy: Technology Infusion during curriculum review process

Last Modified: 7/23/2009

Description: During the curriculum review process, technology needs are identified and implemented for the curriculum. This ensures new technologies and implemented technologies are made part of the curriculum. Often times this results in new software or hardware purchases as part of the curriculum review.

Activity: Curriculum Review 09-10

Last Modified: 8/10/2009

Description: Phase 1 - Social Studies
Phase 2 - Science
Phase 3 - Mathematics

Person Responsible	Timeline for Implementation	Resources
Williams, Port	Start: 7/1/2009 Finish: 6/30/2010	\$125,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	5	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Huntingdon Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The teachers will develop mathematics curriculum, K-12, aligned to the PA Academic Standards. Teachers will refine the Standards Aligned System (SAS) model incorporating the PA Curriculum Frameworks and creating a calendar-based curriculum map that identifies Big Ideas, Concepts, and Competencies.	The SAS Model represents a 'best practice' that focuses on student achievement and the 6 components of a highly effective instructional system. The curriculum review process is designed to construct educational programs that support effective learning approaches for all 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.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. 	<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"> • Kindergarten Early Learning Standards • Mathematics

superintendents

- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Date Comment

7/21/2009 Identifying team members and preparing planning documents.

Activity: Curriculum Review 10-11

Last Modified: 8/6/2009

Description: Phase 1 - Language Arts
Phase 2 - Social Studies
Phase 3 - Science

Person Responsible Timeline for Implementation Resources

Williams, Port	Start: 7/1/2010	\$125,000.00
	Finish: 7/1/2010	

Status: Not Started — Upcoming

Activity: Curriculum Review 11-12

Last Modified: 8/6/2009

Description: Phase 1 - Special Education

Phase 2 - Language Arts
Phase 3 - Social Studies

Person Responsible Timeline for Implementation Resources

Williams, Port	Start: 7/1/2011 Finish: 7/1/2011	\$125,000.00
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Status: Not Started — Upcoming

Deleted Goals

Name	Deletion Rationale	Deletion Date
21st Century Classrooms - CFF	This strategy goal was combined with the other technology goals.	7/21/2009

Measurable Annual Improvement Targets

Each year, the staff is required to conduct an analysis of the assessment data for their students with the purpose of improving curriculum and instruction. This analysis includes a review of both internal and external assessments. Although each assessment instrument yields different data, the general review cycle is as follows:

1. In the fall, building level administrators assign teachers to grade level teams to review student achievement data.
2. Under the direction of Curriculum Leaders, teachers meet and establish annual achievement goals.
3. Areas of need are identified and strategies are developed to meet those needs.
4. Teachers meet monthly to review strategies and monitor progress.
5. Financial and staff resources are allocated to meet those goals.
6. Assessment data is reported to the Board of Directors and community on an annual basis.
7. Students that need additional support are identified and interventions are implemented.
8. Building administrators, curriculum leaders and the curriculum review team assist teachers in finding support materials and research-based instructional techniques to enhance the instructional programs in the goal areas.
9. Building principals review attendance records, dropout rates, and allocation of instructional time in each subject area to ensure appropriate learning opportunities.
10. When the end-of-year assessment results (PSSA and TerraNova) are returned, teachers determine if their goals were met.
11. The cycle repeats the following year.

In addition to the above process, the Huntingdon Area School District engages in the following activities to improve student achievement:

1. Provides ongoing professional development and staff development for all teachers.
2. Utilizes teacher-made, district and state rubrics for instruction at all levels.
3. Provides research-based instructional approaches for staff development.
4. Integrates technology into all content areas to enhance the research and problem solving skills of students.
5. Provides ongoing opportunities for students to engage in both creative and critical thinking activities.
6. Provides multiple opportunities for students to respond to writing prompts in a variety of genres in all curricular areas.

7. Reviews assessment results to identify areas of weakness and strengths.
8. Uses assessment data during the curriculum review process.

Curriculum, Instruction and Instructional Materials

The Huntingdon Area School District has made a commitment to providing the resources and training necessary to deliver high quality, educational programs that meet the needs of all students. As a result of this commitment, the district has developed an eight year cycle to align all curricular areas to the Pennsylvania Academic Standards, provide staff development, and purchase the required instructional materials. During the 08-09 school year, the curriculum review cycle was completed, and all course offerings, K-12, have been aligned to the Pennsylvania Academic Standards and supported with appropriate, up-to-date materials and resources. During the 09-10 school year, the curriculum review cycle will repeat with the completion of the mathematics curriculum review.

Assessments and Public Reporting

The Huntingdon Area School District has developed a comprehensive assessment system that is designed to implement the key components of Progress Monitoring and Response to Intervention (RtI). Progress Monitoring assessments have been established in reading and mathematics, K-12. For reading, DIBELS assessments are administered at grades K-2 at the beginning, middle, and end of year; Fountas and Pinnell Running Records are administered, K-5, throughout the year; STAR Reading is administered in grades 2-12 as a pretest and posttest; and 4Sight is administered throughout the year. For mathematics, 4Sight will be administered in grades 2-12 throughout the school year. These assessments are used by the staff to monitor the achievement of individual students and identify those students that require an educational intervention to achieve at expected levels.

As students are identified for educational interventions, diagnostic assessments are administered to determine the specific area for the intervention. As per the RtI model, targeted interventions provide both strategic and intensive educational assistance. Using 4Sight, Study Island, and other diagnostic instruments, specific learning needs, based on the PSSA Assessment Anchors, become the focus for targeted intervention efforts.

In addition to the Progress Monitoring and RtI assessments, all students in grades 2-12 participate in the PSSA, PASA, or the TerraNova. The PSSA and PASA are given in grades 3,4,5,6,7,8, and 11; the TerraNova is administered in grade 2 and grade 12 as a PSSA retest. The results of these assessments are published, annually, in the school district report card as required by No Child Left Behind (NCLB).

Targeted Assistance For Struggling Students

Using the school district assessment data, students identified for targeted assistance will receive services throughout the regular school day, after school, and in the summer. During the school day, in grades K-8, Title I staff will provide targeted interventions in reading, and special education staff will provide interventions for identified students, K-12, in reading and mathematics. In addition, students in grades 6-8 will be assigned to help sessions during enrichment periods, and students in grades 9-12 will be assigned to English Labs and Math Labs to receive extra assistance.

At the elementary schools, monthly RTI meetings are conducted to discuss the Progress Monitoring results of at-risk learners and to determine appropriate interventions based upon the needs of each child. These interventions are delivered by classroom teachers, Title I teachers,

special education teachers and para educators. Parents are active participants in the RTI process.

Support for Struggling Schools

Based on the 2009 PSSA results, the Huntingdon Area School District has achieved Adequate Yearly Progress (AYP) in all buildings. The data does suggest areas of student achievement that need to be addressed to continue improving. Through the annual goal setting process, staff members will establish priorities, and resources will be allocated to meet those needs. The achievement results of students will continue to be monitored through the district's assessment program, and adjustment will be made where indicated.

Qualified, Effective Teachers and Capable Instructional Leaders

Professional development opportunities are provided for all staff members. The PD Committee plans for the professional development days identified in the collective bargaining agreement. The Travel/Conference Committee allocates funding for staff members to attend conferences of their choosing. The administrative staff is encouraged to attend conferences and workshops related to their assignment.

Parent and Community Participation

Throughout the school year, parents and community members are provided with opportunities to support the education of all children. Open Houses are scheduled in all buildings, and parents are invited to attend. Parent conferences are held in the fall and spring to encourage parent participation. At the elementary level, parents are provided with a Pennsylvania Academic Standards-based report card that indicates their child's progress towards achieving the important standards. Title I parent meetings are held in all Title I buildings as per school board policy. Activity Nights, reading days, holiday programs, spring concerts, parent training workshops, and financial aid programs are scheduled throughout the year. Teachers are being trained to use technology (Edline) to inform and involve parents in the day-to-day educational activities of their children.

Pre-Kindergarten Transition

The Huntingdon Area School District in partnership with the Huntingdon County Child and Adult Development Corporation has instituted a Head Start Supplemental Classroom at Brady-Henderson Mill Creek Elementary School for 16 four-year old Head Start eligible students. In addition, a PA Pre K Counts classroom will begin its third year at Standing Stone Elementary School. A total of 16 children also attend this daily program.

To support children and families, numerous activities are conducted prior to children entering our kindergarten programs. Transition meetings are conducted in January as a means to begin planning for children with identified needs. Our schools conduct Kindergarten Registrations sessions in April to begin having children and their families become familiar with our schools. In July, we mail to incoming children books specific to their school as a means to help them become familiar with the people and events specific to their new school. In August, children and their parents attend our Kindergarten Orientation sessions. These sessions are designed to help each child become acquainted with the teacher, classroom and new friends. Children also have the opportunity to take a short bus ride and learn procedures and safety regarding bus travel.